

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 2010/11

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 15, 2010

Designated Site: Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

PART II: Regular Board Meeting

Section (B) : – (open to public): TBA

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						Notwell, Kathryn					
Brown, Cindy						Pelletier, Allison (Student)					
Carlino, Daniela (Student)						Robinson, Danielle (Student)					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie					
Mannisto, Mark						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: Superintendent of Education					
Tsubouchi, Cathy: Manager of Accounting Services					
Chiupka, Wayne: Manager of Plant Services/Transportation					
Willcocks, Barb: Student Success Leader					
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)

(Attached)

3.1 Agenda: Committee of the Whole Board - Closed

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

3.2 Rise and Report from Closed Session

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

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 15, 2010 be called to order at _____ p.m.

5.0 Report of the Committee of the Whole Closed Session

5.1 ✓ **That**, the Superior-Greenstone DSB – Committee of the Whole – In-Camera Section A (Closed) Reports be adopted with the following recommendations therein:

—
—

6.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2010/10 Regular Board Meeting, Monday, November 15, 2010 be accepted and approved.

7.0 Disclosures of Interest re: Open Session

8.0 Minutes: Board Meetings and Board Committee Meetings

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

- Regular Board Meeting – October 18, 2010, and

(Attached)

That, the minutes of the following Board Advisory and Standing Committees meetings be acknowledged as received

- Special Education Advisory Committee Notes – October 12, 2010
- Parent Involvement Committee – November 2, 2010

(Attached)

(Attached)

9.0 Business Arising Out of the Minutes

- 9.1 Regular Board: October 18, 2010
Item 8.0: Minutes of Board Policy Review Committee – September 27, 2010

✓ **That**, Superior-Greenstone DSB having accepted the recommendations outlined in the BPRC minutes of September 27, 2010 approve as reviewed:

- P-202 Control and Release of Information
 - P 506 Drug Education
 - Procedural Guideline: Religious Accommodation, and
- That, these be posted to the Board website with an implementation date of October 19, 2010 and these shall supersede any previous policies and procedural guidelines.

10.0 Delegations and/or Presentations

- 10.1 Presentation: E-Learning: Provincial Perspective (LSHS Principal, Donna Fry)
- 10.2 Presentation: Student Trustees' Update (Verbal – Student Trustees)
- 10.2.1 Allison Pelletier
- 10.2.2 Daniela Carlino
- 10.2.3 Danielle Robinson

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

- 11.1 Report No. 85
Enrolment Summary on October 29, 2010 Count Date (Attached – B. Rousseau)
- 11.2 Report No. 86
Disbursements – October 2010 (Attached – C. Tsubouchi)
- 11.3 Report No 87
Board Signing Officers (Attached – C. Tsubouchi)
- ✓ **That**, effective December 1, 2010, signing officers for Superior-Greenstone District School Board be any two of the following:
 Patti Pella Director of Education and Secretary to the Board
 Cathy Tsubouchi Superintendent of Business and Treasurer
 Dave Tamblyn Assistant to the Director of Education
 Dianne Williams Manager of Accounting Services
- 11.4 Bylaw 121: Tax Levy 2010 (Attached – C. Tsubouchi)
- ✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 121 being a bylaw to levy taxes for 2011 as per the attached.
- 11.5 Bylaw122: Borrowing re B.A Parker PS and Geraldton Composite HS (Attached – C. Tsubouchi)
- ✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 122 being a bylaw to authorize the borrowing of up to four million, seven hundred and ninety thousand dollars (\$4,790,000.00) as per the attached.

- 11.6 Report No. 88
BA Parker PS Replacement Project Update (Attached – W. Chiupka)

- 11.7 Report No. 89
Health and Safety Policy 706 Annual Approval (Attached – W. Chiupka)
✓ That, the Superior-Greenstone DSB approve Board Policy 706 Health and Safety as presented and that the same be posted to the board website with an effective implementation date of November 16, 2010.

12.0 Reports of the Director of Education

Director of Education: Patti Pella

- 12.1 Correspondence:
12.1.2 MOET New Trustee Orientation (Attached)
- 12.2 Non-Trustee Board Committee Expenses

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Superintendent of Education: David Tamblyn

- 13.1 Report No. 90
Board Leadership Development Plan (Attached – D. Tamblyn)
- 13.2 Report No. 91
Native Language and Studies Courses (Attached – B. Willcocks)
✓ That, the Superior-Greenstone DSB, approve the addition of a total of seven, additional sections to the secondary schools listed above for Semester 2 of the 2010-2011 School Year for Native Language and Native Studies courses, pending proof of minimum student enrollment as requested.
- 13.3 Report No 92
Technology Update (Attached – B. Ross)

14.0 Matters for Decision

Board Chair: J. Sparrow

- 14.1 Report No. 93
Personnel – November 15, 2010 (Attached – 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 Notice of Motion**17.0 Trustee Associations and Other Boards****17.1 OPSBA****18.0 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 p.m.****19.0 Disclosure of Interest: re Closed Session****20.0 Committee of the Whole Board** *(In-Camera Closed)**(Attached)***21.1 Agenda: Committee of the Whole Board - Closed**

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

21.2 Rise and Report from Closed Session

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

21.3 ✓ **That**, the Superior-Greenstone DSB – Committee of
the Whole – In-Camera Section C (Closed) Reports be adopted
with the following recommendations therein:

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22.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2010/11
Regular Board Meeting, Monday, November 15, 2010
be adjourned at _____, p.m.

2010 Board Meeting Schedule

2010 Dates	Time	Location		2010 Dates	Time	Location
Monday, November 15	6:30 p.m.	Marathon Board Office (SGB0)		Friday, December 3	12:30 p.m.	Marathon Board Office (SGB0)

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

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Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
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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 2010/10

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 18, 2010

Designated Site: Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A) In-Camera: – (closed to public) 6:33 p.m.

PART II: Regular Board Meeting

Section (B) : – (open to public): 7:16 p.m.

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				Notwell, Kathryn	X				
Brown, Cindy	X					Pelletier, Allison <i>(Student)</i>			X		
Carlino, Daniela <i>(Student)</i>	X					Robinson, Danielle <i>(Student)</i> Excused at 8:35P	X				
Fisher, Cindy	X					Simmons, Tina			X		
Keenan, Darlene		X				Sparrow, Julie	X				
Mannisto, Mark	X					Turner, Jim: Excused at 7:45P		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					
Tamblyn, David: Superintendent of Education			X			
Tsubouchi, Cathy: Manager of Accounting Services	X					
Chiupka, Wayne: Manager of Plant Services/Transportation	X					
Willcocks, Barb: Student Success Leader			X			
Paris, Marc: Coordinator of Maintenance			X			
Draper, Barb: Coordinator of Human Resources Services					X	
Ross, Brad: Coordinator of Systems and Information Technology	X					
Joannette, Rose-Marie: Administrative Assistant / Communications	X					

1.0 Roll Call

Board Chair Julie Sparrow conducted roll call at 6:32 p.m. Members were present as noted above.

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

There were no disclosures of interest reported.

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

(Attached)

3.1 Agenda: Committee of the Whole Board - Closed
181/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:33 p.m. and that this portion be closed to the public.

Carried

3.2 Rise and Report from Closed Session
182/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 7:15 p.m. and that this portion be open to the public.

Carried

PART II: Regular Board Meeting

Section (B): – (open to public): 7:16 p.m.

4.0 Regular Meeting Call to Order

183/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 20, 2010 be called to order at 7:16 p.m.

Carried

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

5.1 184/10

Moved by: Trustee Brown

Second: Trustee Simmons

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

Carried

6.0 Approval of Agenda

185/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, the agenda for the Superior-Greenstone DSB 2010/10 Regular Board Meeting, Monday, October 18, 2010 be accepted and approved.

Carried

7.0 Disclosures of Interest re: Open Session

There were no disclosures of interest reported.

8.0 Minutes: Board Meetings and Board Committee Meetings

186/10

Moved by: Trustee Brown

Second: Trustee Simmons

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

- Regular Board Meeting – September 20, 2010, and

That, the minutes of the following Board Advisory and Standing Committees meetings be acknowledged as received

- Special Education Advisory Committee – September 14, 2010
- Board Policy Review Committee – September 27, 2010

Carried

9.0 Business Arising Out of the Minutes

9.1 Regular Board: September 20, 2010

Item 16.1: Notice of Motion to Revise Superior-Greenstone DSB Bylaws

Director of Education Patti Pella noted that the revised Board Bylaws resulted from two professional development sessions wherein Trustees worked through a complete a revision of the document. The revision sees that the Board complies with Bill 177 Trustee Policy and Governance. As well, the ministry's Operational Review of the Board conducted in September had the issue of the Bylaw revision among the goals to attain which, as of the following motion comes to fruition.

187/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, Superior-Greenstone DSB proceed with a full revision to the Bylaws of Board, and that, the revised Board Bylaws be adopted, effective October 19, 2010.

Carried

10.0 Delegations and/or Presentations

10.1 Early Learning Program at Margaret Twomey PS

Principal Heidi Patterson provided a verbal report regarding the Early Learning at the school, which was one of among 600 schools in the province chosen for the ministry's Year 1 phase-in. The model includes a full-day program for 42 junior and senior kindergarten children in a classroom setting with one teacher and one early childhood educator (ECE). Typically, a day for the children includes early morning organization from where the group moves onto the fun room, also know as the common room. The fun room gives children access to a full play centre and smart technology for learning. She provided a handout with an outline of the daily routine for early learning at MTPS. With no parental demand the Extended Program, there is no ECE presence for before and after school program.

10.2 Student Trustees' Update

10.2.1 Allison Pelletier: provided a verbal update, noting that the problem with heat in the classroom areas, which she reported in September, has now been addressed. Student Council is functional now with a number of Halloween activities on the docket. A move is afoot to gain more involvement by first nation students to expand their participation in school clubs like the choir, student council and peer-mediation groups. Brady Trottier has been chosen for student senate representative. Currently, there is a contest underway to rename the wings of the schools.

Ms. Pelletier noted that she and her student trustee colleagues are interested in attending the Ontario Student Trustees' Association Fall Annual Meeting in Toronto.

- 10.2.2 Daniela Carlino: provided a verbal update of events from both Lake Superior HS and Nipigon-Red Rock DHS. At NRHS welcome week activities including a "Lakers" theme dance on September 20th have all gone well. At LSHS, the atmosphere is positive. There is a Wednesday morning Breakfast Club where staff and students assemble for to eat healthy foods. Monthly events are planned to facilitate involvement and participation, such as the 80's Days event this past month. A Terry Fox bake sale raised \$500 for the Cancer Society. A student newspaper has started and cooperative education students have begun work on developing the school's website. A survey has been circulated to find out what students want to see up their website. Ms. Carlino noted that a concern has been raised about the lack of a lunchtime bus run between Terrace Bay and Schreiber. Co-op students used to have the service provided for transport to/fro placements outside of home communities. That is Terrace Bay students working in Schreiber or vice-versa.
- 10.2.3 Danielle Robinson: provided a verbal update for Manitouwadge HS and Marathon HS. MNHS Student Council has organized a Halloween Food Drive. It also helped raise \$200 for the Terry Fox Run and its Athletic Association plans to sell poppies door-to-door and take part in the Remembrance Day Parade in the community. MRHS had a Welcome Back BBQ and participation for Student Council has been great with a compliment of over 20 members this year. The students have organized several fundraising events to help offset cost for two classmates who are set to attend the World Karate Championship overseas. Ms. Robinson noted a concern about the availability of cab rides for students living in Heron Bay, some of whom need the service to partake in after-school extracurricular activities.

188/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ **That**, the Superior-Greystone DSB support the student trustees, Allison Pelletier, Daniela Carlino and Danielle Robinson in attending the OSTA Fall Conference, November 11 to 14, 2010 in Toronto and that expenses be paid according to policy.

