

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 2010/04

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, March 22, 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						Mannisto, Mark					
Brown, Cindy						Notwell, Kathryn					
Duffus, Sarah (Student)						Robinson, Danielle (Student)					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie					
Kjellman, Kayla (Student)						Turner, Jim					

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

PART I: Committee of the Whole Board

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

2.0 Disclosure of Interest: re Closed Session

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

(Attached)

3.1 Agenda: Committee of the Whole Board - Closed

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

3.2 Rise and Report from Closed Session

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

PART II: Regular Board Meeting

Section (B): – (open to public): TBA

4.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 22, 2010 be called to order at _____ p.m.

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

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

6.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2010/04 Regular Board Meeting, Monday, March 22, 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 – February 16, 2010 (Attached)
- Special Board Meeting – February 23, 2010 (Attached)

✓ **That**, the minutes of the following Board Committee and Standing Committee meetings be acknowledged as received

- Parent Involvement Committee – February 2, 2010 (Attached)
- Special Education Advisory Committee – February 9, 2010 (Attached)
- Board Policy Review Committee – February 22, 2010 (Attached)

✓ **That**, Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of February 22, 2010 and approve as reviewed:

- PG – Partnerships with External Agencies

to be posted to the Board website with an implementation date of January 1, 2010 and same shall supersede any previous policies and management guidelines.

9.0 Business Arising Out of the Minutes

10.0 Delegations and/or Presentations

- 10.1 Excellence in Education: Nipigon-Red Rock DHS Intermediate Math Coaching (NRHS, Teacher - Sheri Kingston)
- 10.2 Student Trustees' Update (Verbal – S. Duffus, K. Kjellman & D. Robinson)
- 10.2.1 Sarah Duffus
- 10.2.2 Kayla Kjellman
- 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. 26
Update: B.A. Parker Public School Project (Attached – W. Chiupka)
- 11.2 Report No. 27
Distribution of Board Members for 2010 Election (Attached – B. Rousseau)
- ✓ **That**, the Superior-Greenstone DSB has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality for the 2010 Election.
- 11.3 Report No. 28
Disbursements – February 2010 (Attached – C. Tsubouchi)

12.0 Reports of the Director of Education

(Director: Patti Pella)

- 12.1 Correspondence
- 12.1.1 Travel Industry Council of Ontario (Attached – P. Pella)
- 12.1.2 District School Board of Niagara (Attached – P. Pella)
- 12.2 Cardboard Boat Race MRHS Congratulation (Verbal – P. Pella)

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

- 13.1 Report No. 29
Elementary Enrolment and Staffing Implications for September 2010 (Attached – D. Tamblyn)

- 13.2 Report No. 30
Superior-Greenstone DSB's eLearning Program: Help for Students (Attached – V. Newton)
- 13.3 February 16, 2010-Report No 24
Restorative Practices-An Alternative Approach to Student Discipline (Attached – V. Newton)
- 13.4 Report No. 31
Update: YouTube Trial (Attached – B. Ross)

14.0 Matters for DecisionBoard Chair: J. Sparrow

- 14.1 Report No. 32
Personnel – March 22, 2010 (Attached – B. Draper)
- 14.2 Report No. 01 (In-Camera Report)
Casual/Non-Union Salary Grid (B. Draper)
✓ *That, the Superior-Greenstone DSB approves the amendments to the Casual/Non-Union Salary Grid, effective April 1, 2010.*

15.0 New Business

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

16.0 Trustee Associations and Other Boards**17.0 Observer Comments**

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

18.0 Adjournment

✓ *That, the Superior-Greenstone DSB 2010/04*
Regular Board Meeting, Monday, March 22, 2010
be adjourned at _____, p.m.

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Monday, March 22	6:30 p.m.	Marathon Board Office (SGB0)		Monday, August 23	6:30 p.m.	Marathon Board Office (SGB0)
Monday, April 19	6:30 p.m.	SGB0		Monday, September 20	6:30 p.m.	SGB0
Monday, May 17	6:30 p.m.	SGB0		Monday, October 18	6:30 p.m.	SGB0
Monday, June 21	6:30 p.m.	SGB0		Monday, November 15	6:30 p.m.	SGB0
Monday, July 19	6:30 p.m.	SGB0		Monday, December 6	12:00 p.m.	SGB0

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2010/04

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

Monday, March 22, 2010

Designated Site: Board Meeting Room, Marathon, ON

A G E N D A

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.

- 1.0 Personnel Report: (Trustee Queries re Personnel Report No. 32) (B. Draper)
- 2.0 OMERS Amalgamation –CAPS & NAPS (B.Draper)
- 3.0 Report No. 01 (In-Camera Report)
Casual/Non-Union Salary Grid (Attached - B.Draper)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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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,
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Regular Board Meeting 2010/03

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

Tuesday, February 16, 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
 PART II: Regular Board Meeting
 PART III: Committee of Whole Board

Section (A) In-Camera: – (closed to public) 6:35 p.m.
 Section (B) : – (open to public): 6:48 p.m.
 Section (C) : – (closed to public): 8:48 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				Mannisto, Mark	X				
Brown, Cindy	X					Notwell, Kathryn	X				
Duffus, Sarah <i>(Student)</i>					X	Robinson, Danielle <i>(Student)</i>	X				
Fisher, Cindy		X				Simmons, Tina			X		
Keenan, Darlene		X				Sparrow, Julie	X				
Kjellman, Kayla <i>(Student)</i>			X			Turner, Jim		X			

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

1.0 Roll Call

Board Chair Julie Sparrow conducted roll call. Trustees present are noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:35 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
60/10

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:35 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session

61/10

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:47 p.m. and that this portion be open to the public.*

Carried

PART II: *Regular Board Meeting*

Section (B): – (open to public): 6:48 p.m.

4.0 Regular Meeting Call to Order

62/10

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 18, 2010 be called to order at 6:48 p.m.*

Carried

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

5.1 **63/10**

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

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

Carried

6.0 Approval of Agenda

64/10

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

✓ *That, the agenda for Superior-Greenstone DSB Regular Board Meeting 2010/03 Tuesday, February 16, 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

65/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ **That**, the minutes from the following Board Meetings be adopted:

- Special Board Meeting – January 13, 2010
- Regular Board Meeting – January 18, 2010
- Special Board Meeting – January 27, 2010
- Special Board Meeting – January 30, 2010

Carried

66/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ **That**, the minutes of the following Board Committee meetings be acknowledged as received:

- Special Education Advisory Committee – January 7, 2010
- Board Policy Review Committee – January 25, 2010

Carried

67/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ **That**, the Superior-Greystone DSB accept the recommendations outlined in the BPRC minutes of January 25, 2010 and approve as reviewed:

- P-301 Student Transportation
- MG-301 Student Transportation
- P-404 Building/Grounds and Equipment
- P-406 Snow Removal and Ice Control
- P-410 Lock and Keying
- MG-410 Lock and Keying
- P-517: Early Identification
- MG-520: Police and Schools Protocol
- P-708: Community Service
- P-905 Pupil Accommodation

to be posted to the Board website with an implementation date of February 17, 2010 and same shall supersede any previous policies and management guidelines.

Carried

9.0 Business Arising Out of the Minutes

10.0 Delegations and/or Presentations

10.1 Excellence in Education: Marathon HS-School Support Student Success Initiative

Marathon High School Principal Brenda Wiskin provided a verbal report regarding the School Support Student Success Initiative. This is a pilot project at both Marathon High School (MRHS). Thirty-two schools around the province have been identified to take part in the pilot this year; the ministry selecting MRHS as a school with a low to medium student success rate in the applied sections. She explained that the pilot is in place to address credit accumulation rates where the ministry has set the minimum student credit goal of 16 by 16-years of age, generally the grade 9 and 10 level. A **SMART** (specific, measurable, attainable, realistic and timely) goal for this initiative is to raise the grade 9 student achievement rate from 69% pass rate to 94%.

10.2 Student Trustees' Update

10.2.1 Sarah Duffus (GCHS): sent regrets but provided the Chair, Julie Sparrow with a written report as follows:

- Grads have been very busy fundraising for their ceremony in June
- Donations were received from the community to run a Valentine's Day raffle
- A Spaghetti Supper will be held on February 26 in the GCHS Cafeteria
- Auditions will be held this week for a new play by Mr. Haslam. It will be performed across schools in our region and the topic is bullying.
- Badminton tryouts have begun and our curling teams are preparing for NSSSAA next weekend.

10.2.2 Kayla Kjellman (NRHS): provided a verbal report for LSHS and NRHS

- At Lake Superior HS, a Valentine Day fundraiser raising money for the Canadian Foundation for Aids Research and for a new LSHS sign
- At NRHS, Steven Ray carried the torch in the Olympic Torch Relay
- Senior girls and boys basketball team played for tie-breaker to go to NSSSAA
- There are student concerns about E-Learning courses, that is students who experience problems find it difficult to contact teachers for extra help once online session concludes
- In response, Director Pella suggested that as this is a pilot program a helpful arrangement might be to set up a resource link on the Board website
- Superintendent of Student Success Val Newton will be contacted for follow up on this issue.

10.2.3 Danielle Robinson (MRHS): provided a verbal report for MNHS and MRHS.

- Manitouwadge HS Student Council President Keisha Drapeau advised that MNSH is hosting NSSSAA boys' senior basketball this week.
- Grad committee is fund-raising
- Spring Fling Dance is scheduled in April
- MRHS boys senior basketball succeeded to the NSSSAA finals in Manitouwadge
- Student council fundraising underway with valentine week events
- Fundraising is happening for the Heart and Stroke Foundation awareness
- Two MRHS students, including Danielle will attend a Student Sustainability Conference (Feb.25-26). They will present on the impact of peak oil on our community and assist with making a local action plan to reduce this impact. Peak oil refers to the point at which oil production reaches its peak in the world and begins its decline.
- Student Council has Haiti Relief fund raising underway. A block C challenge is underway to collect students' loose change. Danielle invited the board office staff to take part as well.

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

11.1 Report No. 16: Update: B.A. Parker Public School Project

Plant Manager Wayne Chiupka advised the BA Parker PS project plans continue to be on target. Project drawings are expected shortly and will be posted to the board website as soon as possible.

11.2 Report No. 17: Authorization to Participate in OMERS

Coordinator of Human Resources Barbara Draper explained that a resolution is required to authorize participation in OMERS Pension Plan by the employees from both the Caramat and Nakina District Area School Boards, which as of 2009-2010 school year was amalgamated with Superior-Greenstone DSB.

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

✓ **That**, the Superior-Greenstone DSB approves the Board Resolution to authorize participation in OMERS as presented in Report No 17.

Carried

11.3 Report No. 18: Quarterly Report for September to November 2009

Manager of Accounting Services Cathy Tsubouchi noted that as part of the Operational Reviews conducted in school boards by the Ministry, the review team found that there was the need to enhance Interim Financial Reporting in school boards. The interim financial report provides management and trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

11.4 Report No. 19: January 2010

C. Tsubouchi advised that agenda item should read January 2010 disbursement. The report summarizes spending for the month of January.

11.5 Report No.20: Summary of Travel-PD Expenditures of Trustees & Student Trustees

Superintendent of Business Bruce Rousseau explained the report was compiled in response to trustees' inquiry on the status of trustee budget line, given requests for trustee travel for professional development were submitted in late January.

11.6 Report No. 21: Ontario Labour Relations Board

B. Rousseau advised the report outlines the process taken to have the support staff of the former Nakina and Caramat District Area School Board now amalgamated with Superior-Greenstone DSB taken into the Ontario Secondary School Teachers' Federation Education Support Staff bargaining unit.

11.7 Report No. 22: Determination and Distribution Process for 2010 Election

B. Rousseau provided a brief explanation of the process that boards/ municipalities are required to follow in preparation for the 2010 Municipal Elections. Boards have until March 15, 2010 to apply to the minister for an increase in trustee seats.

Trustee Mannisto requested a recorded vote with support from Trustee Brown on the following motion.

69/10

Moved by: *Trustee Mannisto* Second: *Trustee Brown*

✓ **That**, Superior-Greenstone District School Board not request the Minister of Education increase the number of elected board members from eight (8) to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board.

Recorded Vote

<u>Yes</u>	<u>No</u>
<i>C. Brown</i>	<i>B. Bartlett</i>
<i>D. Keenan</i>	<i>T. Simmons</i>
<i>M. Mannisto</i>	
<i>K. Notwell</i>	
<i>J. Sparrow</i>	
<i>J. Turner</i>	

Carried

12.0 Reports of the Director of Education

(Director: Patti Pella)

12.1 Report No. 23: 2010-2011 School Year Calendar

Director of Education Patti Pella reported on the process for developing the calendar for 2010-2011 including a board-wide invitation to participate in a survey to select one of three models prepared in consultation with the coterminous boards.

70/10

Moved by: Trustee Mannisto Second: Trustee Brown

✓ That, the Superior-Greenstone DSB accept Calendar Model A as the final draft for the 2010-2011 School Year Calendar and that Administration be directed to forward this draft to the Ministry of Education for approval.

Carried

12.2 Haiti Relief Fundraising

P. Pella congratulated the Caramat Public School (CAPS) fundraising effort that saw \$1363.00 raised with a spaghetti supper. She noted that most board schools had fund-raising efforts underway or completed, however the CAPS serving a community population of about 50 people has turned out an amazing contribution.

Trustee Bette Bartlett also reported that George O'Neill Public School raised over \$1000 in its rally for Haiti Relief.

13.0 **Reports of the Education Committee**

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

13.1 Report No 24: Restorative Practices-An Alternative Approach to Student Discipline

Superintendent of Student Success Valerie Newton provided a brief verbal summary of this report indicating that this alternative approach to student discipline is timely given that Bill 157, the Education Amendment Act (Keeping Our Kids Safe at School) came into force on February 1, 2010. The board requested that the report be brought forward at March board meeting for additional discussion.

14.0 **Matters for Decision**

Board Chair: J. Sparrow

14.1 Report No. 25: Personnel – February 16, 2010

Discussion and/or inquiries concerning personnel took place during the closed session.

15.0 **New Business**

15.1 Board Chair

No new business.

15.2 Correspondence:

Nil

15.3 Future Board Meeting Agenda Items

15.3.1 Board By-laws - Notice of Motion

P. Pella advised that a Notice of Motion is required for March board meeting agenda because the main subject for the Trustee Spring Professional Development is to proceed with a major review of the Board Bylaws. Section 1.3 of the Board bylaw states that bylaws may be amended provided a Notice of Intention to introduce amendment(s) be given in writing at a previous regular Board meeting.

15.4 Miscellaneous

15.4.1 Trustee Spring Professional Development

P. Pella planning is underway to have this session Friday, April 30 – Saturday, May 1, 2010 in Rossport.

Friday, April 30

- School tours planned for trustees who can attend (Trustees-Notwell, Mannisto, Simmons and possibly, Bartlett, Keenan, Brown and Fisher)
- Dinner at 6:30 p.m. in Rossport.

Saturday, May 1

- 9:00 a.m. Review of Board Bylaws

15.4.2 Board Internal Audit-Administrative Expenses

Coverage of this subject will be included with the Internal Audit Report scheduled to happen in June.

16.0 Trustee Associations and Other Boards

OPSBA Labour Relation Conference is scheduled March 24-27. Trustees Bartlett, Keenan and Fisher will attend.

17.0 Observer Comments

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

There were no observer comments.

PART III: *Committee of Whole Board*

Section (C): – (closed to public): 8:48 p.m.

18.0 Committee of the Whole Board (Section C - In-Camera Closed)

(Attached)

18.1 Agenda: Committee of the Whole Board - Closed

71/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board In-Camera, Section (C) Closed Session at 8:48 p.m. and that this portion be closed to the public.*

Carried

18.2 Rise and Report from Closed Session

72/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (C) Closed Session at 9:03 p.m. and that this portion be open to the public.*

Carried

19.0 Adjournment

73/10

Moved by: Trustee Mannisto

Second: Trustee Brown

✓ *That, the Superior-Greenstone DSB 2010/03 Regular Board Meeting, Tuesday, February 16, 2010 be adjourned at 9:05 p.m.*

Carried

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Monday, March 22	6:30 p.m.	Marathon Board Office (SGB0)		Monday, August 23	6:30 p.m.	Marathon Board Office (SGB0)
Monday, April 19	6:30 p.m.	SGB0		Monday, September 20	6:30 p.m.	SGB0

<i>Monday, May 17</i>	<i>6:30 p.m.</i>	<i>SGB0</i>		<i>Monday, October 18</i>	<i>6:30 p.m.</i>	<i>SGB0</i>
<i>Monday, June 21</i>	<i>6:30 p.m.</i>	<i>SGB0</i>		<i>Monday, November 15</i>	<i>6:30 p.m.</i>	<i>SGB0</i>
<i>Monday, July 19</i>	<i>6:30 p.m.</i>	<i>SGB0</i>		<i>Monday, December 6</i>	<i>12:00 p.m.</i>	<i>SGB0</i>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2010/03

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

Tuesday, February 16, 2010

Designated Site: Board Meeting Room, Marathon, ON

TOPICS

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) 6:35 p.m.

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 25)

(B. Draper)

2.0 Litigation: Two Items

(P. Pella)

PART III: *Committee of Whole Board*

Section (C): In-Camera – (closed to public) 8:48 p.m.

1.0 Director Personal Service Contract

Regular Board Meeting 2010/03

Tuesday, February 16, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

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

*In partnership with the students, the home and the community,
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Special Board Meeting 05-2010**MINUTES**

Tuesday, February 23, 2010 @ 6:30 p.m.

Designated Site: Board Office – Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:37 p.m..

PART II: *Special Board Meeting*

Section (B): – (open to public) 8:51 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				Mannisto, Mark		X			
Brown, Cindy	X					Notwell, Kathryn		X			
Duffus, Sarah (Student)				X		Robinson, Danielle (Student)				X	
Fisher, Cindy	X					Simmons, Tina		X			
Keenan, Darlene		X				Sparrow, Julie	X				
Kjellman, Kayla (Student)				X		Turner, Jim		X			

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

1.0 Roll Call

Board Chair, Julie Sparrow called the meeting to order at 6:36 p.m. Trustees were in attendance as noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:37 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)

3.1 Agenda: Committee of the Whole Board – Closed

74/10

Moved by: Trustee Bartlett

Second: Trustee Keenan

✓ That,, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:37 p.m. and that this portion be closed to the public.

Carried

3.2 Rise and Report from Closed Session

75/10

Moved by: Trustee Bartlett

Second: Trustee Keenan

✓ That,the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 8:50 p.m. and that this portion be open to the public.

Carried

PART II: *Special Board Meeting*

Section (B): – (open to public) 8:51 p.m.

4.0 Special Meeting Call to Order

Board Chair, J. Sparrow called the Special Board meeting to order at 8:51 p.m.

5.0 Approval of Agenda

76/10

Moved by: Trustee Bartlett

Second: Trustee Keenan

✓ That, the agenda for the Superior-Greenstone DSB Special Board Meeting 05/2010, Tuesday, February 23, 2010 be accepted and approved.

Carried

6.0 Disclosures of Interest re: Open Session

There were no disclosures of interest reported.

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

7.1 77/10

Moved by: Trustee Bartlett

Second: Trustee Keenan

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

Carried

8.0 Director's Personal Service Contract

9.0 Adjournment

78/10

Moved by: Trustee Bartlett

Second: Trustee Keenan

✓ That, the Superior-Greenstone DSB Special Board Meeting 05-2010 on Tuesday, February 23, 2010 be adjourned at 8:52. p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Special Board Meeting 05-2010

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

Tuesday, February 23, 2010

Designated Site: Board Office, Marathon, ON

T O P I C S

Board Chair: Julie Sparrow

Director: Patti Pella

PART I: Committee of the Whole Board

Section (A) In-Camera: – (closed to public) 6:37 p.m..

1.0 Personal Service Contract: Director of Education

Special Board Meeting 05/2010

Tuesday, February 23, 2010

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

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

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

Parent Involvement Committee

Tuesday, Feb 2, 2010 — 6:30 p.m.

MINUTES

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

Chair: Birgit McArthur

Director: Patti Pella
Moderator / Recorder: RM. Joannette

Attendance

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 - Megan Cade... <i>School Council</i>				X		GCHS - Abraham, Gerald <i>School Council</i>			X	
BAPS - Teresa Daines... <i>School Council</i>				X		LSHS – Birgit McArthur... <i>PIC</i>	X			
BAPS – Angie Archer... <i>School Council</i>				X		LSHS - Helen Turnbull ... <i>School Council</i>			X	
BEPS – Dominique Orban... <i>PIC</i>		X				MNHS... <i>No Pic or School Council Info</i>				X
CAPS ... <i>TBD – No Pic or School Council Info</i>				X		MRHS – Pinky McRae... <i>School Council</i>				X
DOPS – Kitty Dumonski... <i>PIC</i>		X				MRHS – Lori Wall... <i>School Council</i>				X
GOPS – Bernadette Langthorne... <i>School Council</i>		X				MRHS – Deb McDougall	X			
MNPS – Tammy Rathwell... <i>School Council</i>				X		MRHS – Jennifer Lake... <i>School Council</i>				X
MMPS – Darcy Taylor... <i>School Council</i>				X		NRHS – Colleen Kjellman... <i>School Council</i>				X
MTPS – Annette Heath... <i>School Council</i>				X		NRHS – Tammy Jones... <i>School Council</i>				X
MTPS – Jennifer Hansen-Conway... <i>School Council</i>				X		Trustees/Administration	O S	T C	V C	A R
NAPS...Lee Ann& Mathew Donavan... <i>School Council</i>				X		Darlene Keenan		X		
RRPS... <i>TBD – No Pic or School Council Info</i>				X		Mark Mannisto		X		
SCPS – Tina Hamel... <i>PIC</i>			X			Kathie Notwell		X		
SCPS – Tosha Borutski... <i>School Council</i>			X			Cindy Fisher (<i>alternate</i>)				X
TBPS – Claire Kempe... <i>PIC</i>				X		Patti Pella	X			
TBPS – Jolene Bonnema... <i>School Council</i>				X		David Tamblyn		X		
TBPS – Terry Bell... <i>School Council</i>			X			Donna Fry	X			
TBPS – Wendy Morriveau			X							

1.0 Welcome

PIC Chair convened the meeting with a roll call and welcomed the group.