Carried

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

- 11.1 Report No 78: 2009-2010 Audit Plan
Manager of Accounting Services Cathy Tsubouchi provided an overview of Report No. 78 reporting on the services to be provided during the external audit that is scheduled to take place the week of October 25, 2010. She noted the Public Sector Accounting Board process applies and this will be the first year that amortization of assets is being implemented as a component of the process.
- 11.2 Report No. 79: Disbursements – September 2010
C. Tsubouchi provided a brief overview of this report presented for information, noting that expenditures for month include large numbers because the first progress payments were due for the B.A. Parker PS August construction.
- 11.3 Report No. 80: BA Parker PS Replacement Project- Update September 2010
Manager of Plant Services Wayne Chiupka provided an overview of Report No. 80 noting that last month's student concern over heating is resolved. He encouraged students to speak to the school

Principal should their comfort level be a problem in the future. Phase 1 of the project is drawing to an end. Phase 2 construction will take place behind solid barriers, which means school population will not be exposed to the day-to-day construction developments in this phase.

11.4 Report No. 81: Five-Year Plans Project Update

W. Chiupka reviewed the report that provides an outline of the five-year capital project plans for the Plant Services Department. He noted that a significant portion of the B.A. Parker PS construction budget of \$5.3 million remains illustrated because timelines of the project have yet to pass.

12.0 Reports of the Director of Education

Director of Education: Patti Pella

12.1 Correspondence:

- 12.1.1 MOET to Mayor M. Power – August 23, 2010
- 12.1.2 NRHS Parent Council Annual Report – September 21, 2010
- 12.1.3 Queen Elizabeth II Aiming for Top Scholarships – September 22, 2010
- 12.1.4 MOET to SGDSB re Operational Review – September 30, 2010
- 12.1.5 MOET to SGDSB re New Trustee Orientation – October 4, 2010

P. Pella provided a brief explanation of each of the letters attached, noting that items included were for information purposes. She elaborated on the item regarding the Queen Elizabeth II Scholarships, extending congratulations to 12 Superior-Greenstone DSB students named for the post-secondary awards as follows:

- Geraldton Composite HS: Kelsey Donylyk, Sadie Gross and Savanah Duguay
- Lake Superior HS: Teshia Rochon and Doriana Veneziano
- Manitouwadge HS: Erik Jackson
- Marathon HS: Crystal Gingras, Brendon Needham and Samantha Keown
- Nipigon Red Rock DHS: Jenna Berube, Erin Kilar-Bearman and Harmony Kemp

Thank you notes from a several students who received bursary awards from their high schools in to pursue post-secondary education were read out as were notes from retired staff who received an “Inukshuk” retirement gift. Marathon HS staff and teachers also sent thanks for the luncheon they had in recognition of World Teacher Day.

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Superintendent of Education: David Tamblyn

13.1 Report No. 82: 2010-2011 Board Improvement Plan for Student Achievement

Barbara Willcocks, Student Success Leader and Nicole Morden-Cormier School Effectiveness Framework Leader provided a comprehensive review of Report No 82. They noted that Board Improvement Plan (BIP) process has changed with ministry directive to have a BIP document that encompasses kindergarten to grade 12 and that speaks to quality curriculum, assessment and evaluation. Both leaders provided information to illustrate how the two programs are set to align with student achievement from the elementary level through secondary.

13.2 Report No. 83: School Food and Beverage Policy

Assistant to the Director David Tamblyn gave an overview of Report No. 83 advising that the ministry focus on healthy schools has evolved over the last several years to the dictates of its Program and Policy Memorandum No. 150. Schools in our system, especially high school cafeteria vending machines and food service areas have since the beginning of the ministry initiative toward healthy learning environments been implementing changes. Vending machine

changeover from soda drinks to water and fruit juices and milk has been ongoing. However, with PPM 150 there is now a mandate to make healthy diets a part of the school curriculum. By September 2011 all provisions of PPM 150 must be in place in all schools across the province.

14.0 Matters for Decision

Board Chair: J. Sparrow

14.1 Report No. 84: Personnel – October 18, 2010

Board Chair Julie Sparrow noted that two motions were being brought forward from the in-camera closed discussions.

Trustee B. Bartlett asked that her vote be recorded on the following motion.

189/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ That, the Superior-Greenstone DSB provide the employees covered under the Terms and Conditions for Superintendents, Managers and Coordinators with a 3% salary increase on September 1, 2012 and a 3% salary increase on September 1, 2013, and that the money that has been forwarded to Superior-Greenstone DSB to fund this increase will be put aside for this purpose.

Carried

Trustee Bartlett opposed this motion. Subsequent to this, the motion was carried by a majority vote of the Board of Trustees.

190/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ That, Diane Williams is appointed Manager of Accounting Services for Superior-Greenstone DSB, effective November 15, 2010.

Carried

15.0 New Business

15.1 Board Chair

Board Chair J. Sparrow advised that with the October 25, 2010 Municipal Elections the composition of the Board would change for a new term that starts on December 1 through to November 30 2014. Outgoing trustees will be honoured with a dinner served at 5:00 p.m. in the Board Meeting Room before the November 15 Board Meeting starts.

15.2 Correspondence:

Nil

15.3 Future Board Meeting Agenda Items

Trustee M. Mannisto asked if digital recordings of board meetings could be explored with the intent to post the event on the board website.

Trustee B. Bartlett suggested a plan to organize a system-wide Pow-Wow in celebration and promotion of Aboriginal culture in our schools. The suggestion will be brought to the Native Education Advisory Committee as protocol dictates that organizing an event of this sort resides with an Aboriginal committee and not a board or school committee.

15.4 Miscellaneous

Nil

16.0 Trustee Associations and Other Boards**16.1 OPSBA**

Trustee D. Keenan provided a verbal report on various OPSBA related issues. She noted Armand Giguere has been awarded the Bernadine Yackman Award in recognition for his long-time service as a trustee with the once Caramat Area District School Board. The official presentation to him will take place at the OPSBA Public Education Symposium in January 2011. The 2011 Annual General Meeting takes place in Ottawa in July and is being organized in conjunction with the Canadian School Boards' Association. As well she advised that plans are underway to have the 2012 Annual General Meeting held in as yet undetermined Northern Ontario location.

17.0 Observer Comments

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

17.1 Pauline (Pinky) McRae: Trustee-elect for the Marathon ward introduced herself to the board and gave a brief background of her involvement in the school community over the years she has resided in Marathon.

17.2 Colleen Lemieux: ETFO President thanked the board for the B.A. Parker PS upgrade report and said there is concern about the provisions to accommodate the number of children who could make up enrolment in the BAPS. Director of Education advised that this subject will be covered in a full report to the board in October.

18.0 Adjournment

191/10

Moved by: Trustee Brown

Second: Trustee Simmons

✓ ***That***, the Superior-Greenstone DSB 2010/09 Regular Board Meeting, Monday, October 18, 2010 be adjourned at 9:15 p.m.

Carried

2010 Board Meeting Schedule

2010 Dates	Time	Location		2010 Dates	Time	Location
Monday, November 15	6:30 p.m.	Marathon Board Office (SGB0)		Friday, December 3	12:30 p.m.	Marathon Board Office (SGB0)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee

Tuesday, October 12, 2010 @ 6:30 p.m.

Videoconference Sites:

Board Office, Marathon
 Geraldton Composite High School, Geraldton
 Lake Superior High School, Terrace Bay
 Manitouwadge High School, Manitouwadge
 Nipigon-Red Rock District High School, Red Rock

INFORMATIONAL MINUTES

<u>Voting 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
Audia, Jessica				X		Keenan, Darlene (Alternate)		X			
Brown, Cindy	X					Notwell, Kathy				X	
Simmons, Tina (Alternate)				X		Nelson, Theresa				X	
Dupere, Cheryl						Tyance, Shirley				X	
Brown, Tammy (Alternate)					X	Groeneveld, Sharon (Alternate)					X

<u>Resource Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>					
	OS	TC	VC	A	R	
Pella, Patti: <i>Director of Education</i>				X		
Tamblyn, David: <i>Assistant to the Director of Education</i>	X					
Willcocks, Barbara: <i>Superintendent of Student Success</i>	X					
Hamill, Sherry: <i>Special Education Board Lead</i>		X				
Parsons, Don: <i>Student Support Lead</i>				X		
Moonilal, Patricia: <i>Principal, Manitouwadge Public School</i>		X				

- 1.0 Call to Order
 Insufficient number of people for a quorum

- 2.0 Approval of Minutes
 Due to lack of quorum, this item has been deferred to the next meeting.

- 3.0 Additions to the Agenda

- 4.0 Business Arising from the Minutes
 - 4.1 Elections
 Due to lack of quorum, this item has been deferred to the next meeting.

 - 4.2 E.A. INAC – Tuition Agreements
 Traditionally our First Nation partners have funded EA's for specific students. However, INAC does still provide funding for high needs students but students who are LD or have less severe learning needs are no longer funded. Schools are placing EA's into a class so they can provide support to students in that class while they are supporting the student with high needs.

- 5.0 Correspondence

5.1 Ministry Memorandum: The Canadian Hearing Society – Barrier Free Education Initiative

6.0 New Business

6.1 Special Education Update

Sherry stated that all IPRC's will be completed by October 30, 2010. Program planning for autistic students will be occurring with parental involvement; \$4000 has been allocated to release staff for meetings.

6.2 Equity and Inclusion Policy

Patricia Moonilal shared guidelines of the Equity and Inclusive Policy which focuses on respect for diversity, inclusivity for everyone and removes discrimination from our school communities. Pat outlined the importance of this policy as it relates to students with special needs. This strategy is being phased in over a four year period; we are currently in year three. Pat will forward information onto Dave and he will send this out to all SEAC members.

7.0 Information Items

8.0 Agenda Items: Next Meeting Date/Time/Venue

Next meeting: Tuesday, November 16, 2010 @ 6:30 p.m.

9.0 Adjournment

The meeting adjourned at 7:00 p.m. Due to lack of quorum a motion was not put forward to adjourn the meeting.

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 (PIC)

Tuesday, November 2, 2010 — 6:30 p.m.

MINUTES

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

Chair: To be Determined

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	O S	T C	V C	A	R	Secondary Schools	O S	T C	V C	A	R					
BAPS – Jenefer Poirier... <i>School Council</i>		X				GCHS – Gerald Abraham... <i>School Council</i>					X					
BAPS – Bernadine O'Brien... <i>School Council</i>				X		LSHS – Birgit McArthur... <i>PIC</i>	X									
BAPS – Teresa Daines... <i>PIC</i>				X		MNHS ... <i>Denis Lanteigne...School Council</i>			X							
BEPS – Brenda Goodman... <i>School Council</i>				X		MRHS ... Jennifer Hart	X									
BEPS – Dominique Orban... <i>PIC</i>		X				NRHS Albertine Van Ogtrop-Leale... <i>School Council</i>					X					
CAPS ... <i>TBA</i>				X		NRHS – Colleen Kjellman ... <i>School Council</i>					X					
DOPS ... <i>TBA</i>				X		Trustees/Administration	O S	T C	V C	A	R					
GOPS – Bernadette Langthorne... <i>School Council</i>		X				Darlene Keenan		X								
MNPS – Penny Morell... <i>School Council</i>				X		Mark Mannisto					X					
MMPS ... <i>TBA</i>				X		Kathie Notwell					X					
MTPS - <i>Margaret Cousins...School Council</i>				X		Cindy Fisher (<i>alternate</i>)					X					
MTPS – Pearl Cooper... <i>School Council</i>	X					Patti Pella	X									
NAPS - Mathew Donavan... <i>School Council</i>		x		X		David Tamblyn		X								
RRPS ... <i>TBA</i>				X		Barb Willcocks		X								
SCPS –Tosha Borutski... <i>School Council</i>				X		RM. Joannette	X									
SCPS – Tina Hamel... <i>PIC</i>			X			John Mutch			X							
TBPS – Wendy Bahn... <i>School Council</i>				X												

1.0 Welcome

Birgit McArthur

Birgit McArthur did roll call and welcomed the group to the first of the three 2010-2011 Parent Involvement Committee (PIC) meetings.