Birgit McArthur

2.0 Review and Approval of Minutes: November 3, 2009

Moved by: Terry Bell

That, the minutes of November 3, 2009 be approved.

(Attachment)
Second: Kitty Dumonski

Birgit advised the group that minutes are posted on the website at www.sgdsb.on.ca if anyone needs to look up any information on past meetings.

3.0 Business Arising from Minutes

Darlene Keenan inquired about an update regarding the PRO grants, an update on the BAPS Project and if there has been any input submitted relative to the board Strategic Plan.

Director Patti Pella addressed the issues as follows:

PRO Grant: we are in receipt of a letter from the minister advising which projects are being considered. However there have been many applications and it appears the ministry is attempting to prioritize for selection. She said at this time she's been asked not to publish the potential list of recipients, but expects word to be out shortly.

BAPS Project: Timeline for start up in the new school remains as September 2011. Updates are provided at the board meeting each month. A link has been set up on the board website, so the public can view minutes and board reports as is convenient to them.

Board Strategic Plan has been brought to the Leadership Forum. Have asked the principals to bring this to the school council for feedback.

4.0 Update: Birgit McArthur, PIC Chair

4.1 Parent Engagement Funds: 2009/2010 Application Process

B. McArthur review the process for applications, advising it is the same procedure as has been in place the last couple of years. Proposals for projects can be sent into her via e-mail at bmcart@vianet.ca, or mailed to P.O. Box 1317, Terrace Bay, ON P0T 2W0, or faxed into the board office at 807-229-1471 (attn. P. Pella). Proposals need to be in by March 5; the plan being for her and Patti to review proposals by March break, with the goal toward getting funds to school by the end of March. Reporting back on events is required by the end of August.

Patti mentioned that if anyone else wishes to be involved in the proposal review they are welcome to do so ..just contact her or Birgit to advise.

Birgit reviewed some of the past project ventures for the group. She added that as per November 3, 2009 meeting some of the PIC funds have been earmarked for the Student Art Calendar that has been well-received in the last two years. Thus far, she has one application on hand for the 4th Annual BAPS Curl-up With a Book event.

4.2 Parent Involvement Committee Symposium

(Attachment)

On April 16, 2010 there is a Parent Involvement Symposium happening in Toronto. The invitation to for PIC Chairs and second PIC member to attend has been extended by the Minister of Education. Birgit will be going to this and extends an invite for another person. Anyone who wishes to accompany Birgit should contact her. If there is more than one member, a name will be drawn for the second member. Birgit shared some of the content of the invitation letter.

5.0 Director's Update

(P. Pella)

5.1 Automatic Defibrillator Training

Patti confirmed that the Superior North Emergency Medical Services have completed their generous donation of an Automatic Defibrillator machine in every school. A board policy has been developed and at this point the board is in the process of ensuring that training takes place so that each school has a person on-site who is versed in its operation. However, she added that the equipment is user-

friendly and any operator is guided throughout the process with prompts programmed right into the equipment.

5.2 Character Education Proposal Approved

Patti reported that a Character Education proposals in partnership with the Superior-North Catholic DSB has been approved by the ministry. The proposal involves the production of a play to be coordinated through Geraldton Composite High School Communication Teacher Rob Haslam. Student actors will explore the subject of bullying in schools and the goal is to have the production ready for school tours in the spring. As well, this spring, the Northern Ontario Education Leaders (NOEL) Character Education Symposium is being organized for grade 7/8 students to attend in Thunder Bay.

5.3 Student Community Hours and Field Trip Permission Forms

Patti noted that early this year, Birgit inquired about having some board forms available on the website for parents to access if need be as relates to Student Community Hours and Field Trip Permissions. She advised that the field trip permissions cannot be posted as there are too many variables and school specific issues to consider. However, the forms for the Student Community Hours can be posted for parents to download and complete as may be required. It will be posted on the website under the "Students" section.

5.4 Policies Posted

5.4.1 Policy 536: Equity and Inclusive Education

Patti advised that there is a major thrust by the ministry that requires all Ontario board to have such policies in place. Our policy has been done and is posted for on the website. If anyone is interested, each school also has a ministry produced DVD on hand that provides information on the topic.

5.4.1 Policy 906: Environmental Education

Dave Tamblyn, Assistant to the Director reported that SGDSB Environment Education policy is posted on the website now. It too is one mandated by the ministry. Boards are required to deliver effective environmental education and to model environmentally responsible practices as well as to raising environmental awareness for all staff, students, trustees and the community. Under the umbrella of NOEL, a Regional Environment Education Lead is in place to provide direction to all regional boards to ensure that Environmental Education Policies are aligned with the Policy Framework.

5.5 New Policies for Stakeholder Feedback

5.5.1 Policy 719: Accessibility Standards for Customer Service

This posted on the website now for feedback from the public. The direct expectation is that we focus on service to students in all our schools.

5.5.2 Policy 413: Video Surveillance in Schools

This policy too is on the website for feedback. Surveillance is not to add a layer of school detectives, rather it can help deter vandalism by having some of the loitering moved away from school facilities. It is not a means to replace administrative monitoring, but it assists with some school hot spots. It is a pilot project at this point.

5.6 Keeping our Kids Safe at School Act: Ministry Memo & Parent Brochure (Attachments- 2)

New legislation (Bill 157) came into effect February 1, 2010 affects how school board employees handle incidents at school. It requires all school staff to report, and those who work directly with students to respond, to incidents that happen in school. The law continues the effort to make Ontario's schools safer for students and staff. All school staff are obligated to report to their principal incidents that could lead to suspension or expulsion. Principals in turn are required to contact the parents of victims of these types of incidents.

5.7 Parent / Community Outreach Session

P. Pella reported that with the Amendment to the Education Act (Bills 212 and 157), the ministry is working with the Social Planning Network of Ontario to conduct outreach session on the subject. With this approach the ministry expects it can better inform parents about what changes school are being directed to undertake to make positive changes in regard to the safe school initiatives. Sessions are planned in Thunder Bay on February 10, 17 & 18 at 6:30 p.m. There is a possibility one of these will be accessible via teleconference. Patti will try to find out which one it may be and send information out to group.

5.8 Ontario School Year Calendar

Patti reviewed the process for developing a school year calendar each year. It has been a fully consultative effort this year as the proposed models were posted onto the website to solicit as much feedback as possible on the three models proposed. Using SuveyMonkey, the public could vote and/or provide comments. Response has been very good with over 240 votes submitted and a multitude of comprehensive comments.

Model A calendar (traditional type calendar) received most favour. It has school start for students after Labour Day weekend. Model C was least favoured an early year start-up and a two-week Christmas break going from a Wednesday to Wednesday. Having gathered this information, another consultation will be done with coterminous board to align calendars as close as possible, especially where bussing issues are concerned. The goal is to have our board's draft done for the February Board meeting.

There have been some issues raised by teachers federation in regard to examination and semester turn around dates. However, the calendar models are also required to reflect ministry directives in regard to professional development activity day and two of the six are heavily conscripted and ministry demands accountability for process on every one of the PD days.

Patti will get a finalized copy of the calendar to schools once the model is approved by the board.

5.9 Planning for 2010-2011 Student Art Calendar

Patti provided an overview of past planning for the calendar. The project will be done as the third annual calendar. The Character Education theme continues to be a theme that bears merit, i.e., developing the character traits in students is good for education. Dave Tamblyn suggested that this year we try to provide a stronger correlation between character traits and school year timing, i.e., a trait like "perseverance" coincides well for the month of June.

Student artwork should be into the board office by the end of March if printing to be done on time for distribution first day of school. Last year, three pieces of work were submitted by high schools and two were accepted from elementary schools. School councils reviewed the work submitted at their school and made the decision on what to send to the board office. All agreed it could work the same way this year. The final decision about calendar pages resided with the director's office in conjunction with an available parent member. Deb McDougall volunteered to do this with Patti this year.

A discussion regarding the insertion of "system-wide" meeting dates ensued, especially because in the last couple years, issues like the board meetings were projected so far in advance that potential for change was great, leading to out-dated information when dates were changed. One way to alleviate this would be to order up a page of stickers to insert into the calendars, so that parents could mark off with stickers, the dates of import for them, be it Board meeting dates, school pizza days, or there school community dates such as school council dates, sports dates, exam dates, etc. RM. Joanne in director's office will explore this opportunity when getting print quotes.

Tina Hamel suggested that calendars be made available on a one per family basis. There was also a suggestion to offer these for sale to help replenish PIC funds. Patti advised the cost might be prohibitive to parents because the print job is quite expensive

6.0 Updates: Schools' Parent Involvement Representatives

Terry Bell, Toshu Borutski, Tina Hamel reported on Terrace Bay and Schreiber PS events including a pizza luncheon to welcome new principal, Kim Asmussen. This was followed by karaoke and a jeopardy game. Over a hundred people also attended a spaghetti supper to welcome him.

7.0 Suggestions: Future Agenda Items

- Update on Character Education Forum in Thunder Bay in April (D. Tamblyn)
- Update Early Learning Initiative (D. Tamblyn)
- Environmental Education –Secondary Students (D. Tamblyn)
- Student Trustee Role and Responsibility (Student Trustee-P. Pella to inquire)

8.0 Next Meeting Date

May 4, 2010

9.0 Adjournment

The meeting adjourned at 7:40 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee

Tuesday, February 9, 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

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				X		Tyance, Shirley				X	
Brown, Tammy (Alternate)				X		Groenveld, Sharon (Alternate)					X

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

1.0 Call to Order

Val Newton, Superintendent of Student Success took roll call and called the meeting to order at 6:34 p.m. She suggested as per the meeting on January 7, 2010 that, Jessica Audia preside as rotating chair for this meeting. J. Audia agreed.

2.0 Approval of Minutes

Moved by: T. Simmons Second: K. Notwell

✓ ***That, the Minutes of January 7, 2010 be approved as presented***

3.0 Additions to the Agenda

There were no additions suggested for this meeting.

4.0 Business Arising from the Minutes

4.1 Customer Service Accessibility Act - Accessibility Tips Booklet (Attached)

V. Newton advised that the information was a reference piece to help SEAC members understand the obligations of school boards under the Accessibility Standards for Customer Services Regulation 429/07. She advised that an online video is also available for anyone who wished to view it. Contact her at vnewton@sgdsb.on.ca for more information.

5.0 Correspondence

5.1 This item was addressed after item 6.1.

6.0 New Business6.1 Special Education Financial Report (Attached)

Superintendent of Business Bruce Rousseau referred the group to the attached bar graph illustrating Special Education Expenditures and Revenues for school years 2004-2005 through to the current budget year. He explained what each cost component entailed:

- SEA = Special Equipment Allocation
- SEPPA = Special Education Per Pupil Allocation; changes annually and is an allocation based on enrolment as a per pupil amount; not just special education students.
- High Needs = Students in the system for which a claim has been submitted and approved by the ministry. This is a flat-line amount now as grant has been discontinued.