2.0 Election of 2010-2011 Chair - Parent Involvement Committee

For this portion, Director of Education Patti Pella took the chair to facilitate the election call. She inquired if anyone from within the group was interested in letting their name stand for chair. Birgit

McArthur indicated as such. After second and third call, B. McArthur remained with expressed interest. She was declared acclaimed to the position of PIC Chairperson.

3.0 Review and Approval of Minutes: May 4, 2010

B. McArthur asked for the following corrections to May 4, 2010 minutes. Donna Fry attended "on-site", while both Helen Turnbull and Tina Hamel attended by "video conference".

Moved by: T. Hamel

Seconded by: B. McArthur

That, the minutes of May 4, 2010 Parent Involvement Committee be approved as amended.

4.0 Business Arising from Minutes

There was no business arising from the minutes.

5.0 Parent Involvement Committee Chair

(B. McArthur)

5.1 Synopsis: School Council Training – October 27, 2010

B. McArthur provided a brief outline of the event as follows:

- 20 school council members from around the system attended
- Pat Rose, Education Officer with Ministry's Regional Office was on hand to give information on the roles and responsibility of school councils. She also provided information on the do's and don't's of completing applications for Parent Reaching Out (PRO) funding grants.
- Ryan Moore, Program and Special Coordinator from Passport for Prosperity presented helpful information about what schools can do to help students in cooperative education programs. He noted the program is especially beneficial for students who may be at risk or those that teachers have a hard time finding something on which they can truly focus.
- B. McArthur gave a short synopsis on the workshop, "Violence in the Media" she recently attended.
- B. McArthur addressed the issue of school council planning and establishing positive relationships with school principals, sharing best practices of the Thames Valley DSB.
- Evaluations completed by participants were generally positive with numerous suggestions offered for future events. All attending agreed this workshop should be an annual event.

5.2 2010-2011 Parent Engagement Grant

B. McArthur advised as follows:

- These grants are provided to each board in the province in the amount of \$5,000 annually, plus \$0.17 per enrolled student
- The purpose is to, through PIC's help schools with projects to get parents involved in their child's school
- PIC projects are meant to get parents engaged in their child's education. Acceptable projects could be things like:
 - Parent resource evenings with a light dinner
 - Resource library evening
 - Social meet and greet events
 - Purchase of advertising space in local papers
 - Hosting informational breakfasts or coffee breaks with parents
 - Direct mail outs on information to parents
 - Bringing in guest speakers to engage parents
- A suggestion was made to visit www.Dr.BettyBoult.com website as a resource site and/or a site from which to book this person as a guest speaker for parent engagement. Dr. Boult has written a book entitled *176 Ways to Involve Parents*.
- A signature PIC project for the last three years at this board has been the production of a system-wide 16-month student art calendar. It has garnered positive feedback. Generally about \$2,000 of the \$5,000 annual PIC grant has gone toward financing this project. It's up to this PIC group to decide if this will be continue in for 2011-2012. The calendar cost runs between about \$4,800, with the extra funding coming from the areas in the Director's administrative budget.

- Discussion will take place at meeting in February as to whether PIC wants to proceed with a 2011-2012 Calendar and if so, what theme it wishes to adopt.
- Past practice is that in January a call goes out to PIC and School Council members regarding project they wish to apply to fund in their school. The Director and PIC Chair review applications for award and advise groups by March each year about funding approved. Projects must be complete by June each year and an annual report is due into the ministry by August
- NB: PIC member asked and received approval to have application information sent by the end of November with the deadline for PIC submissions set for January 21, 2011. This will better facilitate the decision as to whether a calendar project can go ahead, that is given schools' PIC funding applications, if it remains feasible to fund the art calendar too.
- As requested by MNHS Principal John Mutch, a summary of the projects funded to-date will be sent out as an [attachment to the minutes](#).

5.3 Synopsis: When Violence Becomes Entertaining

- B. McArthur attended this workshop recently and provided an excerpt from a YouTube video. She provided an oral synopsis of the event she attended, the [script herein attached to minutes](#).

6.0 Director of Education

(P. Pella)

6.1 PIC: New Provincial Regulations: 612/00

Attached

- Patti Pella provided an overview of the Regulation 612/00 as attached in minutes
- PIC's must be in place by September 1, 2011. SGDSB is already meeting this expectation
- A major PIC project for consideration per regulation is the development of the committee's Bylaw document.
- Important in the regs to note and differentiate between the "may" and "shall" requirement in reference to PIC and its association with boards and school administration.
- Regs now speak to an obligation for boards to address funding for travel costs of its members attending meetings. At November board meeting a motion will go forward to have it moved to allow payment of travel for PIC members, school councils, special education and native education advisory committee members.

6.2 Parents in Partnership: A Parent Engagement Policy on Schools

Attached

- P. Pella advised the attachment celebrates the role that PIC performs in system schools
- The natural process for PIC is to have more parent members than board/school administration
- Parent involvement in concentrated levels communicates to kids that school is important and having healthy group numbers means more eyes and ears to see if good things are happening. If kids aren't happy, we need to fix it to have a positive impact on student achievement.
- This policy paper takes parents from fund raising to being partners in learning, a necessary component to student success in our buildings

6.3 Parents Reaching Out (PRO) Grants

- P. Pella reviewed some of the advice given by Pat Rose re applications for PRO grants
 - Do not request funds for things that the school should have available for use
 - Applications should include issues that are sustainable, not consumable
 - Equipment and furniture is not likely to be approved costs as these will depreciate or in fact add to school costs over time in maintenance budgets
 - P. Rose is amenable to critiquing any PRO grant applications before submitting
 - Guest speakers for parent development is highly regarded, lends itself well to PIC partners, i.e., one PIC hires a speaker, while another PIC uses funds to get its parents out to the event in another community.

6.4 2010-2013: Board Strategic Plan (Draft)

Attached

- Development of an updated strategy plan is underway
- Feedback on the draft was invited through to end of October
- Current motto "Kids Come First" is not reflective of student achievement, the search is on for a more appropriate slogan

- About 20 mottos have been offered for replacement and the hope is that through the student senate and student trustees a selection of a slogan can be had.
- Copy of the draft will be attached to minutes for PIC feedback if anyone inclined to offer

6.5 Communications

- How to get the word out there is always a challenge ...we can never do enough to get the message out there
- We use the board website for many thing
- If PIC feels there is merit to having any administrator out to discuss issues with parents, we just need to set a date
- PIC members suggested that all communications go through the principal of schools to ensure that PIC and school council members are kept informed.

7.0 Report on Ministry Initiative

7.1 Growing Success

(D. Tamblyn)

- David Tamblyn, Assistant to the Director provided an overview of the initiative, noting that the direction sees the elementary panel implementing a new progress report card and only two formal report card issues throughout the year. Progress reports do not have letter or numerical values, it is a report on child's progress only
- Suggestion for Elementary Progress Report is to have a "parent comment section" incorporated or at a minimum a signature section to verify that a parent has seen the progress report.
- At secondary panel, a committee is being developed to look at the issue of late assignment grades and plagiarism

7.2 Early Learning

(D. Tamblyn)

- Last January province announced phase-in of this program at Margaret Twomey PS
- Full day JK/SK was to be implemented for chosen pilot schools, but in our board, full-day kindergarten has been the norm for at least 10 years
- Initiative also included extended day program where children could be in a daycare setting before and after school, but under the auspices of the board early childhood educators.
- With daycare programs established in our community which generally have a subsidy component for many users as compared to fee-for-service that would apply with implementation under Early Learning Program, parent survey returns indicated that there was no demand for extended day program at MTPS.
- B.A. Parker PS is the next school on the list to phase-in for Year 3, that is 2012-2013.

7.3 School Food and Beverage Policy

(D. Tamblyn)

- School Food and Beverage Policy in schools is directions under the Ministry Program Policy Memorandum 150
- Healthy eating habits for all children is the thrust and the schools must do part by ensuring that products consumed in schools, available through special events functions, cafeteria or vending machine sale is healthy for students. High fat and sugar content foods are not permitted.
- School events to raise funds and or celebrate occasions are limited to 10 days per school year where typical "junk foods" are permitted food fare
- The idea is that the government recognizes that student achievement is based upon a healthy diet and physical fitness
- On November 22/10 a session is happening where school administrators, teachers and parents are being asked to attend to more fully develop the healthy schools program. Tina Hamel is interested in attending this at the Travelodge Airline

7.4 Blended Learning

(B. Willcocks)

- Barb Willcocks , Student Success Leader reviewed the Blended Learning Program

- Blended learning refers to learning by using much of the content and technology heard about with E-learning. A major difference is that where high school students were once main users, blended learning is for elementary panel classes too.
- The whole learning management system or database of courses accessible to high school kids is being made available to teachers and students down to the grade 5 level.

8.0 Updates from PIC Representatives

(Open to each member)

Nil

9.0 Suggestions: Future Agenda Items

Nil

10.0 Next Meeting Date

Tuesday, February 8, 2011

11.0 Adjournment

The meeting adjourned at 8:05 p.m.

Parent Engagement Funding – Projects funded in the Past - Ideas

These funds encourage parental engagement and are available from the Parent Involvement Committee to school councils.

2009/2010

Dorion Public School	Family Olympic Day
Marjorie Mills Public School	Family Fun Day Smart Board Presentation Spelling B
Beardmore Public School	Stay Connected
Margaret Twomey Public School	Family Fun Night
B.A. Parker Public School	Curl up with a book Night
Lake Superior High School	Raising Teens/ Drug Awareness Night
Marathon High School	School Beautification
Nipigon/ Red Rock District High School	Open House- Food Nutrition Night

Listed are what was on file. Not on file were projects from the following schools:

Red Rock Public School / Terrace Bay Public School / Nakina Public School / Caramat Public School / Geraldton Composite High School

As discussed at our Nov.02/2010 meeting the deadline for project proposals will be January 21/2011. This is earlier than in past years, to allow projects to be approved sooner, therefore giving school councils more time to carry out projects, before the end of the school year.

Proposals are accepted any time – a formal proposal template will be emailed by the beginning of December.

2008/2009

George O'Neill Public School	Scrap booking and Dinner
B.A. Parker Public School	Curl up with a book night
Schreiber Public School	Winter Carnival Day
Marjorie Mills Public School	Family Word Challenge Family Activity Night
Dorion Public School	School Beautification Project Ice Fishing Trip with the MNR
Nipigon/ Red Rock District High School	Open House in May Jamboree Breakfast
Lake Superior High School	E-Learning Information Night for Parents
Marathon High School	Family Olympic Challenge Marathon High School Meet and Greet

2007/2008

Schreiber Public School	Bring your parent to school day Are you smarter than a 5 th Grader? Year End BBQ
Marathon High School	Family Olympic Challenge
Margaret Twomey Public School	Community School BBQ New Student Meet and Greet
B.A. Parker Public School	Parent Resource Library Games Night
Dorion Public School	Internet Safety Awareness Night
Manitouwadge High School	Afternoon Parent Student Sports Day
Marjorie Mills Public School	Spring Book Fair Family Tree Plant
Manitouwadge Public School	Italian Family Feast

Media Violence Conference Report

Presented at Parent Involvement Committee Meeting – November 2, 2010
By Birgit Knoll-McArthur

You tube video – Society's Obsession with Violence and the Media –

This montage was put together by Cody Putnam as a project in his sociology class.

I was fortunate to attend a conference October 15 and 16th in Toronto titled “ When Violence becomes Entertaining....” Funding became available for Parent Involvement Committee Chairs and Members, through the Ontario Teacher's Federation and the Media Violence Coalition, so I went. Throughout the conference experts from the field talked about how violence in the media is affecting our kids.

Authors:

- Lt. Col. David Grossman
- Sgt MacEachern from the OPP
- Ron Wicks – former NHL referee
- Dr. Craig Anderson – a researcher with Stanford University and Iowa University
- Dr. Tator – a neurosurgeon
- Wendy Mesley – a respected broadcast journalist
- and many more spoke on this NEW factor that produces violence in our kids. Violence in the form of aggressive behaviour, bullying, cyber bullying, and even juvenile mass murder, are the result.

The increased usage of media (video games, tv, movies, music videos , internet) results not only in violence, but also in social isolation, sleep deprivation, stereotyping, lower student success, and much more.