He noted that special education costs have historically been overspent as the board has always supported the special education needs within the board. Between 2006 and 2008 the incremental cost were beginning align with revenues, however the ensuing years have seen the spread widen once more; the largest problem being the reality of shrinking enrolment

For 2010-2011 the student enrolment projection is 1697 students, a 30% decline since 2004-2005. Special Education costs increase while revenues generated through Grant for Students Needs (GSN) Funding remain static. He reported that the largest component of cost for special needs are the contractual obligations, i.e., collective agreements dictate that every school has a minimum of one Special Education teacher, whether or not it is required. Educational assistants (EA's) is another area of considerable cost. In the past costs has been buffered through INAC funding for EA's for first nation students, especially out in the Nipigon area. However, INAC too is trying to get a grip on its spending in this area so it does not appear that the number in the EA ranks funded by INAC will extend beyond this year's second semester.

B. Rousseau did note that with the amalgamation of the Nakina and Caramat District Area Boards about \$200,000 in high needs funding can be tapped but this is one time only funding brought into the SGDSB funding picture.

With the naming of Leona Dombrowsky as the new Minister of Education and the current economic climate, the GSN is not expected to increase. At best, the outlook is status quo, at worst reduced spending that is going to hurt.

6.2 Correspondence

V. Newton advised receipt of a letter from the Durham District School Board outlining its concern over Special Education funding. Contents of the letter and SEAC response to same will be deferred to the next SEAC meeting.

6.3 Restorative Justice and Practice in Schools

V. Newton explained that restorative justice practice in school is being reviewed in earnest as a component to incorporate into the board improvement plan. A first step is to have all staff made aware of what is involved and getting people trained in it. Three school administrators have attended training in this area.

Restorative justice involves the implementation of an alternative form of consequence, that is having students who have caused another harm through misbehavior face their victim, talk about the event, admit to wrong doing and accept responsibility. The dialogue can help the perpetrator better understands how their actions have affected their victim.

Restorative justice is somewhat misunderstood as some observers opine that the perpetrator gets off easy. In reality, a student who commits an infraction could still face suspension under the model, but the student is also part of the conference that allows them to redress the harm to their victim by committing to community hours. The consequence apart from a regular suspension or detention can help students understand the impact of their action on someone else's life and hopefully learn from the experience and not just be punished as a result of it.

V. Newton has an information booklet that she will send out by e-mail to all SEAC members.

6.4 Early Learning and its Relationship to Special Needs Students

David Tamblyn, Assistant to the Director of Education reported that the Ministry is implementing an Early Learning Program (ELP) in 600 schools province-wide come September 2010. It involves full-day learning for four and five year-olds with classroom teachers coming together with Early Childhood Educators to offer before and after school program for a fee. In our area it has raised concern because of the potential to put operating day care centers out of business as children are enrolled in school ELP's. Margaret Twomey Public School is one of 600 schools named for an ELP in 2010-2011. As MTPS already has an established day care centre in its facility, one of the ways proposed to mitigate the impact of ELP on the day care facility there is to survey those parents registering JK students for September 2010 as to their interest in the before/after program on a fee for service basis. In this way administration can discern if there is a need to implement the program.

7.0 Information Items

7.1 Updated SEAC Contact List

V. Newton advised that the item is included for information. If there are changes required, please contact Corinne Hooper at chooper@sgdsb.on.ca or call 807-229-0436 ext. 237.

8.0 Agenda Items: Next Meeting Date/Time/Venue

Next meeting date will be Tuesday, March 9, 2010 at 6:30 p.m.

9.0 Adjournment

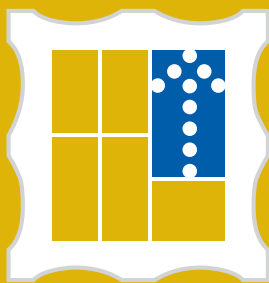
Moved by: D. Keenan

Second: K. Notwell

That the SEAC Meeting, February 9, 2010 be adjourned at 7:12 p.m.



Tips on Serving Customers with Disabilities.



Accessible Schools.
Leading the Way.

ACCESSIBLE ONTARIO CUSTOMER SERVICE



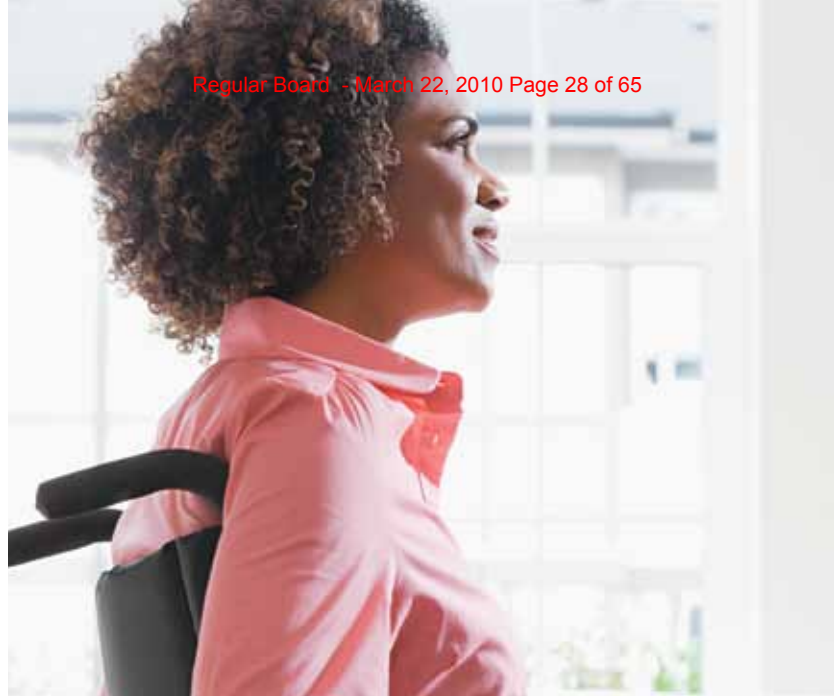
OESC
CSEO

Ontario Education
Services Corporation
La corporation des
services en éducation
de l'Ontario



Ontario

How to Welcome Customers with Disabilities.



Did you know that just over 15.5% of Ontarians have a disability?

That's 1 in every 7 Ontarians and as the population ages that number will grow.

People with disabilities, along with their families and friends, travel, shop, do business, engage in activities in the community, send their children to the local school and attend school events, just like everyone else. By providing service that welcomes people with disabilities, you can offer better service to everyone.

Treating all the people who come to our schools and board offices with individual respect and courtesy is at the heart of excellent customer service.

Here are some ways you can provide better service to your customers with disabilities:

- Treat people with disabilities with respect and consideration.
- Patience, optimism, and a willingness to find a way to communicate are your best tools.
- Smile, relax, and keep in mind that people with disabilities want to experience helpful customer service.
- Don't make assumptions about what type of disability or disabilities a person has.
- Some disabilities are not visible. Take the time to get to know your customers' needs.
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond.
- If you're not sure what to do, ask your customer, "How May I help you?"
- If you can't understand what someone is saying, just politely ask again.
- Ask before you offer to help — don't just jump in. Your customers with disabilities know if they need help and how you can provide it.
- Find a good way to communicate. A good start is to listen carefully.
- Look at your customer, but don't stare. Speak directly to a person with a disability, not to their interpreter or someone who is with them.
- Use plain language and speak in short sentences.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Ask permission before touching a wheelchair or a piece of equipment.
- Every business should have emergency procedures for customers with disabilities. Make sure you know what they are.

Understanding Disabilities

There are many kinds of disabilities. They can be visible, hidden, permanent or occur only at certain times. Here are some types of disabilities:

- deaf-blind
- hearing
- intellectual
- developmental
- learning
- mental health
- physical
- speech or language
- vision

Disabilities vary. Being hard of hearing is different from being Deaf. Having low vision is different from being legally blind. A disability can happen to anyone at anytime. Some people are born with a disability. For others, the disability results from an illness or an accident. Sometimes it happens because the person is getting older. In fact, as our population ages, many of us may eventually face some kind of limitation. According to Statistics Canada, by 2031, seniors will account for between 23% and 25% of the total population. That's double the current senior proportion of 13%.

Deaf-Blind Disabilities

A person who is deaf-blind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf-blind will be accompanied by an intervenor, a professional who helps with communicating. Intervenors are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.



Here are some tips on serving customers who are deaf-blind:



- | | |
|--|--|
| <ul style="list-style-type: none"> • Don't assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither. • A customer who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them. • Speak directly to your customer as you normally would, not to the intervenor. | <ul style="list-style-type: none"> • Identify yourself to the intervenor when you approach your customer who is deaf-blind. • Don't touch or address service animals – they are working and have to pay attention at all times. • Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency. |
|--|--|

Hearing Impairments

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hearing impaired may require assistive devices when communicating. They may also use e-mail, pagers, TTY telephone service or Bell Canada Relay Service.



Here are some tips on serving customers who are deaf or hard of hearing:



- | | |
|---|--|
| <ul style="list-style-type: none"> • Always ask how you can help. Don't shout. • Attract the customer's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand. • Make sure you are in a well-lighted area where your customer can see your face. • Look at and speak directly to your customer. Address your customer, not their interpreter. • If necessary, ask if another method of communicating would be easier, for example a pen and paper. • Don't put your hands in front of your face when speaking. | <ul style="list-style-type: none"> • Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood. • Don't touch or address service animals – they are working and have to pay attention at all times. • Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing. • Be patient. Communication for people who are deaf may be different because their first language may not be English. It may be American Sign Language (ASL). • If the person uses a hearing aid, try to speak in an area with few competing sounds. |
|---|--|

Intellectual or Developmental Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

Customers with an intellectual or developmental disability may understand more than you think. They will appreciate the respect and consideration that you show them.



Here are some tips on serving customers who have an intellectual or developmental disability:



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| <ul style="list-style-type: none"> • Don't assume what a person can or cannot do. • Use plain language and speak in short sentences. • Make sure your customer understands what you've said. • If you can't understand what's being said, don't pretend. Just ask again. | <ul style="list-style-type: none"> • Provide one piece of information at a time. • Be supportive and patient. • Speak directly to your customer, not to their companion or attendant. |
|--|--|

Learning Disabilities

Learning disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or they can be more pronounced. They can interfere with a person's ability to receive, express or process information. You may not be able to know that someone has a learning disability unless you are told, or notice the way a person acts, asks questions or uses body language.



Here are some tips on serving customers who have learning disabilities:



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| <ul style="list-style-type: none"> • Patience and a willingness to find a way to communicate are your best tools. • When you know that someone with a learning disability needs help, ask how you can best help. • Speak normally and clearly, and directly to your customer. • Take some time — people with some kinds of learning disabilities may take a little longer to understand and respond. | <ul style="list-style-type: none"> • Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy. • If you're dealing with a child, be patient, encouraging and supportive. • Be courteous and patient and your customer will let you know how to best provide service in a way that works for them. |
|--|--|

Mental Health Disabilities

It is possible that you will not recognize a person with a mental health disability unless you are informed of it. Therefore, usually, it will not affect customer service at all.

But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let your customer tell you how you can best help.



Here are some tips on serving customers who have mental health disabilities:



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|--|--|
| <ul style="list-style-type: none"> • Treat a person with a mental health disability with respect and consideration. • Be confident and reassuring. Listen carefully and work with your customer to meet their needs. | <ul style="list-style-type: none"> • If someone appears to be in a crisis, ask them to tell you the best way to help. |
|--|--|

Physical Disabilities

There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical disability.