- As teachers and parents we must work together to teach our kids – not protect, but teach.
- Parents are the child's first teachers. Teachers change through the years, parents usually don't – parents are most consistent .We are a key to nurturing the health and well-being of our children.
- Parents have to accept the realities about media, manage the media their kids are using, and set boundaries.
- Parents must be involved, learn the media their kids are exposed to like websites, blogs, social networks, music, file sharing .
- Be engaged in your kids interests, talk to your kids about what they are doing on this website, how facebook works, who they are talking to, what privacy settings they have, what kind of video games they are playing, and so on. And stay involved.
- Teachers can incorporate the topic of media violence in the curriculum(media studies, citizenship and politics courses, leadership and peer support programs).
- Talk about media in general , maybe then media violence.
- Analyze a music video or song, discuss violent events that happen to be on the world news, or even locally.
- Our students need to be critical thinkers to be able to filter the information to their benefit and to help others.
- As teachers and parents we must have an ONGOING discussion and together we can help our kids and students to be positively effected by media, not negatively.
- But we must do it TOGETHER, and we must start NOW.



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Education Act**ONTARIO REGULATION 612/00****SCHOOL COUNCILS AND PARENT INVOLVEMENT
COMMITTEES**

Consolidation Period: From September 1, 2010 to the e-Laws currency date.

Last amendment: O. Reg. 330/10.

This is the English version of a bilingual regulation.

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PART I INTERPRETATION

1. In this Regulation,

"meeting", in respect of a school council or a parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide; ("réunion")

"parent" means,

- (a) in respect of a school council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
- (b) in respect of a parent involvement committee of a board, a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act; ("père ou mère")

"parent member" means,

- (a) in respect of a school council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
 - (b) in respect of a parent involvement committee, a member of the committee who is appointed or elected to the committee in accordance with section 34 or who fills a vacancy created by a parent member ceasing to hold office. ("père ou mère membre")
- O. Reg. 330/10, s. 3.

1.1 In the case of a school council in a school that is established primarily for adults, a reference in this Regulation to a parent shall be read, with necessary modifications, as a reference to a pupil who is enrolled in the school. O. Reg. 330/10, s. 3.

PART II SCHOOL COUNCILS

PURPOSE

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).

(2) A school council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

COMPOSITION

3. (1) A school council for a school shall be composed of the following people:

1. The number of parent members determined under subsection (2).
2. The principal of the school.
3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
5. In the case of a school with one or more secondary school grades,
 - i. one pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
 - ii. one pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
7. Subject to subsection (3), one community representative appointed by the other members of the council.
8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school. O. Reg. 612/00, s. 3 (1).

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

1. If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.
2. If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council. O. Reg. 612/00, s. 3 (2).

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council. O. Reg. 612/00, s. 3 (3).

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council. O. Reg. 612/00, s. 3 (4).

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

- (a) he or she is not employed at the school; and
- (b) the other members of the school council are informed of the person's employment before the appointment. O. Reg. 612/00, s. 3 (5).

(6) A member of a board cannot be a member of a school council established by the board. O. Reg. 612/00, s. 3 (6).

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults. O. Reg. 612/00, s. 3 (7).

ELECTION OF PARENT MEMBERS

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (1).

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if,

- (a) he or she is employed at the school; or
- (b) he or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment. O. Reg. 612/00, s. 4 (2).

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (3).

(4) An election of parent members of a school council shall be held

during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school. O. Reg. 612/00, s. 4 (4).

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council. O. Reg. 612/00, s. 4 (5).

(6) The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 4 (6).

(7) The notice required by subsection (6) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 4 (7).

(8) The election of parent members shall be by secret ballot. O. Reg. 612/00, s. 4 (8).

OTHER ELECTIONS

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year. O. Reg. 612/00, s. 5 (1).

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school. O. Reg. 612/00, s. 5 (2).

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school. O. Reg. 612/00, s. 5 (3).

(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school. O. Reg. 612/00, s. 5 (4).

TERM OF OFFICE

6. (1) A person elected or appointed as a member of a school council holds office from the later of,

(a) the date he or she is elected or appointed; and

(b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under sections 4 and 5 in the next school year. O. Reg. 612/00, s. 6 (1).

(2) A member of a school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council. O. Reg. 612/00, s. 6 (2).

VACANCIES

7. (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council. O. Reg. 612/00, s. 7 (1).

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election. O. Reg. 612/00, s. 7 (2).

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority. O. Reg. 612/00, s. 7 (3).

OFFICERS

8. (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs. O. Reg. 612/00, s. 8 (1).

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council. O. Reg. 612/00, s. 8 (2).

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council. O. Reg. 612/00, s. 8 (3).

(4) A school council may have such other officers as are provided for in the by-laws of the council. O. Reg. 612/00, s. 8 (4).

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council. O. Reg. 612/00, s. 8 (5).

9. Revoked: O. Reg. 330/10, s. 5.

MINISTRY POWERS AND DUTIES

10. (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province. O. Reg. 612/00, s. 10 (1).

(2) The Ministry may,

(a) make other reports to members of school councils; and

(b) provide information to members of school councils respecting the roles and responsibilities of school councils. O. Reg. 612/00, s. 10 (2).

REMUNERATION

11. (1) A person shall not receive any remuneration for serving as a member or officer of a school council. O. Reg. 612/00, s. 11 (1).

(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board. O. Reg. 612/00, s. 11 (2).

(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council. O. Reg. 612/00, s. 11 (3).

MEETINGS

12. (1) A school council shall meet at least four times during the school year. O. Reg. 612/00, s. 12 (1).

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school. O. Reg. 612/00, s. 12 (2).

(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members. O. Reg. 612/00, s. 12 (3).

(4) All meetings of a school council shall be open to the public. O. Reg. 612/00, s. 12 (4).

(5) A school council is entitled to hold its meetings at the school. O. Reg. 612/00, s. 12 (5).

(6) All meetings of a school council shall be held at a location that is accessible to the public. O. Reg. 612/00, s. 12 (6).

(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 12 (7).

(8) The notice required by subsection (7) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 12 (8).

COMMITTEES

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council. O. Reg. 612/00, s. 13 (1).

(2) Every committee of a school council must include at least one parent member of the council. O. Reg. 612/00, s. 13 (2).

(3) A committee of a school council may include persons who are not members of the council. O. Reg. 612/00, s. 13 (3).

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils. O. Reg. 612/00, s. 13 (4).

VOTING

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council. O. Reg. 612/00, s. 14 (1).

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee. O. Reg. 612/00, s. 14 (2).

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council. O. Reg. 612/00, s. 14 (3).

BY-LAWS

15. (1) A school council may make by-laws governing the conduct of its affairs. O. Reg. 612/00, s. 15 (1).

(2) Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of the school council.
2. A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.
3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes. O. Reg. 612/00, s. 15 (2).

MINUTES AND FINANCIAL RECORDS

16. (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 612/00, s. 16 (1).

(2) The minutes and records shall be available at the school for examination without charge by any person. O. Reg. 612/00, s. 16 (2).

(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old. O. Reg. 612/00, s. 16 (3).

INCORPORATION

17. A school council shall not be incorporated. O. Reg. 612/00, s. 17.

PRINCIPAL

18. (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school. O. Reg. 612/00, s. 18 (1).

(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General). O. Reg. 612/00, s. 18 (2).

CONSULTATION BY BOARD

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

- 1.** The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i.** policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
 - ii.** policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
 - iii.** policies and guidelines respecting the allocation of funding by the board to school councils,
 - iv.** policies and guidelines respecting the fundraising activities of school councils,
 - v.** policies and guidelines respecting conflict resolution processes for internal school council disputes, and
 - vi.** policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
- 2.** The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i.** implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and
 - ii.** implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
- 3.** Board action plans for improvement, based on the Education

Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

4. The process and criteria applicable to the selection and placement of principals and vice-principals. O. Reg. 612/00, s. 19 (1).

(2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils. O. Reg. 612/00, s. 19 (2).

ADVISORY AUTHORITY OF SCHOOL COUNCILS

20. A school council may make recommendations to the principal of the school or to the board that established the council on any matter. O. Reg. 612/00, s. 20.

DUTY OF BOARD TO RESPOND

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation. O. Reg. 612/00, s. 21.

FUNDRAISING

22. (1) Subject to subsection (2), a school council may engage in fundraising activities. O. Reg. 612/00, s. 22 (1).

(2) A school council shall not engage in fundraising activities unless,

(a) the activities are conducted in accordance with any applicable policies established by the board; and

(b) the activities are to raise funds for a purpose approved by the board or authorized by any applicable policies established by the board. O. Reg. 612/00, s. 22 (2).

(3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board. O. Reg. 612/00, s. 22 (3).

CONSULTATION WITH PARENTS

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

ANNUAL REPORT

24. (1) Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council. O. Reg. 612/00, s. 24 (1).

(2) If the school council engages in fundraising activities, the annual report shall include a report on those activities. O. Reg. 612/00, s. 24 (2).

(3) The principal shall, on behalf of the school council, give a copy of

the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school. O. Reg. 612/00, s. 24 (3).

(4) Subsection (3) may be complied with by,

(a) giving the report to the parent's child for delivery to his or her parent; and

(b) posting the report in the school in a location that is accessible to parents. O. Reg. 612/00, s. 24 (4).

25., 26. Revoked: O. Reg. **330/10**, s. 5.

PART III PARENT INVOLVEMENT COMMITTEES

PURPOSE

27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. **330/10**, s. 6.

(2) A parent involvement committee of a board shall achieve its purpose by,

(a) providing information and advice on parent engagement to the board;

(b) communicating with and supporting school councils of schools of the board; and

(c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. **330/10**, s. 6.

28. A parent involvement committee of a board shall,

(a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;

(b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);

(c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;

(d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,

(i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,

(ii) identify and reduce barriers to parent engagement,

(iii) help ensure that schools of the board create a welcoming

environment for parents of its pupils, and

(iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work; and

(e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used.
O. Reg. 330/10, s. 6.

CONTINUATION AND ESTABLISHMENT OF COMMITTEES

29. (1) A parent involvement committee established by a board before September 1, 2010 is continued. O. Reg. 330/10, s. 6.

(2) A board established before September 1, 2010 that has not established a parent involvement committee before September 1, 2010 shall, before January 31, 2011, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(3) A board established on or after September 1, 2010 shall, before October 1 of the school year following the calendar year in which the board's members are first elected, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(4) Despite the definition of "parent member" in section 1,

(a) parent member in respect of a parent involvement committee established before September 1, 2010, before the committee meets its obligations under section 30, means a parent who is a member of the committee or who fills a vacancy created by a parent member ceasing to hold office; and

(b) parent member in respect of a parent involvement committee established on or after September 1, 2010, before the committee meets its obligations under section 31, means a parent who is appointed as a parent member to the committee by the board in accordance with section 32 or who fills a vacancy created by a parent member ceasing to hold office. O. Reg. 330/10, s. 6.

COMPOSITION OF COMMITTEES, TRANSITION

30. (1) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before October 1, 2011, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before November 15, 2011, and after it complies with subsection (1),

(a) appoint or elect its members in accordance with section 33; and

(b) establish terms of office in accordance with section 37. O. Reg.

330/10, s. 6.