Here are some tips on serving customers who have physical disabilities:



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| <ul style="list-style-type: none"> • Speak normally and directly to your customer. Don't speak to someone who is with them. • People with physical disabilities often have their own ways of doing things. Ask before you help. • Be patient. Customers will identify their needs to you. | <ul style="list-style-type: none"> • Don't touch assistive devices, including wheelchairs, unnecessarily unless it's an emergency. • Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.). • Remove obstacles and rearrange furniture to ensure clear passage. |
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Speech or Language Impairments

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.



Here are some tips on serving customers with speech or language impairments:



- | | |
|---|---|
| <ul style="list-style-type: none"> • Just because a person has one disability doesn't mean they have another. For example, if a customer has difficulty speaking; don't assume they have an intellectual or developmental disability as well. • If you don't understand, ask your customer to repeat the information. • If you are able, ask questions that can be answered 'yes' or 'no'. | <ul style="list-style-type: none"> • Be patient and polite, and give your customer whatever time he/she needs to get his/her point across. • Don't interrupt or finish your customer's sentences. Wait for them to finish. • Patience, respect and a willingness to find a way to communicate are your best tools. |
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Vision Disabilities

Vision disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light.

Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability. Others may use a guide dog or a white cane.



Here are some tips on serving customers who have vision disabilities:



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|---|---|
| <ul style="list-style-type: none"> • Identify yourself when you approach your customer and speak directly to them. • Speak normally and clearly. • Never touch your customer without asking permission, unless it's an emergency. • If you offer assistance, wait until you receive permission. • Offer your arm (the elbow) to guide the person and walk slowly. • Don't touch or address service animals – they are working and have to pay attention at all times. • If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so. | <ul style="list-style-type: none"> • Don't just assume the individual can't see you. • Don't leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location. • Identify landmarks or other details to orient your customer to the environment around them. • Don't walk away without saying good-bye. • Be patient. Things may take a little longer. |
|---|---|



Disabilities: Myths and Realities

People without disabilities often don't understand what it is like to live with a disability and the barriers that people with disabilities face on a daily basis.

Here are some of the common myths about people with disabilities and the reality.



MYTH

People with disabilities are inferior to “normal” people and their lives are very different.

We need to feel sorry for people with disabilities.

People with disabilities are brave and courageous.

It's not a good idea to hire people with disabilities. They have a higher turnover rate and they take sick days more often.

You have to be careful when you're talking to a person with a disability, because they are easily offended if you use the wrong word.

It's difficult serving customers with disabilities.



REALITY

What is “normal?” We all have different abilities, talents, interests and personalities. You name it! People with disabilities go to school, get married, work, have families, play, do laundry, go shopping, eat out, travel, volunteer, vote, pay taxes, laugh, cry, plan and dream — just like everyone else.

That’s patronizing. People with disabilities don’t need pity. They need access to opportunities.

Adjusting to a disability requires adapting to a lifestyle, not bravery and courage.

Many studies show that employees with disabilities are often more productive, dependable and loyal than their co-workers without disabilities and that staff retention is 72% higher among persons with disabilities. That adds up to savings of millions of dollars every year in hiring and training costs.

The experiences of large corporations such as DuPont and the Royal Bank of Canada show that when business hires people with disabilities:

- the pool of potential employees becomes larger
- staff retention rates increase
- absenteeism decreases

You just need to be as polite and respectful as you would when speaking to anyone. If you’re not sure what to say or do, it’s okay to ask.

Customers with disabilities have the same preferences, perceptions, attitudes, habits, and needs as customers without disabilities, and they are looking for the same quality of products and services.

Everyone, regardless of ability, deserves to be treated with the same dignity and respect.



Talking about Disabilities: Choosing the Right Words

Words can influence and reinforce perceptions of people with disabilities. They can create either a positive view of people with disabilities or an indifferent, negative description.



Here are some tips that can help make your communication with or about people with disabilities more successful:



- | | |
|--|---|
| <ul style="list-style-type: none"> • Use "disability" not "handicap." • Put people first. "Person with a disability" puts the focus on the person instead of their disability. • For specific disabilities, say "person with epilepsy" or "person who uses a wheelchair." | <ul style="list-style-type: none"> • Avoid statements that make it seem like a person with a disability should be pitied such as "victim of," "suffers with," or "stricken with" a particular illness or disability. |
|--|---|

If you're not familiar with the disability, wait until the individual describes their situation to you, instead of making assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

The following preferred words and phrases will help you choose language that is neither demeaning nor hurtful:

INSTEAD OF	PLEASE USE
Aged (the), the elderly	Seniors
Autistic	A person with Autism A person with Autism spectrum Disorder
Birth defect, congenital defect, deformity	A person who has a congenital disability A person with a disability since birth
Blind (the), visually impaired (the)	A person with vision loss A person who is blind A person with low vision
Brain damaged	A person with a brain injury A person with an acquired brain injury
Confined to a wheelchair, wheelchair bound	A person who uses a wheelchair
Crazy, insane, lunatic, psycho, mental, mental patient, maniac, neurotic, psychotic, unsound mind, schizophrenic	A person with a mental illness A person with a mental disorder A person with a mood disorder (for example, a person with depression, a person with bipolar disorder) A person with a personality disorder (for example, a person with antisocial personality disorder) A person with an anxiety disorder (for example a person with obsessive-compulsive disorder) A person with an eating disorder (for example a person with anorexia nervosa, a person with bulimia) A person with schizophrenia
Cripple, crippled, lame, physically challenged	A person with a disability A person with a physical disability A person with a spinal cord injury A person who uses a walker A person who uses a mobility aid A person with arthritis

continued next page

INSTEAD OF	PLEASE USE
Deaf (the), hearing impaired (the)	<p>A person who is deaf (for example, a person with profound hearing loss)</p> <p>A person who is deafened (for example, a person who has become deaf later in life)</p> <p>A person who is hard of hearing (for example, a person with hearing loss)</p> <p>When referring to the deaf community and their culture (whose preferred mode of communication is sign language) it is acceptable to use "the Deaf"</p>
Deaf and dumb, deaf mute	A person who is deaf
Deaf-Blind (the)	A person who is deaf-blind (for example, a person who has any combination of vision and hearing loss)
Epileptic	A person who has epilepsy
Fits, spells, attacks	Seizures
Handicapped (the), invalid, patient, the disabled	A person with a disability
Hidden disability, invisible disability	Non-visible disability
Learning disabled, learning disordered, dyslexic	A person with a learning disability or people with learning disabilities
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	<p>A person with an intellectual disability</p> <p>A person with a developmental disability</p>
Midget, Dwarf	<p>A little person</p> <p>A person of short stature</p> <p>A person who has a form of dwarfism</p>
Mongoloid, Mongolism, Downs	<p>A person with Down Syndrome</p> <p>A person with an intellectual or developmental disability</p>
Normal	<p>A person without a disability</p> <p>A person who is not disabled</p> <p>Specifically, a person who is sighted, a hearing person, a person who is ambulatory</p>
Spastic	A person who has muscle spasms
Stutterer	<p>A person who stutters</p> <p>A person with a communication disorder</p>



Understanding Barriers

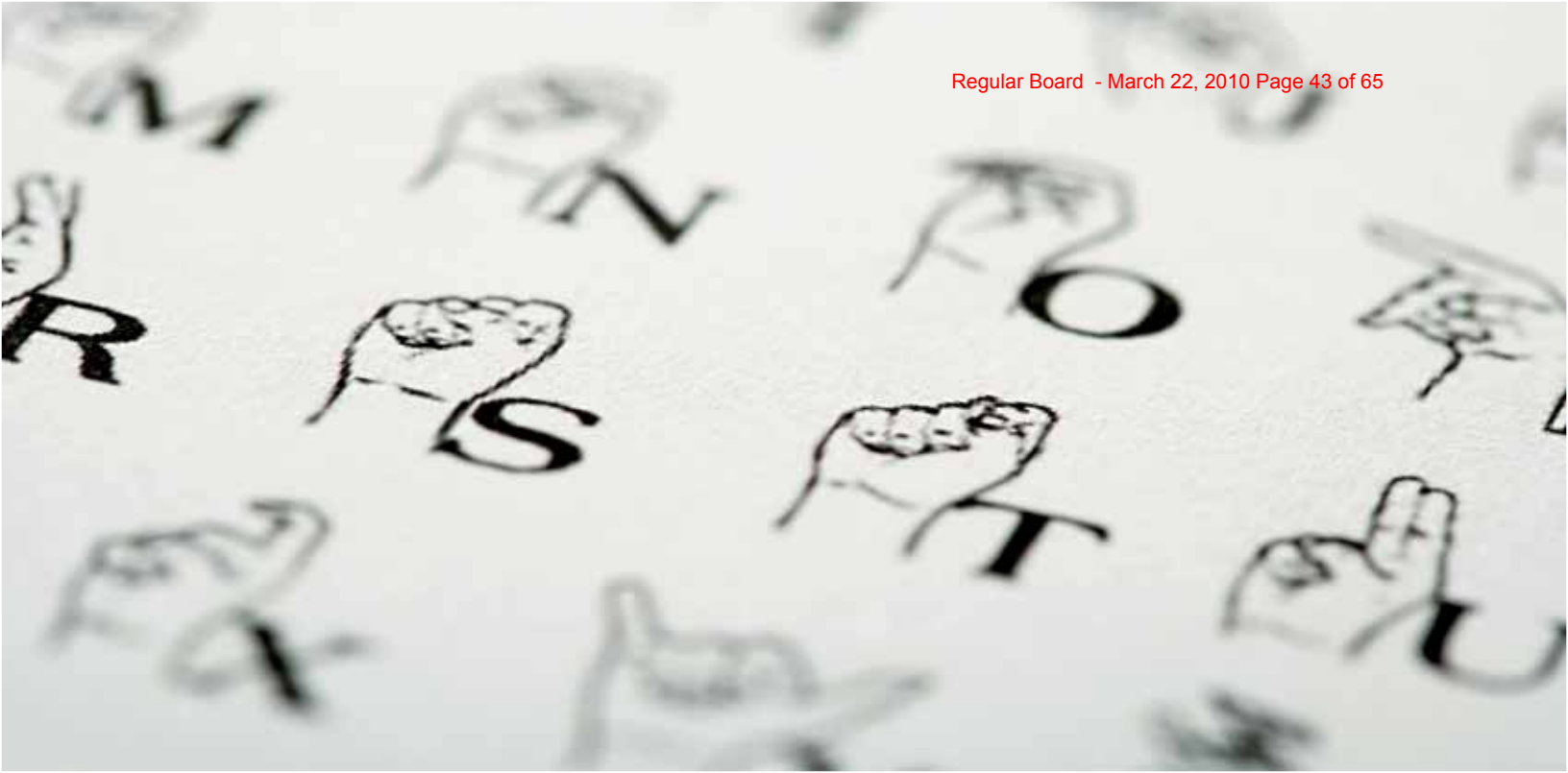
Barriers are obstacles – things that stand in the way of people with disabilities doing many of the day-to-day activities that most of us take for granted. Barriers make shopping, working, going to a movie or taking public transit difficult, sometimes impossible, for people with disabilities.

There are many kinds of barriers:

Architectural and Physical Barriers

These are features of buildings or spaces that cause problems for people with disabilities. Examples are:

- hallways and doorways that are too narrow for a person using a wheelchair, electric scooter or walker
- counters that are too high for a person of short stature
- poor lighting for people with low vision
- doorknobs that are difficult for people with arthritis to grasp
- parking spaces that are too narrow for a driver who uses a wheelchair
- telephones that are not equipped with telecommunications devices for people who are Deaf, deafened or hard of hearing



Information or Communications Barriers

These happen when a person can't easily understand information.