31. (1) A parent involvement committee established by a board under subsection 29 (3) shall, before October 1 of the second school year following the calendar year in which the board's members are first elected, establish the by-laws required by clause 43 (b). O. Reg. **330/10, s. 6.**

(2) A parent involvement committee established by a board under subsection 29 (3) shall, before November 15 of the second school year following the calendar year in which the board's members are first elected, and after it complies with subsection (1),

(a) appoint or elect its members in accordance with section 33; and

(b) establish terms of office in accordance with section 37. O. Reg. **330/10, s. 6.**

32. (1) This section applies with respect to a parent involvement committee established by a board under subsection 29 (2) or (3), until the day the committee meets its obligations under section 30 or 31, as the case may be. O. Reg. **330/10, s. 6.**

(2) Until a parent involvement committee established under subsection 29 (2) or (3) meets its obligations under section 30 or 31, as the case may be, sections 33, 34, 35, 37, 38 and 43 do not apply to the committee. O. Reg. **330/10, s. 6.**

(3) The board shall appoint the following people to the committee:

1. The number of parent members the board determines appropriate.

2. The director of education of the board.

3. One member of the board.

4. The number of community representatives, up to three, the board determines appropriate. O. Reg. **330/10, s. 6.**

(4) A person is qualified to be appointed by the board as a parent member of the committee if he or she is a parent. O. Reg. **330/10, s. 6.**

(5) A parent who is employed by the board is qualified to be appointed by the board to the committee. O. Reg. **330/10, s. 6.**

(6) A parent referred to in subsection (5) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. **330/10, s. 6.**

(7) The parent members appointed by the board shall elect a parent member to serve as chair or parent members to serve as co-chairs of the committee. O. Reg. **330/10, s. 6.**

(8) The chair or co-chairs shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. **330/10, s. 6.**

(9) Community representatives appointed by the board to the

committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(10) The board may appoint one or more of the individuals listed in subsection 33 (2) to the committee. O. Reg. 330/10, s. 6.

(11) An appointment of an individual listed in subsection 33 (2) is of no effect unless the individual agrees to the appointment. O. Reg. 330/10, s. 6.

(12) In appointing members to the committee, the board shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(13) In the event that an individual appointed to a parent involvement committee under subsection (3) vacates his or her position on the committee, the board shall appoint another individual to the position. O. Reg. 330/10, s. 6.

(14) In the event that an individual appointed to a parent involvement committee under subsection (10) vacates his or her position on the committee, the board may appoint another individual to the position. O. Reg. 330/10, s. 6.

COMPOSITION OF COMMITTEES, GENERAL

33. (1) A parent involvement committee of a board shall include the following:

1. The number of parent members specified in the by-laws of the committee.
2. The director of education of the board.
3. One member of the board, appointed by the board.
4. The number of community representatives specified in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) Subject to the by-laws of the parent involvement committee, a board may appoint one or more of the following individuals to the parent involvement committee:

1. One principal of an elementary school of the board.
2. One principal of a secondary school of the board.
3. One teacher employed, other than a principal or vice-principal, in an elementary school of the board.
4. One teacher employed, other than a principal or vice-principal, in a secondary school of the board.
5. One person employed by the board, other than a principal, vice-principal or teacher. O. Reg. 330/10, s. 6.

(3) A parent involvement committee shall appoint or elect members to

the committee before November 15 of the school year and before the first meeting of the committee in the school year. O. Reg. 330/10, s. 6.

(4) In specifying the number of parent members to be appointed or elected to a parent involvement committee in its by-laws, the committee shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(5) The term of office of the member of the board appointed under paragraph 3 of subsection (1) shall be determined by the board. O. Reg. 330/10, s. 6.

(6) Community representatives appointed to a parent involvement committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(7) The board shall make any appointments under subsection (2) before November 15 of the school year and before the first meeting of the parent involvement committee in the school year. O. Reg. 330/10, s. 6.

(8) An appointment to a parent involvement committee under subsection (2) is of no effect unless the person agrees to the appointment. O. Reg. 330/10, s. 6.

PARENT MEMBERS

34. (1) Parent members shall be appointed or elected to a parent involvement committee under section 33, in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee if he or she is a parent. O. Reg. 330/10, s. 6.

(3) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee of a board if he or she is employed by the board. O. Reg. 330/10, s. 6.

(4) A parent member referred to in subsection (3) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

VACANCIES

35. (1) A board shall ensure that vacancies in parent member positions on its parent involvement committee are advertised through a variety of methods. O. Reg. 330/10, s. 6.

(2) Methods of advertising vacancies in parent member positions on a parent involvement committee include,

(a) advertisements in newsletters of schools or school councils of schools of the board;

(b) advertisements in newspapers with general circulation in the

geographic jurisdiction of the board;

- (c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the board;
- (d) notices in schools of the board; and
- (e) notices on the board's website and on the websites of the board's schools. O. Reg. 330/10, s. 6.

36. A vacancy in the membership of a parent involvement committee does not prevent the committee from exercising its authority. O. Reg. 330/10, s. 6.

TERM OF OFFICE

37. (1) The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A member of a parent involvement committee may be reappointed or re-elected to the committee for more than one term unless otherwise provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

OFFICERS

38. (1) A parent involvement committee shall have a chair or, if the by-laws of the committee so provide, co-chairs. O. Reg. 330/10, s. 6.

(2) The chair or co-chairs of a parent involvement committee must be parent members of the committee and shall be elected for a two-year term by the parent members of the committee at the first meeting of the committee in each school year that there is a vacancy in the office of chair or co-chair. O. Reg. 330/10, s. 6.

(3) Only parent members with a two-year term are eligible to be elected to the position of chair or co-chair. O. Reg. 330/10, s. 6.

(4) An individual may not serve more than two consecutive terms as chair or co-chair of a parent involvement committee. O. Reg. 330/10, s. 6.

(5) An individual who has served one term or two consecutive terms as chair or co-chair of a parent involvement committee may be re-elected as chair or co-chair of the committee provided at least one two-year term has elapsed since his or her last term as chair or co-chair. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(7) A parent involvement committee may have such other officers as are provided for in the by-laws of the committee. O. Reg. 330/10, s. 6.

(8) A vacancy in the office of chair, co-chair or any office provided for in the by-laws of a parent involvement committee, shall be filled in

accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

REMUNERATION

39. (1) A person shall not receive any remuneration for serving as a member of a parent involvement committee. O. Reg. 330/10, s. 6.

(2) Subsection (1) does not preclude payment of an honorarium under section 191 of the Act that takes into account the attendance of a board member at a parent involvement committee meeting. O. Reg. 330/10, s. 6.

(3) A board shall establish policies respecting the reimbursement of members of its parent involvement committee for expenses incurred as members of the committee. O. Reg. 330/10, s. 6.

(4) A board shall reimburse members of its parent involvement committee for expenses incurred as members of the committee in accordance with the policies referred to in subsection (3). O. Reg. 330/10, s. 6.

MEETINGS

40. (1) A parent involvement committee shall meet at least four times in each school year. O. Reg. 330/10, s. 6.

(2) A meeting of a parent involvement committee cannot be held unless,

(a) a majority of the members present at the meeting are parent members;

(b) the director of education, or the person designated under subsection 46 (1), is present; and

(c) the member of the board who sits on the committee, or the person designated under subsection 46 (2), is present. O. Reg. 330/10, s. 6.

(3) The board shall make available to its parent involvement committee the facilities that the board considers necessary for the proper functioning of the committee, and shall make reasonable efforts to enable members to participate fully in meetings of the committee by electronic means. O. Reg. 330/10, s. 6.

(4) A member of a parent involvement committee who participates in a meeting through electronic means shall be deemed to be present at the meeting. O. Reg. 330/10, s. 6.

(5) All meetings of a parent involvement committee shall be open to the public and shall be held at a location that is accessible to the public. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall ensure that notice of each meeting is provided to all members of the committee at least five days before the meeting by,

(a) delivering a notice to each member by e-mail or regular mail; and

(b) posting a notice on the board's website. O. Reg. 330/10, s. 6.

(7) For the purposes of subsection (6), notice by regular mail is provided five days before the meeting if it is mailed five days before the meeting. O. Reg. 330/10, s. 6.

SUBCOMMITTEES

41. (1) A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 330/10, s. 6.

(2) A subcommittee of a parent involvement committee must include at least one parent member of the parent involvement committee. O. Reg. 330/10, s. 6.

(3) A subcommittee of a parent involvement committee may include persons who are not members of the parent involvement committee. O. Reg. 330/10, s. 6.

(4) Subsections 40 (3) to (7) apply, with necessary modifications, to subcommittees of a parent involvement committee. O. Reg. 330/10, s. 6.

VOTING

42. When a parent involvement committee votes on a matter, only parent members and community representative members are entitled to vote. O. Reg. 330/10, s. 6.

BY-LAWS

43. A parent involvement committee,

(a) may make by-laws governing the conduct of the committee's affairs; and

(b) shall make by-laws,

(i) specifying the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,

(ii) specifying the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,

(iii) governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,

(iv) specifying the number of parent members of the parent involvement committee that will hold office for one year and

the number of parent members that will hold office for two years,

- (v) specifying how many, if any, of the persons listed in subsection 33 (2) may be appointed by the board to the parent involvement committee,
- (vi) specifying the length of the term of office for the community representative members of the parent involvement committee and the members appointed by the board, if any, under subsection 33 (2),
- (vii) establishing rules respecting conflicts of interest of the members of the parent involvement committee, and
- (viii) establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board. O. Reg. 330/10, s. 6.

MINUTES AND FINANCIAL RECORDS

44. (1) A parent involvement committee shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 330/10, s. 6.

(2) A parent involvement committee shall retain the minutes of its meetings and the records of its financial transactions in accordance with the policies of the board, if any, respecting the retention of documents by committees of the board. O. Reg. 330/10, s. 6.

(3) The minutes of a parent involvement committee of a board shall be,

- (a) posted on the website of the board that established the committee; and
- (b) sent electronically to the chair or co-chairs of the school council of each school of the board that established the committee. O. Reg. 330/10, s. 6.

(4) The minutes of a committee's meetings and the records of its financial transactions shall be available for examination at the board's office by any person without charge for four years. O. Reg. 330/10, s. 6.

(5) Minutes posted on the website of the board shall remain on the website for four years. O. Reg. 330/10, s. 6.

INCORPORATION

45. A parent involvement committee shall not be incorporated. O. Reg. 330/10, s. 6.

DELEGATION BY THE DIRECTOR OF EDUCATION AND THE BOARD MEMBER

46. (1) The director of education of a board may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to a supervisory officer employed by the board; and
- (b) designate a supervisory officer of the board to attend a meeting of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

(2) The member of a board who sits on a parent involvement committee may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to another member of the board; and
- (b) designate a member of the board to attend the meetings of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

CONSULTATION BY BOARD

47. (1) A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

(2) The board shall inform the parent involvement committee of its response to advice provided to it by the committee. O. Reg. 330/10, s. 6.

CONSULTATION BY MINISTRY

48. The Ministry may solicit and take into consideration the advice of parent involvement committees with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

49. A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee. O. Reg. 330/10, s. 6.

SUMMARY OF ACTIVITIES

50. (1) A parent involvement committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6.

(2) The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement described in section 27 and clauses 28 (a) to (d), was spent. O. Reg. 330/10, s. 6.

(3) The director of education shall,

- (a) provide the summary of activities to the school councils of the schools of the board; and

(b) post the summary of activities on the website of the board. O. Reg.
330/10, s. 6.

Français

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Parents in Partnership

**A PARENT
ENGAGEMENT
POLICY
FOR ONTARIO
SCHOOLS**

A MESSAGE FROM THE MINISTER OF EDUCATION

Parents matter in education. They matter as vital partners who contribute much to the work of our educators, schools, and communities. They matter as parent leaders, parent mentors, and models of commitment to excellence in education, and they matter every day as they influence and support their children's academic achievement.

As a former trustee, board chair, and director on the Ontario Catholic School Trustees' Association – and the mother of four children – I know first-hand the importance of being an involved parent, and I appreciate the difference parents can make when they work in partnership with the education system towards common goals. Today, as Minister of Education, I have the privilege of introducing this province's first comprehensive parent engagement policy, which I believe to be a landmark for education in Ontario.

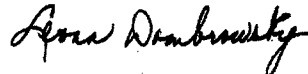
This important policy formally recognizes and supports the vision of our schools as places of partnership and respect, where every parent feels included. It builds on and strengthens the vital relationships between parents and schools, school boards, and the Ministry of Education. It sets new directions to help ensure that all partners will have the skills, knowledge, and tools they need to build positive partnerships and continue moving our vision of parent engagement forward.