Examples are:

- print is too small to read
- websites that don't support screen-reading software
- signs that are not clear or easily understood

Attitudinal Barriers

These are barriers that discriminate against people with disabilities.

Examples are:

- thinking that people with disabilities are inferior
- assuming that a person who has a speech impairment can't understand you

Technology Barriers

These barriers occur when a technology can't be modified to support various assistive devices. An example is:

- a website that doesn't support screen-reading software

Systemic Barriers

These barriers occur when an organization's policies, practices or procedures discriminate against people with disabilities. An example is:

- a hiring process that is not open to people with disabilities

What You Need to Know when Dealing with Customers with Disabilities Over the Phone



Here are some tips on serving customers with disabilities on the phone:



- | | |
|--|---|
| <ul style="list-style-type: none">• Speak normally, clearly and directly.• Don't worry about how their voice sounds. Concentrate on what's being said.• Be patient, don't interrupt and don't finish your customer's sentences. Give your customer time to explain him/herself.• Don't try to guess what your customer is saying. If you don't understand, don't pretend. Just ask again. | <ul style="list-style-type: none">• If you're not certain what was said, just repeat or rephrase what you've heard.• If a telephone customer is using an interpreter or a TTY line, just speak normally to the customer, not to the interpreter.• If your customer has great difficulty communicating, make arrangements to call back when it's convenient to speak with someone else who can be of help. |
|--|---|

The content of this booklet is courtesy of: www.accesson.ca

ACCESSIBLE ONTARIO CUSTOMER SERVICE



Ontario Education
Services Corporation
La corporation des
services en éducation
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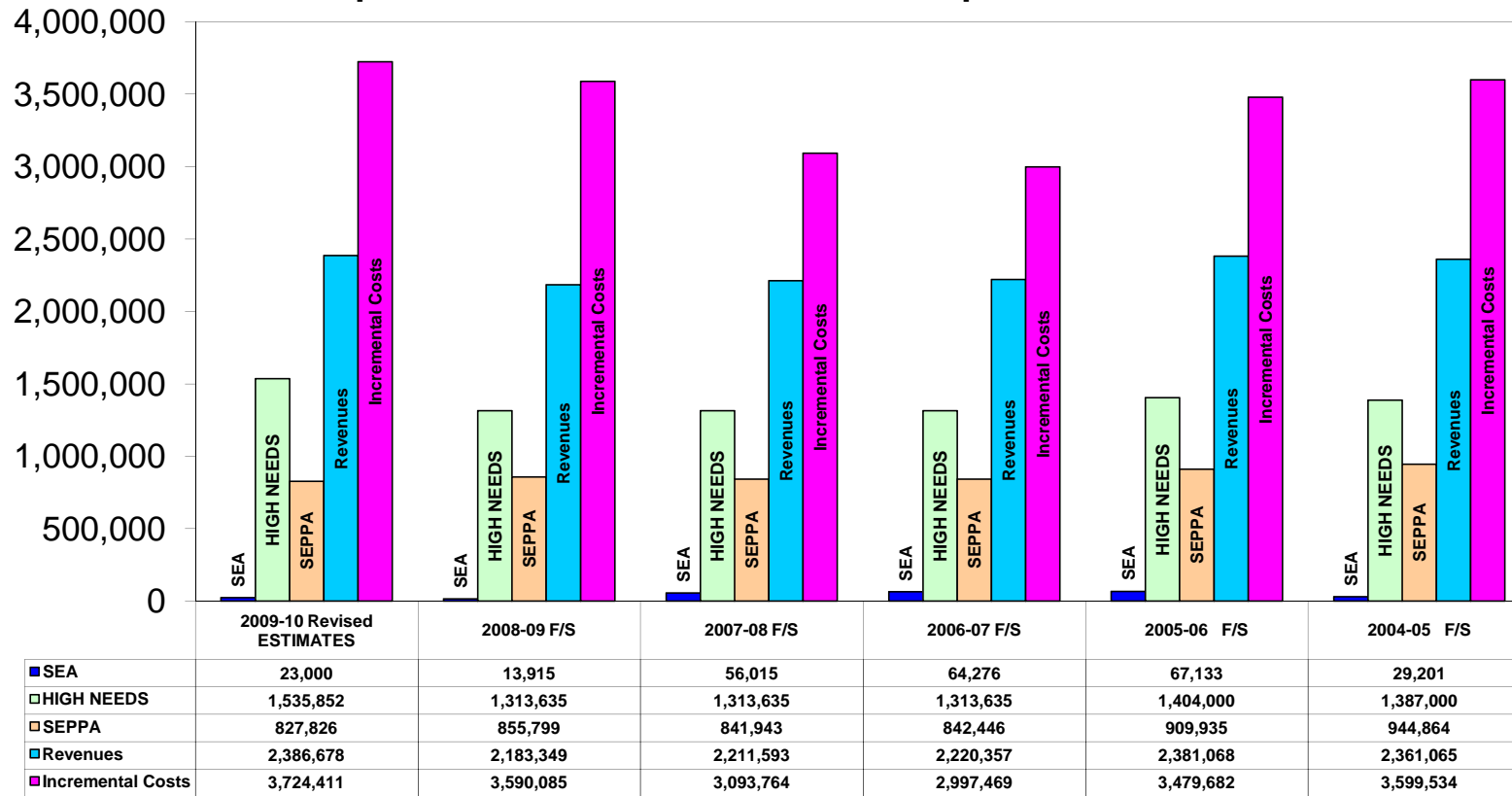


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Special Education Revenues and Expenditures



2009-10						
Revised						
ESTIMAT	2008-09	2007-08	2006-07	2005-06	2004-05	
ES	F/S	F/S	F/S	F/S	F/S	
SEA	23,000	13,915	56,015	64,276	67,133	29,201
HIGH NEE	1,535,852	1,313,635	1,313,635	1,313,635	1,404,000	1,387,000
SEPPA	827,826	855,799	841,943	842,446	909,935	944,864
Revenues	2,386,678	2,183,349	2,211,593	2,220,357	2,381,068	2,361,065
Incrementa	3,724,411	3,590,085	3,093,764	2,997,469	3,479,682	3,599,534

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, February 22, 2010 @ 6:30 p.m.

MINUTES

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

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

1.0 Review and Approval of Minutes: January 25-10

(Attached)

Moved by: D. Keenan

Seconded by: T. Simmons

That, the Board Policy Review Committee minutes of January 25, 2010 be approved.

2.0 Business Arising from Minutes

There was no business arising from the minutes.

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

February 22, 2010

3.1 P-303 Purchasing

C. Tsubouchi advised that the Ministry of Education requires boards to revise policies because broader public sector accountability changes. A critical component of the change is the revision to the Code of Ethics. Further adjustments to the policy will be required; these forthcoming as directed by the ministry. If additional adjustments are disclosed to us by the ministry, these could be brought BPRC attention as early as the next meeting, on March 29, 2006. If adjustments required are not made known before the March meeting, C. Tsubouchi advised that the policy is scheduled for a review within six months, i.e., by August 2010.

Action: Post to the website for stakeholder review to expire on April 16, 2010.

3.2 P-525 Bullying Prevention and Intervention Strategies

V. Newton advised that policy is revised to be up-to-date with legislation. Current legislation includes significant emphasis on bullying and considers a wide spectrum of bullying issues including homophobia and gender-based violence.

D. Keenan inquired about the inclusion of "cyber-bullying" among the definitions within this policy. V. Newton will add this to P-525 before RM Joannette puts up on website for stakeholder review.

Action: Include additional definition for cyber-bullying and post to the website for stakeholder review to expire on April 16, 2010.

3.3 MG-719 Accessibility Standards for Customer Service

V. Newton advised this guideline coincides with the P-719 to provide comprehensive detail on procedures to ensure accessibility standards for customer service when a customer has or requires the assistance of a support person, assistive devices or service animals.

Action: Post to the website for stakeholder review to expire on April 16, 2010.

3.4 MG-535 Progressive Discipline and School Safety

V. Newton advised that policy is revised to be up-to-date with legislative changes effective February 1, 2010. It provides extensive reference for administration and staff to use in determining appropriate consequences. Of particular note in the revision is the implication that the Human Rights Code of Ontario is paramount over the edicts of the Education Act.

V. Newton indicated that the revised guideline includes new information as Appendices 1 and 2, (Safe Schools Incident Reporting Form and Delegation of Authority respectively). Previously included appendices 1 to 12 will be renumbered. Former appendix 11 will be reviewed for applicability.

Action: V. Newton to provide notice to RM Joannette regarding content of former Appendix 11, whereupon, the guideline will be posted to the website for stakeholder review to expire on April 16, 2010.

4.0 **Stakeholder Feedback for Items Posted (January 22-10)**

4.1 PG- Partnerships with External Agencies

Attached – P. Pella

P. Pella advised that Don Parson, Student Support Coordinator compiled this procedural guideline as a result of the ministry order to have such a protocol implemented and effective January 1, 2010. To comply, the guideline was posted in draft form under Board Policies Under Review, noting feedback was invited up until January 22, 2010. Public feedback has been nil, however feedback from the board's bargaining units, notably, Ontario Secondary Schools Teachers' Federation has been positive.

Action: Bring Procedural Guideline-Partnership with External Agencies forward for board approval on March 22, 2010.

5.0 **Items Recommended for Stakeholder Reviews (Post Feb 23/10 to April 16/10)**

Moved by: T. Simmons

Seconded by: D. Keenan

That the following be posted to the board website for stakeholder review for the period of February 23, 2010 to April 16, 2010:

- P-303 Purchasing
- P-525 Bullying Prevention and Intervention Strategies
- MG-719 Accessibility Standards for Customer Service
- MG-535 Progressive Discipline and School Safety

6.0 **Items Recommended for Approval at Regular Board Meeting – March 22, 2010**

Moved by: D. Keenan

Seconded by: T. Simmons

That the following procedural guideline be forwarded for board approval on March 22, 2010.

- PG- Partnerships with External Agencies

7.0 **Future Meetings and Agenda Items**

- 7.1 March 29, 2010
305-P Internal Audit
305-MG Internal Audit
409-P Use of School Buildings and Equipment
409-MG Use of School Building and Equipment

9.0 Adjournment

*Moved by: T. Simmons Seconded by: D. Keenan
That, the Board Policy Review Committee Meeting of February 22, 2010 be adjourned
at 6:57 p.m.*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 26

Date: March 22, 2010

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

FROM: Wayne Chiupka, Manager of Plant Services

SUBJECT: BAPS Project Update March 2010

Background:

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

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

A dedicated link has been created on the Board website and information related to the project has been posted for everyone to review. Updates to this website area will be made on a more frequent basis to ensure that the public is aware of the latest progress made in the design.

Current Situation:

Work continues on the development of the drawings and specifications for the project. As the specifications and drawings move closer to completion, many teleconference meetings have taken place to deal with the details. This included meetings between the Architect and the Plant Department on: February 1, 18, and 22, as well as March 9 and 10. Discussions with the Engineers have been taking place on an ongoing basis whenever any questions arise.