This policy is only one of many initiatives our government has brought forward to support parent engagement in Ontario schools. The Parent Engagement Office was established to develop and implement parent engagement initiatives that support student achievement and well-being across the province. It was recently aligned with the Inclusive Education Branch of the ministry, recognizing parent engagement as an essential component of Ontario's Equity and Inclusive Education Strategy.

The Parents Reaching Out grants program continues to support local projects that remove barriers to parent engagement. Important new initiatives such as the Full-Day Early Learning Kindergarten Program, and the expansion of Parenting and Family Literacy Centres, further support the early involvement of parents in their children's education and in the education system.

In addition, the new regulatory requirement that every board in the province have a Parent Involvement Committee means that parents have a voice within our schools, through school councils across the province, as well as at the board level, where the communication of parent perspectives is an important part of parent engagement.

In presenting Ontario's Parent Engagement Policy, I would like to acknowledge the hundreds of parents, educators, and community members whose insights and advice are reflected in the pages of this document. As partners, we are making a difference for every child in Ontario and building our shared social and economic future.



The Honourable Leona Dombrowsky
Minister of Education

1. PARENT ENGAGEMENT AND PARTNERSHIP

Parents play a vital role in education. When parents are engaged and involved, everyone – students, parents and families, teachers, schools, and communities – benefits, and our schools become increasingly rich and positive places to teach, learn, and grow.

A Parent Engagement Policy for Ontario Schools

As a ministry, we have clearly articulated the government's vision of a province in which all Ontarians have the opportunity to be their best and contribute fully to a strong, vital, and caring society. We have made significant investments in publicly funded education, and will continue to do so, because our fundamental commitment to students' well-being remains the driving force behind everything we do. We know that parents¹ likewise want Ontario's schools to bring out the very best in their children and help them reach their full potential.

Study after study has shown that student learning and achievement improve when parents play an active role in their children's education and that good schools become even better when parents are involved. The purpose of Ontario's Parent Engagement Policy is to provide the supports needed to connect parents at the local level and to help ensure that they have the skills, knowledge, and tools they need to engage fully in their children's education and in the life of their schools. Designed to promote exemplary

1. Throughout this policy, the term *parents* refers to parents, guardians, and caregivers.

Ontario's Vision of Parent Engagement

The Parent Engagement Policy is grounded in a vision of parents that acknowledges their importance both as valued partners and active participants in their children's education.

Vision

In Ontario's education system, all partners acknowledge the positive impact of parent engagement on student achievement. Students are supported and inspired to learn in a culture of high expectations in which parents:

- are welcomed, respected, and valued by the school community as partners in their children's learning and development;
- have opportunities to be involved, and also a full range of choices about how to be involved, in the educational community to support student success;
- are engaged through ongoing communication and dialogue with other educational partners to support a positive learning environment at home and at school;
- are supported with the information and tools necessary to participate in school life.

What We Know About Parent Engagement

Parents play a vital role in the development and education of their children. Parents and families, with the support of their school and community, have the primary responsibility for the development of their children's character. In addition, research clearly indicates that good schools become better schools when they are strongly connected with parents as part of the learning community. Thus, parents not only play an important role within the school community, but they also have a significant impact on their children's education through the attitudes they help to shape and the direct support they provide to their children.

that parent involvement can be influenced by many factors such as language, parent educational level, the challenges of single parenthood, attitudes of school staff, cultural influences, socio-economic status, and geography (for example, the local challenges facing urban, rural, and northern communities). As well, parent engagement tends to lessen at the secondary school level, resulting in, for example, reduced parent volunteerism. In addition, parents sometimes come from countries where the school culture and opportunities to participate in school activities are different from those in Ontario. Access to knowledge about Ontario's educational system and how they may become more involved in their child's education are essential for such parents.

If society presents challenges to parent engagement in education, it also offers new ways to engage parents. In particular, new technology expands the possibilities for communication and parental engagement. Technology is increasingly woven into our social fabric. A recent poll showed that eight out of ten Canadians have Internet access at home.⁴ A decade ago, social networking was merely a concept. Today, there are hundreds of millions of people worldwide using social networking tools as an integral part of their daily lives. As our access to information technology continues to expand, a variety of online tools and strategies are now available – and are being used – to engage parents.

Increasingly, information is being made available in a variety of forms that can be viewed, heard, or read anywhere and at anytime. Maximizing the use of these technologies is essential as we approach parent engagement in the twenty-first century.

Parent Engagement in Action

As part of a *pédagogie culturelle* project, the Conseil scolaire catholique de district des Grandes Rivières offers a workshop, *Reaching Out to You*, to raise awareness among non-French-speaking parents about the school's French-language mandate and the resources available to them to support their children during their schooling. The workshop also enables parents who are dealing with similar experiences to create a support network.

4. Ipsos Reid poll, released October 2009, <http://www.ipsos-na.com/news-polls/pressrelease.aspx?id=4567>

The policy acknowledges all aspects of the important parental role in education. These include providing home conditions that support children as learners at all grade levels, supporting parent peers, and taking parent leadership roles. Some parents play a leadership role and serve on school councils, Parent Involvement Committees (PICs), or Special Education Advisory Committees (SEACs). Some volunteer for field trips or help with various school activities. Parents meet with teachers to discuss their children's needs, progress, and goals, and they attend assemblies, performances, and sports events. Many parents read to their children every night or talk to them about their school day. These activities all reflect engaged parents who are contributing to their children's education.

An effective parent engagement policy must acknowledge the importance of parent voice by providing multiple ways for parents to express their perspectives on education and to receive responses from other educational partners. We must recognize the tireless efforts of parents who share their time, energy, dedication, and commitment to support student learning. Likewise, we must recognize that strong and effective parent engagement begins with parents supporting parents at the local and regional levels – through vehicles such as school councils and PICs.

Leithwood and his colleagues note the importance of the “family path” to support student achievement.⁷ It is important that all partners in education support this path. For example, many families have questions about how to relate to and support their

Parent Engagement in Action

St Aloysius School in Stratford developed a weekly tutoring program to help parents work with struggling readers. The program also provides the opportunity for parents to come into the school to learn from other parents who have been trained in implementing special literacy support models for use at home.



Parenting and Family Literacy Centres (PFLCs) provide an early learning program that promotes positive parent-child interaction with young children in a school-based setting. PFLCs lay the foundations for successful transition to school, familiarizing children and their families with school routines and encouraging parents to take an active part in their children's learning. They also help link families to community resources available for children with special needs and to health and other services.

7. K. Leithwood, S. E. Anderson, B. Mascal, and T. Strauss, “School Leaders’ Influences on Student Learning: The Four Paths”, in *The Principles of Educational Leadership and Management*, ed. T. Bush, L. Bell, and D. Middlewood (London: Sage Publications, 2009).

a common language and understanding of student progress, which, in turn, helps to create a culture of high expectations that is shared by students, parents, and educators.

Many Ontario school boards and schools have developed effective parent engagement practices and programs. The success of the Parents Reaching Out (PRO) grants program and the excellent work of school councils and Parent Involvement Committees demonstrate that strong and effective parent engagement is happening at the local and regional level. But barriers to parent involvement still exist. Together we need to identify and overcome those barriers while creating the conditions in which parent engagement can thrive.

This policy represents the government's formal commitment to parent engagement in education. It recognizes both the diversity of families and their important role in education. It provides a framework that will empower all educational partners and enable them to take concrete actions to support and encourage parent engagement so that our students can reach their full potential.

Parent Engagement: The Historical Context

Our schools have inherited a rich tradition of parent and community involvement in education. This involvement has reflected a variety of experiences and perspectives, including those of the Catholic and French educational communities.

The provincial government has taken a number of steps to foster parent involvement in education. In 1980, Bill 82 amended the Education Act to require all school boards to provide programs and services for students with special education needs. It also required that all school boards establish a Special Education Advisory Committee with representatives from parent groups focused on the interests and well-being of students with special education needs.

Several initiatives to enhance parent involvement have focused on the development of school councils. A 1994 report by the Ontario Parent Council recommended the establishment of a "school parent council" in every school to help ensure equity of access and consistency of approach for

them, and have a higher level of job satisfaction. Schools will gain greater recognition for their achievements and their valued role as an important part of community life. The achievement of whole schools as well as individual students can improve as students are supported to fulfil their potential. Relationships built on a foundation of partnership and cooperation have a positive impact on student learning and can help close the achievement gap.

The actions summarized in the following sections will help realize our promise to make Ontario a global leader in building and sustaining an equitable and inclusive education system that is enhanced by strong parental engagement.

School Actions

- Establish and sustain a positive learning culture and welcoming school climate where parental input is welcomed, respected, and valued.
- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and our diverse communities.
- Actively explore and utilize opportunities (such as Parents Reaching Out [PRO] grants) to further engage parents at school and at home to support student achievement.
- Review existing parent and community partnerships and seek to expand them to reflect the diversity of our parents and the broader community.
- Discuss learning expectations and students' academic progress with students and parents, and make efforts to assist parents who do not understand the language of the school.
- Actively support and encourage school council members and other parents to share their ideas for reducing the student achievement gap and to help inform school improvement plans.
- Support strategies (e.g., workshops, resources such as tips sheets, and translation of materials) for parents and students to develop skills and knowledge that support a positive learning environment.

share their ideas for improving student achievement and well-being to support board planning (e.g., through Parent Involvement Committees, Special Education Advisory Committees, school councils, focus groups, and parent surveys).

- Support PICs in their role of providing advice on parent engagement to support student achievement and well-being.
- Review existing parent and community partnerships and seek to expand them to reflect the diversity of our parents and the broader community.
- Provide timely information about board and school policies, procedures, and practices to students, parents, teachers, school staff, administrators, volunteers, and the broader community, and make efforts to assist parents who do not understand the language of the board.
- Support school councils and PICs in their efforts to reach out to and further engage parents, students, school staff, and community members in order to support student achievement and help close the achievement gap.
- Implement policies, programs, and action plans that reflect the principles of equity and inclusive education, take the parent voice into account, and reflect the needs of the board's diverse school communities.
- Monitor parent engagement in ways that support and foster student learning and achievement.
- Embed the principles of equity and inclusive education, which support and value parent involvement, in their cyclical policy review so that these principles will be an integral part of every board's operations and permeate everything that happens in schools.
- Provide opportunities for parents, students, administrators, teachers, and school staff to acquire and develop the knowledge, skills, and attitudes needed to foster varied forms of parent engagement to support student achievement and well-being.
- Communicate progress on parent engagement to the local community, including educators, students, parents, and the public.
- Highlight parent engagement within the Equity and Inclusive Education section on progress in the director's annual report.