Frequent communication also has been taking place between the Plant Department and: the Principals of the 2 affected schools, and further with Confederation College.

Key milestone dates continue to change slightly, but no delay is anticipated on the final opening date:

- April 9, 2010 Tender Close
- April 12 to 19 Ministry approval
- April 19 Board meeting to award tender
- May1, 2010 Contractor Mobilization after award of tender
- August 31, 2010 Completion of Phase1 work to move HS out of BAPS space
- September 1, 2010 through August 31, 2011 Construction of new BAPS space
- September 2011 Project Phase 2 complete and school opens

Administrative Recommendations:

That, the Superior-Greenstone DSB receives as information Report No. 26: BAPS Project Update March 2010.

Respectfully submitted by:

Wayne Chiupka
Manager of Plant Services

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 27

Date: March 22, 2010

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

FROM: Bruce Rousseau

SUBJECT: Distribution of Board Members for 2010 Election

Background

Superior-Greenstone District School Board at its regular board meeting held February 16, 2010 discussed Report No. 22 "Determination and Distribution Process for 2010 Election" and passed resolution 69/10 as follows:

✓ That, Superior-Greenstone District School Board not request the Minister of Education increase the number of elected board members from eight (8) to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board.

The next step in the Election process is to distribute the eight (8) trustees to the geographic areas of the school board.

The rules for distribution are contained in O.Reg 412/00 Election to and Representation on District School Boards.

In carrying out its duties under this section, the board shall have regard to the following principles:

1. Municipalities with low populations should receive reasonable representation.
2. Evidence of historic, traditional or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population.

Current Situation

Municipal Property Assessment Corporation (MPAC) has provided the Population of Electoral Group Report (PEG) which contains the data necessary to complete the distribution of school board member calculations.

Superior-Greenstone District School Board has an electoral population of **12,013**. The number of school board members to be elected in 2010 has been determined by the board to be eight (8).

The Electoral quotients for each municipality and ward within the board's jurisdiction form the basis for allocating school board members to the various municipalities.

The distribution outlined below complies with the Ministry of Education's election principles and affords all municipalities within Superior-Greenstone District School Board reasonable representation.

(Electoral Quotient = Electoral Group Population divided by 12,013 times 8 Board Members)

Name of Municipality / Ward	Electoral Group Population	Electoral Quotient	Trustees
DORION	342	0.2278	1
RED ROCK	713	0.4748	
WARD 75 (West of Red Rock / East of Dorion)	290	0.1931	
NIPIGON	1,087	0.7239	1
WARD 62 (Cameron Falls / East of Nipigon)	1	0.0007	
SCHREIBER	610	0.4062	1
WARD 01 (West of Schreiber)	91	0.0606	
TERRACE BAY	1,131	0.7532	
WARD 02 (East of Terrace Bay)	9	0.0060	
MARATHON	3025	2.0145	2
WARD 03 (East/West of Marathon)	43	0.0286	
MANITOUWADGE	1,613	1.0742	1
WARD 04 (East/West of Manitouwadge)	14	0.0093	
GREENSTONE WARD 01 (Rural West)	47	0.0313	2
GREENSTONE WARD 02 (Geraldton)	1,497	0.9969	
GREENSTONE WARD 03 (Longlac)	691	0.4602	
GREENSTONE WARD 04 (Beardmore)	266	0.1771	
GREENSTONE WARD 05 (Nakina)	301	0.2004	
GREENSTONE WARD 06 (Rural East)	242	0.1612	
TOTAL	12,013	8.0000	8

Administrative Recommendations

That Superior-Greenstone District School Board has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality for the 2010 Election.

Respectfully submitted,
 Bruce Rousseau
 Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 28

Date: March 22, 2010

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

FROM: Cathy Tsubouchi

SUBJECT: Disbursements Report for February 2010

Background

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

2009/2010 Original Budget	\$36,369,734
Various Additional Grants	636,579
Adjusted 2009/2010 Budget	\$37,006,313

Based on the above, average spending for each month should be approximately \$3,083,000. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

Current Situation

Total disbursements in the form of cheques written and payrolls for February 2010 were \$2,895,343.81. Our spending for the month is below average.

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

Administrative Recommendations

That Superior-Greenstone DSB Board receives Report No. 28: Disbursements for February 2010 as presented for information.

Respectfully submitted,

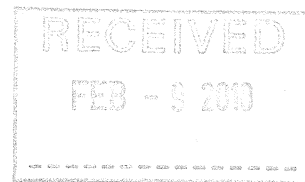
Cathy Tsubouchi
Manager of Accounting Services



Travel Industry Council of Ontario

February 1, 2010

Mark Mannisto
Superior-Greenstone District School Board
12 Hemlo Drive,
Marathon P0T 2E0



Dear Madam or Sir,

It has been brought to our attention that some schools within the province of Ontario may be independently running trips for students, contrary to the provisions of the *Travel Industry Act*, 2002 (the "Act"), and Regulation 26/05 (the "Regulation").

As you may be aware, responsibility for administration of the Act was transferred from the Ontario government to the Travel Industry Council of Ontario (TICO). TICO is administered by a Board of Directors, which includes industry, government and consumer representation. TICO also administers the Ontario Travel Industry Compensation Fund, which is wholly financed by contributions from registered travel agencies and tour operators.

The Act is primarily consumer protection legislation and defines a travel agent as a person who sells, to consumers, travel services provided by another person and a travel service as transportation, sleeping accommodation or other service for the use of a traveller, tourist or sightseer. In addition to setting out consumer disclosure requirements, the Act and the Regulation establish operational standards for the travel industry which include the safe keeping of consumer deposits and payments, requirements for filing annual financial statements, as well as maintaining a minimum working capital.

None of the safeguards or protections provided in the Act and Regulation are available to consumers who purchase travel services from unregistered individuals or companies. Furthermore, those individuals that sell travel services in the province of Ontario, without registration do so contrary to law and may be subject to penalties as outlined in section 31 of the Act.

Section 3 of the Regulation sets out the requirements for registration; some schools however maybe exempt from registration, depending upon the type and duration of travel services that are being provided. Section 2 of the Regulation sets out criteria for exemption from registration, and specifically subsection 2 (7) which states:

7. A person who is employed to teach in an elementary or secondary school, university or college of applied arts and technology and who,

i. arranges one-day tours for the students of that school, university or college as part of the curriculum or arranges other travel services through a registered travel agent as part of the curriculum,

ii. has the approval of the appropriate board, principal or other governing body or official to make the arrangements for the travel services, and

iii. receives no direct or indirect gain or profit from arranging for the travel services other than participating in the travel services

TICO has an obligation to the public, the industry and to the government, to properly administer the Act and Regulation. We understand that some schools may be offering trips to students inadvertently and may not intentionally be operating outside of the law. If you are uncertain of whether you are required to become registered, whether you fit the exemption, or how to go about arranging travel services for students at your establishment, please give our office a call; TICO is here to assist you with this process

Enclosed with this letter is some important literature and information which may assist in educating the schools, principals and teachers. We would respectfully request that your School Board advise the schools under your authority, of the requirements of the *Travel Industry Act, 2002* and the appropriate steps, if any that need to be taken to meet them.

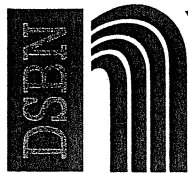
Thank you.

Sincerely,

TRAVEL INDUSTRY COUNCIL OF ONTARIO

A handwritten signature in dark ink, appearing to read 'Michael Pepper', is written over the printed name.

Michael Pepper
Registrar,
Travel Industry Act, 2002



Achieving Success Together

191 Carlton Street, St. Catharines, Ontario L2R 7P4

(905) 641-1550

Fax: (905) 685-8511

Warren Hoshizaki, Director of Education

February 22, 2010

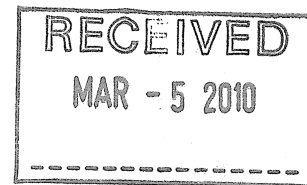
Colleen Schenk

President

Ontario Public School Boards' Association

439 University Avenue

Toronto, Ontario M5G 1Y8



Dear Colleen

I am writing to you at the request of the majority of trustees for the District School Board of Niagara (DSBN) to ask that the Ontario Public School Boards' Association (OPSBA) conducts a review of *Ontario Regulation 357/06 – Honoraria for Board Members*.

Trustees of the DSBN recognize that the government reviewed trustee honoraria prior to the Municipal Elections of 2006 which resulted in a modest increase in trustee remuneration. Since 2006, and as a result of declining enrolment, trustees have seen that remuneration steadily decrease without any corresponding decrease in responsibilities or commitments.

In addition, Bill 177, *Student Achievement and School Board Governance Act, 2009*, which received Royal Assent on December 15, 2009, is now law. This Bill outlines significant changes to trustee responsibilities, including ***Board responsibility for student achievement and effective stewardship of resources***.

Trustees of the District School Board of Niagara recognize and support keeping student learning and success at the forefront of all activities. It is also our responsibility to ***monitor and evaluate the effectiveness of policies developed by the Board to achieve the board's goals and the efficiency of the implementation of those policies***.

It is our contention that, as a result of the increased accountability and expectations placed on trustees along with the decreased remuneration as outlined above, the Honoraria for Board Members legislation should be reviewed to more accurately reflect the increased responsibilities and duties.

We look forward to your support and response.

Yours sincerely

Elizabeth Eulford

Chair

cc: Trustees, District School Board of Niagara
Trustees, Ontario Public School Boards

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 29****Date:** March 22, 2010

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

FROM: David Tamblyn, Assistant to the Director

SUBJECT: Elementary Enrolment and Staffing Implication for September 2010

Background

Many of our communities continue to face significant economic challenges and the downward trend in enrolment continues. The elementary enrolment for the 2009-10 school year was 821.5 and the projected enrolment for the 2010-2011 school year is 779 which is a decrease of 42.5 students (approximately 5.5 %).

Table Two indicates the projected enrolment of each school for September 2010. These projections are based on graduating all current students to the next grade and on conversations with administrators regarding expected Junior Kindergarten registrations.

TABLE ONE: Projected Enrolment for the 2010-11 School Year

<i>Total FTE by School</i>	<i>JK</i>	<i>SK</i>	<i>Gr. 1-3</i>	<i>Gr. 4-6</i>	<i>Gr. 7-8</i>	<i>FTE</i>
B.A. Parker PS	13	17	44	47	35	141
Beardmore PS	0	4	10	17	12	43
Caramat PS	0	0	0	2	1	3
Dorion PS	4	6	15	12	13	45
George O'Neil PS	9	7	24	36	22	90
Manitouwadge PS	4	3	9	29	25	66.5
Margaret Twomey PS	16	21	74	64	49	205.5
Marjorie Mills PS	6	3	20	18	12	54.5
Nakina PS	4	5	7	7	3	21.5
Red Rock PS	3	3	6	16	13	38
Schreiber PS	2	1	8	13	10	32.5
Terrace Bay PS	2	1	13	18	8	40.5
Total FTE	31.5	35.5	230	279	203	779

Current Situation

Staffing our schools is extremely important to the lives of our students, teachers and administrators and communities. Intervention programs and school organization contributes to the positive learning environments that we celebrate in each of our schools. It is necessary to examine each school in our board to determine staffing levels that will best meet the needs of our students.