- Value the contributions and perspectives of parent organizations and groups as well as individual parents.
- Seek to identify and remove barriers to parent engagement that may prevent some parents from fully participating in their children's learning.
- Expand communication and outreach to share information and strategies that will increase parent engagement in their children's education at home and at school.
- Provide funding and tools (e.g., guides) for the PRO grants program.
- Incorporate the principles of equity and inclusive education into the PRO grants and refocus PRO funding to better help parents in high-needs areas participate in their children's education.
- Improve timelines for flowing PRO funding to school councils and regional organizations to enable projects to begin earlier in the school year.
- Review the PRO grants program and evaluate its effectiveness.
- Conduct and disseminate research on promising practices that foster parent engagement and that demonstrate the link between such engagement and improved student achievement and well-being.
- Expand the number of Parenting and Family Literacy Centres in high-needs communities.
- Engage parents and families in their children's education and in the education system through the ministry's Full-Day Early Learning Kindergarten Program.
- Provide funding through Grants for Students' Needs for school boards to support a wide range of parent engagement activities.
- Host annual meetings with PIC chairs to provide a forum for open dialogue on their challenges and opportunities to enhance parent engagement in our schools and to improve student achievement and well-being.
- Provide training opportunities and develop resources and tools to foster parent engagement and to encourage positive dialogue, skills, and leadership among parents and committee members (e.g., on

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Schools of Superior-Greenstone DSB

Elementary

B.A. Parker PS	<u>Principal</u> Linda Penna	<u>Contact</u> 807-854-1683
Beardmore PS	Sherry Hamill	807-875-2128
Caramat PS	Diane Malashewski	807-872-2648
Dorion PS	William Goodman	807-857-2313
George O'Neill PS	Holly Stortini	807-887-2107
Manitouwadge PS	Patricia Moonilal	807-826-4011
Margaret Twomey PS	Heidi Patterson	807-229-3050
Marjorie Mills PS	Diane Malashewski	807-876-2366
Nakina PS	Angela Miller	807-329-5356
Red Rock PS	William Goodman	807-886-2253
Schreiber PS	Kim Asmussen	807-824-2082
Terrace Bay PS	Kim Asmussen	807-825-3253

Secondary

Geraldton Composite HS	<u>Principal</u> Allan Luomala (P)	<u>Contact</u> 807-854-0130
	Erica Cotton (VP)	
Marathon High School	Brenda Wiskin (P)	807-229-1800
	Debbie McDougall (VP)	
Nipigon-Red Rock DHS	Nancy Petrick (P)	807-886-2201
	Anne Lockwood (VP)	
Lake Superior High School	Donna Fry (P)	807-825-3271
Manitouwadge High School	John Mutch (P)	807-826-3241

Board of Trustees

Bette Bartlett	Darlene Keenan	Tina Simmons
Cindy Brown	Mark Mannisto	Julie Sparrow
Cindy Fisher	Kathryn Notwell	Jim Turner
Daniela Carlino (Student)	Allison Pelletier (Student)	
Danielle Robinson (Student)		

Board Administration

Director of Education: Patti Pella

Superintendent of Education: David Tamblyn

Superintendent of Business: Bruce Rousseau/Cathy Tsubouchi

School Effectiveness Framework Lead: Nicole Morden-Cormier

Student Success Lead: Barbara Willcocks

Superior-Greenstone District School Board

P.O. Bag A, 12 Hemlo Drive, Marathon, ON P0T 2E0

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Superior-Greenstone District School Board

2010-2013

Strategic Plan

"Where Every Student Succeeds"	○	"We do Success in a Superior Way"	○
"Achieving Success for All"	○	"Go Public, we do Student Success"	○
"Excellence in Education"	○	"Together We Succeed"	○
"Small Board...Big Difference"	○	"Believe You can Achieve"	○



We Are:

"A community of teachers
and learners dedicated to
the success of every student."

We Believe:

"That every student
has the ability to succeed
in our system."

Our Core Priorities

1. High levels of student achievement;
2. Closing of achievement gaps for Special Education students, boys and Aboriginal students;
3. Increasing public confidence in Superior-Greenstone District School Board.

How Do We Measure Success?

Students:

- ✓ Feel connected, safe and included in their school community;
- ✓ Are inspired to continually improve;
- ✓ Attend regularly;
- ✓ Are enthusiastic and excited about learning;
- ✓ Participate actively in academics, athletics and community service.

Staff:

- ✓ Promote an optimistic, hopeful and collaborative learning environment;
- ✓ Collectively believe in the abilities of all students;
- ✓ Actively participate in learning;
- ✓ Feel valued, recognized and appreciated for their contributions.

How Do We Measure Success?

Trustees:

- ✓ Support the Core Priorities;
- ✓ Establish policies that guide the Director of the Board;
- ✓ Monitor, evaluate and celebrate success.

System:

- ✓ Provides safe, welcoming and inclusive schools;
- ✓ Builds community partnerships;
- ✓ Communicates regularly to stakeholders;
- ✓ Celebrates success;
- ✓ Welcomes feedback;
- ✓ Strengthens communities through Excellence in Education.

Learn more about Superior-Greenstone DSB on its

Website: www.sgdsb.on.ca

- Policies and Procedures
- School Contact Information
- Trustee / Board Office Contacts
- Board Meeting Agendas/Minutes
- Committee Agendas/Minutes
- Board Improvement Plan
- Board EQAO Results
- PD Day Plans
- School Year Calendars
- Press Releases

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No:** 85**Date:** November 15, 2010**TO:** Chair and Members of the
Superior-Greenstone District School Board**FROM:** Bruce Rousseau**SUBJECT:** Enrolment Summary on October 29, 2010 Count Date**Current Situation**

ELEMENTARY SCHOOLS	BUDGET FTE October 29, 2010	ACTUAL FTE October 29, 2010	VARIANCE
B.A. Parker Public School	142.00	148.50	6.50
Beardmore Public School	33.00	35.50	2.50
Caramat Public School	4.00	3.00	- 1.00
Dorion Public School	45.00	38.50	- 6.50
George O'Neill Public School	91.00	81.50	- 9.50
Manitouwadge Public School	66.50	64.00	- 2.50
Margaret Twomey Public School	206.50	202.50	- 4.00
Marjorie Mills Public School	49.50	56.00	6.50
Nakina Public School	21.50	22.00	0.50
Red Rock Public School	38.00	35.50	- 2.50
Schreiber Public School	32.50	41.00	8.50
Terrace Bay Public School	40.50	45.50	5.00
Total Elementary Enrolment	770.00	773.50	3.50
SECONDARY SCHOOLS	BUDGET FTE October 29, 2010	ACTUAL FTE October 29, 2010	VARIANCE
Geraldton Composite High School	265.00	258.00	- 7.00
Lake Superior High School	134.00	145.25	11.25
Manitouwadge High School	117.00	92.25	- 24.75
Marathon High School	211.00	230.25	19.25
Nipigon Red Rock High School	210.00	204.00	- 6.00
Total Secondary Enrolment	937.00	929.75	-7.25
Total Board Enrolment	1,707.00	1,703.25	- 3.75

Administrative Summary

The Enrolment Summary on October 29, 2010 Count Date Enrolment as of October 29, 2010 if presented to the Board for information.

Respectfully submitted,

Bruce Rousseau
Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 86

Date: November 15, 2010

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

FROM: Cathy Tsubouchi

SUBJECT: Disbursements Report for October 2010

Background

In June 2010, the Board approved the 2010/2011 Operating Budget of \$36,380,513.

Based on the above, average spending for operations should be approximately \$3,032,000 per month. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

Since Capital spending is not spread evenly over the year, the Capital spending will be highlighted separately, as necessary.

Current Situation

Total disbursements in the form of cheques written and payrolls for October 2010 were \$2,896,941.85. While our spending is below average for October, it is within reason.

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

Administrative Summary

The disbursement for October 2010 is presented to the Board for information

Respectfully submitted,

Cathy Tsubouchi
Manager of Accounting Services

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 87

Date: November 15, 2010

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

SUBJECT: Signing Officers of the Board

Background

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

Administrative Recommendation

That, effective December 1, 2010, signing officers for Superior-Greenstone District School Board be any two of the following:

Patti Pella Director of Education and Secretary to the Board
Cathy Tsubouchi Superintendent of Business and Treasurer
Dave Tamblyn Assistant to the Director of Education
Dianne Williams Manager of Accounting Services

Respectfully submitted,

Cathy Tsubouchi
Manager of Accounting Services

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW NO. 121

A By-law to Levy Taxes

Whereas subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the *Education Act*,

And Whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the *Education Act*,

NOW THEREFORE THE TRUSTEES OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ENACT AS FOLLOWS:

The rates set out in Ontario Regulation 400/98 for 2011 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 15th day of November, 2010.

Chair

Secretary to the Board

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW No. 122

A By-Law to authorize the borrowing of up to four million, seven hundred and ninety thousand dollars (\$4,790,000.00).

WHEREAS the total amount of the Ministry approval for the renovation of the Geraldton Composite High School to integrate the B A Parker Public School into the excess space and create a JK – 12 school is Five Million, Six Hundred and Sixty-five Thousand, Four Hundred and Twenty-two Dollars (\$5,665,422.00).

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Four Million, Seven Hundred and Ninety Thousand Dollars (\$4,790,000.00) to meet interim financing requirements, until the prohibitive-to-repair funding has been received.

NOW THEREFORE BE IT RESOLVED

THAT the Secretary and Treasurer are hereby authorized to borrow on behalf of the Superior-Greenstone District School Board from RBC from time to time by way of promissory note or bankers' acceptance a sum or sums not exceeding Four Million, Seven Hundred and Ninety Thousand Dollars (\$4,790,000.00) and to give on behalf of the Board, to the said Bank a promissory note or notes signed by the Secretary, Treasurer and/or Manager of Accounting Services for the monies so borrowed with interest which rate shall be as notified by the Bank to the Treasurer from time to time.

THAT all sums borrowed pursuant to the authority of this resolution in this year and in any future year from the said bank for the aforesaid purposes shall, with interest thereon, be a charge upon the prohibitive-to-repair funding of the Board as and when such funds are received.

THAT the Treasurer is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all of the monies hereafter collected or received either on account or realized in respect of the taxes levied for the current year and preceding years, or from any other source, which may lawfully be applied for such purposes.

Read a First, Second and Third Time, this **15th** day of **November, 2010**.

Chair

Secretary to the Board

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 88

Date: November 15, 2010

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

FROM: Wayne Chiupka, Manager of Plant Services

SUBJECT: B.A. Parker Public School Replacement Project – Update November 2010

Background:

At the Board meeting of June 21, 2010, the Board awarded the tender for Alteration to GCHS for the New B.A. Parker Public School Renovation to Quinan Construction Limited. Mobilization was carried out by Quinan, to begin construction, soon after the award.

Work was designed to take place in two phases:

Phase 1 includes the creation of a new High School Library and relocation of the Welding Shop, Art Room, and Sewing Room. The objective is to vacate all spaces needed for the future BA Parker School. Changes to parking and traffic flow are also to be addressed to enable construction to progress in Phase 2 with minimal effect on school users.

Phase 2 includes the creation of the new B.A. Parker Public School. Other work will also take place to relocate some of the space needed by Confederation College to other areas of the building. Extensive grounds work and painting will be carried out to put the final touches on the site and building. The new school building has been designed with a capacity of 184 according to Ministry of Education room loading and contains 8 classrooms (5 regular classrooms, 1 computer room, 2 kindergarten rooms), and a Special Education room.

Current Situation:

The high school now has full access to the Automotive Shop, the new Library, the new Art Room, and the other remaining offices and classrooms spaces. Much work is still being done by the school staff to set up the spaces with the school furniture and equipment, although they are also able to be used for school program related needs.

The Welding Area is still being assembled with the new welding booths having arrived on site. School shop staff is actively involved in decision making regarding welding outlet placements and other details that will ensure things end up in the right spot.

To ensure the safety of staff, students, and other building users, temporary outside fencing continues to be maintained, to prevent access to excavation areas. Areas of the school that are part of Phase 2 have been closed off with temporary walls and doors to ensure access control to the construction areas that will be ongoing. Construction on Phase 2 has begun with walls and ventilation equipment beginning to show up.

Weekly teleconference meetings and monthly onsite meetings continue to take place to keep the project moving along, and to ensure that the school Principal is fully aware of the project progress and details. The next on-site meeting with the architect is scheduled to take place on November 10.

Administrative Summary:

The B.A. Parker Public School Replacement Project – Update November 2010 is presented to the Board for information.

Respectfully submitted by:

Wayne Chiupka
Manager of Plant Services

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 89

Date: November 15, 2010

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

FROM: Wayne Chiupka, Manager of Plant Services

SUBJECT: Annual Review of Board Health and Safety Policy 706

Background

Under the requirements of the Occupational Health and Safety Act, every employer is required to carry out an **annual** review of their Occupational Health and Safety policy (OH&S Act Chapter 0.1 Section 25(2)(J)).

The purpose of this review is to ensure that the policy remains an active and current document at the workplace, and Health and Safety continues as a high priority within the organization.

Current Situation:

The current Health and Safety Policy has been reviewed by the Board Policy Review Committee and the Board Wide Health and Safety Committee. Following those reviews, it was placed on the board website for public feedback. The policy as it currently exists was found to meet the requirements of the Board with regard to Health and Safety, without any changes. There was no public feedback received on this document

Therefore, it is recommended that the Board approve the Policy as attached (see Policy 706 – Health and Safety)

Administrative Recommendations:

That, the Superior-Greenstone DSB approve Board Policy 706 Health and Safety as presented and that the same be posted to the board website with an effective implementation date of November 16, 2010.