In consultation with school administrators and teaching staff, the following guiding principles will be used to staff our school in September 2010:

- Low pupil teacher ratio is a major consideration when determining staffing for multi-age classrooms; an attempt to eliminate quadruple grades in the literacy and numeracy blocks and limit the pupil-teacher ratio to 15:1 will be a focus
- Flexibility in responding to the needs of schools experiencing an increase in enrolment in September 2010

Administrative Recommendations

That, the Superior-Greenstone District School Board receives as information Report No 29: Elementary Enrolment and Staffing Implications for September 2010.

Respectfully submitted by:

David Tamblyn
Assistant to the Director
Superior-Greenstone District School Board

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 30

Date: March 22, 2010

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

FROM: Valerie Newton

SUBJECT: Superior-Greenstone DSB e-Learning Program- Help for Students

Background:

In the 2009-10 school year, there are currently two Grade 12 university prep courses being taught by Superior-Greenstone DSB teaching staff. The two courses are Grade 12 university- prep Math (Calculus and Vectors) and the Grade 12 university-prep History (The west and the Modern World. A Grade 12 university-prep course in Accounting is delivered as an eLearning course through the Northern eLearning Consortium. There are approximately 38 students enrolled in total in the three eLearning courses presently offered to our students.

Current Situation

Because the teacher and student are not face to face in the classroom setting, a student's immediate questions cannot be answered right way. There is often a delay in responding to a student's questions(s), although the student's waiting time should be relatively short.

eLearning teachers are on-line for their assigned school period and available during this time in much the same way as the regular classroom teacher. He/she may also be working on-line at different times throughout the day and evening and may also be available at off-course times. It should be understood that the eLearning teacher is not available every hour of each and every day on-line. Students and parents can expect that the eLearning teacher will respond to a student's emailed question during the teacher's assigned school period.

How does a student seek out extra and on-going help in the eLearning program?

- 1) Contact teacher in the teacher assigned period via email, phone message, or fax. Teacher will respond during his/her assigned period by email, phone, or fax.
- 2) Use on-line paging to contact teacher/student in real time, to speak, if both the student and teacher are on-line.
- 3) Student contacts his/her school principal concerning problem/issue, if no response in a timely manner from eLearning teacher.
- 4) Student's school principal contacts District School Board eLearning Contact – who follows up with eLearning teacher directly.

How can the eLearning teacher provide assistance to students?

- 1) Email response from eLearning teacher, direction to source of information or examples of similar problems, discussions, etc
- 2) Threaded discussion can allow for a quick check of student understanding of key concepts and provide a forum for on-going debate and engagement.

- 3) Video and audio recording of the teacher giving direct instruction can be made and posted for students to review and re-review as needed (Adobe Connect software)
- 4) Tutorial material, or supplementary materials may be provided to students in both hard and digital copies or on-line
- 5) Visits to students' home school may be made by the eLearning teacher
- 6) Telephone calls maybe used to assist in clarifying matters or concerns

Administrative Recommendation:

That, the Superior-Greenstone DSB receives as information, Report No. 30: Superior-Greenstone DSB e-Learning Program-Help for Students

Respectfully submitted by:

Valerie Newton
Superintendent of Student Success

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 31****Date:** March 22, 2010

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

FROM: Brad Ross, Coordinator of Information Technology

SUBJECT: Update: YouTube, TeacherTube Trial

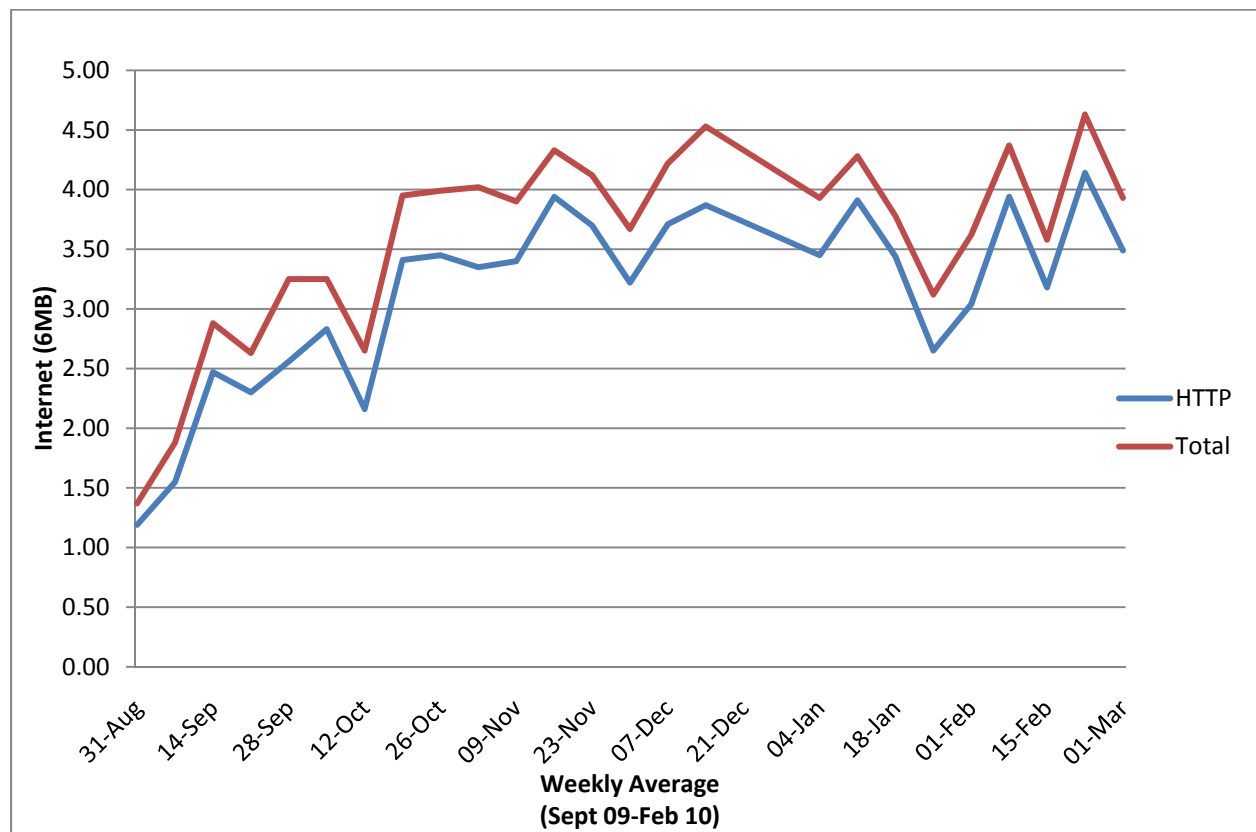
Background

Superior-Greenstone District School Board has not up to the point of this pilot, allowed streaming video content for their staff and student population. Bandwidth, copyright, and appropriate use were some of the major issues cited for limiting access to streaming video content. Of these, a major concern has been the question: given our bandwidth limits would allowing such access impact the performance of all the other services carried through our technology pipeline?

Current Situation

During February 2010, we piloted the opening of our network specifically for video streaming websites, i.e., "youtube.com" and "teachertube.com" to allow teachers access. E-mails were sent to our teachers groups, the leaders forum (principals) were advised in regard to the pilot and were encouraged to talk to teaching staff about using the websites so we could get a good sense of the bandwidth usage.

The following chart illustrates that we did increase our average HTTP usage levels during the pilot. However, this is a limited view of the actual HTTP usage because we do not have the proper tools to track specific site traffic. The line graph does show the overall HTTP traffic increasing. When we include all internet traffic, we are currently just below our maximum internet capacity for the board.



Although the data indicates teachers are using video-streaming, it is felt that one month of data collection may not be enough to gain a true representation of streaming video usage. After speaking to several staff members, it is evident that some teachers remain unaware that they had the opportunity to access this online tool, while others who have used it with their students feel the one-month pilot has not afforded enough time for them to implement the resource in their classrooms.

Administrative Recommendation

That, the Superior-Greenstone DSB, Information Technology Group allow the *Teachertube.com* / *Youtube.com* streaming video trial to continue until the 2009-2010 school year concludes, with a review to follow at the end of June 2010.

Respectfully submitted by:

Brad Ross
Coordinator of Information Technology

Patti Pella
Director of Education.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 32
Date: March 22, 2010

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – March 22nd, 2010

That, the Superior-Greenstone DSB receives as information Report No. 32: Personnel, dated March 22nd, 2010.

I ADMINISTRATION

1. RESIGNATIONS

Please contact the Human Resources Department for all Personnel Inquiries

II TEACHING STAFF

1. LEAVES OF ABSENCE

2. OTHER

Occasional Teaching Assignments

III SUPPORT STAFF

1. RESIGNATIONS

2. TRANSFERS, CHANGES IN ASSIGNMENT

3. OTHER
Recalls

Temporary Assignments

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting March 22nd, 2010

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 24****Date: Feb. 16, 2010**

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

FROM: Valerie Newton

SUBJECT: Restorative Practices - An Alternative Approach to School Discipline

Background

The International Institute for Restorative Practices is a world, recognized leader in the field of restorative justice and practices with offices in Australia, the USA, and Canada. The fundamental idea of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The idea behind restorative practices maintains that the punitive and authoritarian mode and the permissive and paternalistic mode are not as effective as the restorative, participatory, engaging mode. Offenders/perpetrators are held accountable for their actions and making reparations to the victim(s) and the larger community.

The use of restorative practice techniques across the whole school can be very influential in building a strong, positive, effective school community where each person is responsible to the other and to the group as a whole. Key features of the restorative practice include informal conferences, formal conferences, classroom circles for resolving conflicts, etc.

Current Situation:

At the present time, our schools rely primarily on the traditional, school model of discipline of detentions, suspensions and expulsions. There has been an increasing need over the last few years, to find alternative measures of student discipline in place of, or in addition to, traditional measures. Although there are examples of informal conferencing, etc. in our schools, these are isolated examples and not indicative of the whole school culture.

Education and training in the concepts and techniques of Restorative Practices is needed across the system for school principals, vice-principals, teachers, students and the community. All students, staff and parents and stakeholders would benefit from the board undertaking formal training in alternative, disciplinary measures. The implementation of restorative practices across our board would also be a strong foundation for implementation of equity and inclusive principles, character education and our board goal of reducing achievement gaps between advantaged and disadvantaged groups in our schools.

Key Features

- Restorative practice is a whole board approach that accepts and works with the unique and often diverse world view of our students and communities. Student's opinions and views are considered and used in the problem solving process.
- Restorative practice does mean that the student is held accountable for his/her inappropriate behavior and/or poor choices.
- Restorative practice means that the offender must atone for his/her damage or hurt to the victim.
- The offender must accept responsibility for the behavior. He/she must acknowledge his/her wrong doing.
- The offender must directly listen to how his/her behavior has affected the victim(s).
- The offender must accept with and comply with the decision made at the conference as to the consequences and reparations that need to be made by him/her.

Next Steps

- Awareness and training session for trustees and senior administration, (spring 2010)
- Awareness and training session for school principals and vice-principals, (late spring 2010)
- Awareness and training session for elementary and secondary teachers and support staff, (fall 2010)

Administrative Recommendation:

That, the Superior-Greenstone DSB receive as information, Report No.24: Restorative Practices- An Alternative Approach to School Discipline.

Respectfully submitted by:

Valerie Newton
Superintendent of Student Success