Respectfully submitted by:

Wayne Chiupka
Manager of Plant Services

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

	<i>Reviewed:</i>	March 29, 2010 October 23, 2009 November 18, 2008 November 20, 2007 November 21, 2006 October 19, 2004	
<i>Board Approved:</i>	November 16, 2010 October 26, 2009 March 12, 1999		<i>Review Before:</i> December 2011

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.

Ministry of Education

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615 James Street, 1st Floor
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Ministère de l'Éducation

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TO: Directors of Education

FROM: Dawna Johnson
Regional Manager, Thunder Bay Regional Office

DATE: November 1, 2010

SUBJECT: 2010 Trustee Orientation Seminars

The Government of Ontario is committed to making the province's publicly funded education system one of the best in the world. Trustees play a key role in achieving that goal. Together, we are increasing student achievement and well-being, closing the achievement gap for struggling students, and driving higher levels of confidence in publicly funded education. Working together, we are getting results: test scores are up, class sizes are down, the graduation rate continues to rise and we have labour stability in Ontario's schools.

Further to Deputy Minister Costante's memo of October 4, I am pleased to extend an invitation for you and the trustees on your board to attend the 2010 Trustee Orientation Seminar. The Ministry of Education, in collaboration with the four provincial trustee associations and the Council of Directors of Education, is hosting our regional orientation seminar in **Thunder Bay on Tuesday, November 23, 2010.** Newly elected and returning trustees will benefit from presentations from Ministry representatives and discussions on Ministry priorities and initiatives.

The seminar will take place at **Travelodge Airline**. It will begin at 8:30 a.m. and end at 3:45 p.m. This should allow most participants to travel to and from the seminar the same day. It is important that trustees of a board attend the same seminar.

A block of rooms has been set aside for Trustees and board officials attending this session. For accommodations, call the Travelodge Airline directly at 807-473-1600 or toll free at 1-800-465-5003. The group code quote is MinE. Rates for rooms are as follows:

Single Occupancy	\$91.00
Double Occupancy	\$94.00
Executive Queen	\$111.00
Executive King	\$121.00

Trustees who travel over 100km each way are eligible for a subsidy for travel and accommodation of up to 75% of reasonable travel and accommodation costs to

attend their local seminar. Travel must be at economy rates. Mileage claims must be based on Ontario government rates: \$0.40/km in Southern Ontario; \$0.41/km in Northern Ontario. Hotel accommodation costs will be based on single rates, and exclude any personal charges, such as telephone and internet. Breakfast and lunch on the day of the seminar will not be reimbursed as this will be provided at the seminar. Expense claim forms will be distributed at the seminar. All claims must be itemized and accompanied by original receipts. Claims must be submitted by boards on behalf of individual trustees.

A draft agenda and registration form are attached. Please complete the registration form and return it to this office by **Thursday, November 11, 2010**. If you have any questions, please do not hesitate to contact Carol-Lynne Oldale at 807-474-2990 or toll free at 1-800-465-5020 or by email at carol-lynne.oldale@ontario.ca

Please note that there has been a change to the bilingual seminars – these will take place in Toronto on November 12, Sudbury on November 16 and Ottawa on November 25. Invitations for those sessions will be issued from the respective Regional Offices.

We are looking forward to meeting you and the trustees on your board at the seminar.

A handwritten signature in cursive script, reading "Dawna Johnson". The signature is written in dark ink on a light background.

Dawna Johnson
Regional Manager
Thunder Bay Regional Office

2010 TRUSTEE ORIENTATION SEMINARS

DRAFT AGENDA

8:00	Registration & Continental Breakfast
8:30	Introductory Remarks <i>Ministry of Education Regional Manager</i> <i>Trustee association representative</i>
8:40 – 9:00	Welcome Address <i>Minister Dombrowsky / Representative</i>
9:00 – 10:00	Student Achievement (Concurrent English and French sessions in Toronto, Sudbury and Ottawa) <i>Mary Jean Gallagher, Assistant Deputy Minister, Student Achievement Division /</i> <i>Ministry Representative</i> <i>Questions/Discussion</i>
10:00 – 10:15	Break
10:15 – 11:15	Bill 177 (Concurrent English and French sessions in Toronto, Sudbury and Ottawa) <i>Barry Pervin, Assistant Deputy Minister, Instruction and Leadership Development</i> <i>Division / Ministry Representative</i> <i>Questions/Discussion</i>
11:15 – 12:00	Supports from Trustee Associations (Concurrent English and French sessions in Toronto, Sudbury and Ottawa) <i>Representatives of Trustee Associations</i>
12:00 – 1:00	Lunch
1:00 – 2:00	Making it Work at our Board (Concurrent English and French sessions in Toronto, Sudbury and Ottawa) <i>Table discussions</i>
2:00 – 2:15	Break
2:15 – 3:30	The Early Learning Program (Concurrent sessions in English and French in Toronto, Sudbury and Ottawa) <i>Jim Grieve, Assistant Deputy Minister, Early Learning Division / Ministry</i> <i>Representative</i> <i>Questions/Discussion</i>
3:30 – 3:45	Wrap Up <i>Ministry of Education Regional Manager</i> <i>Trustee association representative</i>

** Please note that speakers and order of agenda topics may change.*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 90
November 15, 2010

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

FROM: David Tamblyn, Assistant to the Director

SUBJECT: Board Leadership Development Plan

Background:

In 2010–11 all boards receiving Ontario Leadership Strategy (OLS) funding are required to develop and implement a Board Leadership Development Strategy (BLDS). The primary purpose of creating a BLDS is to establish a systematic approach to fostering high-quality leadership throughout the organization. The BLDS initiative is focused on improving student achievement and well-being through effective leadership.

The BLDS focuses on school leaders (principals/vice-principals), system leaders (supervisory officers/directors of education), and those who aspire to a leadership role. Both academic roles (e.g., school superintendent) and non-academic roles (e.g., business superintendent) are included.

Current Situation

Boards are expected to:

- Appoint a lead for the Board Leadership Development Strategy (BLDS),
- Appoint a lead (or leads) who can work with the BLDS Lead to develop two related initiatives, which are:
 - mentoring for newly appointed school leaders, and
 - principal/vice-principal performance appraisal who will work with the BLDS lead.
- Establish a BLDS steering committee;
- Develop a BLDS that:
 - is informed by the goals of the board strategic plan and the board improvement plan for student achievement;
 - embeds the leadership practices and competencies of the Ontario Leadership Strategy including the Core Leadership Capacities
 - addresses the following three required focus areas:
 - providing mentoring for newly appointed school leaders
 - implementing the requirements of Ontario Regulation (O. Reg.) 234/10, "Principal and Vice-Principal Performance Appraisal"
 - comply with the provisions of PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" (February 12, 2010);
- Develop a BLDS implementation plan which articulates three goals for the implementation of the strategy in 2010-2011, including:
 - A goal to incorporate mentoring for newly appointed school leaders
 - Monitor and evaluate the effectiveness of the BLDS and the implementation plan
 - A plan to meet all ministry reporting requirements,

Board Compliance with BLDS

Heidi Patterson has been appointed as the District Lead for the BLDS. Linda Browning-Morrow has been appointed the Lead for Mentoring for Newly Appointed School leaders and David Tamblyn is responsible for the Performance Appraisal of Principals/Vice-Principals as well as compliance with PPM 152. These three individuals have formed BLDS Steering Committee and will be responsible to develop, implement and monitor the strategy.

Newly appointed Principals/Vice Principals have been assigned a mentor and have been allocated release time to meet. A Principal/Vice Principal Performance Appraisal schedule has been developed and communicated to school administrators.

Administrative Summary

The Board Leadership Development Plan is presented to the Board for information.

Respectfully submitted by:

David Tamblyn
Assistant to the Director

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 91
November 15, 2010

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

FROM: Barbara Willcocks Student Success Lead

SUBJECT: Special Funding for Native Language and Native Studies Courses

Background:

Since Sept. 2007, the Superior-Greenstone DSB has offered additional courses in Native Language and Native Studies through special funding made available by the Ministry of Education for schools to offer courses in Native Language and Native Studies. This includes a review of First Nation literature, arts, culture, government and customs. This funding is provided over and above the base funding for student education to encourage and support inclusive schools rich in diversity.

Current Situation

The following secondary schools are running the following Native Language and Native Studies courses in the first semester of the 2010-11 school year.

- Geraldton Composite High School – one course in the Ojibway Language, one course in Gr. 10 Aboriginal Peoples in Canada
- Lake Superior High School—one English course in Gr. 11 Contemporary Aboriginal Voices
- Marathon High School – one Gr.10 Course Aboriginal Peoples in Canada
- Nipigon Red Rock District High School - one Gr. 10 course in Aboriginal Peoples in Canada

Next Steps

The following secondary schools would like to offer the following Native Language and Native Studies courses in semester two.

- Geraldton Composite High School—one course in the Ojibway Language and one Gr.11 course in Aboriginal Beliefs, Values and Aspirations in Contemporary Society.
- Lake Superior High School—one Gr.11 course in Current Aboriginal Issues in Canada
- Marathon High School—one course in the Ojibway Language, and two Gr. 11 courses Contemporary Aboriginal Voices and Aboriginal Beliefs, Values, and Aspirations in Contemporary Society
- Nipigon Red Rock District High School—Contemporary Aboriginal Voices.

Administrative Recommendation:

That, the Superior-Greenstone DSB, approve the addition of a total of seven, additional sections to the secondary schools listed above for Semester 2 of the 2010-2011 School Year for Native Language and Native Studies courses, pending proof of minimum student enrollment as requested.

Respectfully submitted by:

Barbara Willcocks
Student Success Lead

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 92

Date: November 15, 2010

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

FROM: Bradley Ross, Coordinator of Information Technology

SUBJECT: Superior-Greenstone District School Board Technology Update.

Background

In February 2010, we started a Pilot Project to allow the use of video streaming using the sites, *YouTube.com* and *TeacherTube.com*. Originally, the pilot was to run for one month, but it was extended to run through to end of the school year (June 2010). The rationale for the extension was to help provide a better sample of the usage on our network.

At that time, we encouraged our staff to use this opportunity to utilize the *YouTube.com* and *TeacherTube.com* in their classrooms as much as they could. We also encouraged the video streaming and resource searching for use with the Smart Boards we have deployed in our classrooms. The pilot was monitored very closely to find out what impact this usage would have on the bandwidth.

As a result of the increased usage of video streaming and Web 2.0 applications, the bandwidth on our system is reaching its maximum and pushing over the limits.

Current Situation

We are in the process of conducting a Bandwidth Pilot at Lake Superior High School. The project involves providing an internet feed directly to the school with minimal restrictions, allowing for all content to be utilized in the classroom. This means we would now have two separate lines, one for administration and one for school internet. Our expectation for this arrangement is that the internet line will supply enough bandwidth to ensure the Web 2.0 applications such as E-learning, YouTube, Adobe Connect and Technology in the Classroom can continue without interruption.

In conjunction with the Bandwidth Pilot we are also piloting Wireless Access Points in Lake Superior High School for access only by students and staff who, at this time have board provided laptops. Geraldton Composite High School is also a running a pilot for Wireless Access Points to provide connectivity to rooms that are too far for conventional wiring.

The installation of two new devices will provide for redundancy for firewall, spam filtering, caching, and security. We continue to offer and support our staff and students the best quality of service we can deliver within the current infrastructure.

Administrative Summary

The Superior-Greenstone District School Board Technology Update is presented to the Board for Information.

Respectfully submitted by,

Bradley Ross
Coordinator of Information Technology

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 93

Date: November 15, 2010

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – November 15, 2010

The Personnel Report for November 2010 is presented to the Board for information.

<i>I TEACHING STAFF</i>

1. **OTHER**
 Occasional Teaching Assignments

Please contact the Human Resources Department for all personnel inquiries.

<i>II SUPPORT STAFF</i>

1. **OTHER**
 Temporary Assignments

○

OSSTF Educational Support Staff

Recalls

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting November 15 , 2010