

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 2010/06

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, May 17, 2010

Designated Site: Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Acting Director: Valerie Newton

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

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

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

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: Acting Director / 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, May 17, 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 2010/06 Regular Board Meeting, Monday, May 17, 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 – April 19, 2010

(Attached)

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

- Special Education Advisory Committee – April 12, 2010
- Board Policy Review Committee – April 26, 2010
- Parent Involvement Committee – May 4, 2010

(Attached)

(Attached)

(Attached)

✓ **That**, Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of April 26, 2010 and approve as reviewed:

- P-525 Bullying Prevention and Intervention Strategies
- MG-719 Accessibility Standards for Customer Services
- P-303 Purchasing

to be posted to the Board website with an implementation date of May 18, 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 Autism Pilot Project (NRHS Teacher – Jim Hendricken)
- 10.2 Intermediate Math Coaching Program (NAPS Teacher – Kathleen Schram)
- 10.3 Student Trustees' Update (Verbal – Student Trustees)
- 10.3.1 Sarah Duffus
- 10.3.2 Kayla Kjellman
- 10.3.3 Danielle Robinson
- 10.4 2010-2011 Student Trustee Appointments (K. Kjellman)
- ✓ **That**, the Superior-Greenstone DSB accept the appointment of the following as Student Trustees for the 2010-2011 School Year, serving for the period of August 1, 2010 to July 31, 2011:
1. _____ of _____ High School
2. _____ of _____ High School
3. _____ of _____ High School

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

- 11.1 Report No. 42
Update: B.A. Parker Public School Project Update-May 2010 (Attached – W. Chiupka)
- 11.2 Report No. 43
Interim Report as of March 31, 2010 (Attached – C. Tsubouchi)
- 11.3 Report No. 44
Disbursements – April 2010 (Attached – C. Tsubouchi)

12.0 Reports of the Director of Education

(Acting Director: Valerie Newton)

- 12.1 Correspondence:
- 12.1.1 March 30, 2010 – A. Heath (Attached)
- 12.1.2 April 12, 2010: Thunder Bay Regional Office to A. Giguere (Attached)

12.1.3 April 16, 2010 – Grand Erie DSB (Attached)

12.2 June 2010 School Graduation Dates (Attached)

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

13.1 Report No. 45
2010-2011 Secondary Staffing Report (Attached – V. Newton)

✓ **That**, the Superior-Greenstone DSB approves
Report No. 45: 2010-2011 Secondary Staffing
Report as presented.

13.2 Report No. 46
2010-2011 Educational Assistant Staffing (Attached – D. Tamblyn)

✓ **That**, the Superior-Greenstone DSB approves
Report No. 46: 2010-2011 Educational Assistant
Staffing as presented.

14.0 Matters for Decision

Board Chair: J. Sparrow

14.1 Report No. 47
Personnel – May 17, 2010 (Attached – B. Draper)

15.0 New Business

15.1 Board Chair

15.2 Correspondence:

15.3 Future Board Meeting Agenda Items

15.4 Miscellaneous

15.4.1 Ontario Educational Services Corporation
Equity and Inclusive Education Symposium: June 17, 2010

✓ **That** the Superior-Greenstone DSB approved the
attendance at the OESC Equity and Inclusive Education
Symposium by

1. _____
2. _____

and that their expenses be paid according to policy.

16.0 Trustee Associations and Other Boards

16.1 OPSBA – June AGM

16.1.1 Trustee Appointment for OPSBA Director/Voting Delegate

✓ **That**, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Director to OPSBA
effective for the period of May 29, 2010 to November 30, 2010.

✓ **That**, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Voting Delegate to OPSBA
effective for the period of May 29, 2010 to November 30, 2010.

16.1.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate

✓ **That**, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Alternate
Director to OPSBA effective for the period of
May 29, 2010 to November 30, 2010.

✓ **That**, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Alternate
Voting Delegate to OPSBA effective for the period of
May 29, 2010 to November 30, 2010.

17.0 Observer Comments

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

18.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2010/06
Regular Board Meeting, Monday, May 17, 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 2010/06

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

Monday, May 17, 2010

Designated Site: Board Meeting Room, Marathon, ON

A G E N D A

Board Chair: Julie Sparrow

VC Sites at: GCHS / LSHS / MNHS / NRHS

Acting Director: Valerie Newton

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. 47)

(B. Draper)

2.0 Grievance

(B. Draper)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

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



Videoconference Site Locations

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 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 2010/05

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

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

MINUTES

Monday, April 19, 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

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) 6:36 p.m.

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest reported.

3.0 Committee of the Whole Board (

**3.1 Agenda: Committee of the Whole Board - Closed
97/10**

Moved by: *Trustee Keenan*

Second: *Trustee Mannisto*

✓ ***That***, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:36 p.m. and that this portion be closed to the public.

Carried

**3.2 Rise and Report from Closed Session
98/10**

Moved by: *Trustee Keenan*

Second: *Trustee Mannisto*

✓ ***That***, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 6:50 p.m. and that this portion be open to the public.

Carried

PART II: *Regular Board Meeting*

Section (B): – (open to public): 6:51 p.m.

**4.0 Regular Meeting Call to Order
99/10**

Moved by: *Trustee Keenan*

Second: *Trustee Mannisto*

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, April 19, 2010 be called to order at 6:51 p.m.

Carried

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

5.1 100/10

Moved by: *Trustee Keenan*

Second: *Trustee Mannisto*

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

Carried

**6.0 Approval of Agenda
101/10**

Moved by: *Trustee Keenan*

Second: *Trustee Mannisto*

✓ ***That***, the agenda for the Superior-Greenstone DSB 2010/05 Regular Board Meeting, Monday, April 19, 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

102/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

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

- Regular Board Meeting – March 22, 2010
- Special Board Meeting – April 7, 2010, and

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

- Native Education Advisory Committee – March 12, 2010
- Board Policy Review Committee – March 29, 2010

Carried

103/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of March 29, 2010 and approve as reviewed:

- P-413 & MG Video Security Surveillance in Schools
- P-719 Accessibility Standards for Customer Service
- P-604 Junior and Senior Kindergarten

to be posted to the Board website with an implementation date of April 20, 2010 and same shall supersede any previous policies and management guidelines.

Carried

9.0 Business Arising Out of the Minutes

There was no business arising from the minutes.

10.0 Delegations and/or Presentations

10.1 Excellence in Education: Aboriginal Initiatives

B. Willcocks provided an overview of the 2009-2010 Aboriginal Initiatives as attached to the agenda. She introduced Dave Jones, founder of the Turtle Concepts Program. D. Jones and Turtles members are currently doing phase three of their program within the Superior-Greenstone DSB high schools. Several Superior-Greenstone DSB "Students Turtles" provided brief summaries on the benefits they have come to know through the Turtle Program. Student presenters were Danielle Robinson, A.J Hart and Kaitlyn Twance.

B. Willcocks distributed an Aboriginal Art Calendar produced by Building Environmental Aboriginal Human Resources wherein Geraldton Composite High School student Sydney Megan had his work chosen from among 6,000 entries for a feature page in the calendar.

10.2 ETFO - Combined Grade Resources

Colleen Lemieux, ETFO Local President provided a verbal report about an ETFO resource entitled, *A Teacher's Guide to Combined Grades*. The document was developed by ETFO in collaboration with public elementary school teachers. The guide consolidates a myriad of successful strategies and ideas that combined grade classroom teachers have come to practice after their years of experience in combined classroom settings. Several Superior-Greenstone DSB teachers are acknowledged contributors to the resource that was two years in the making.

10.3 Student Trustees' Update

Sarah Duffus (GCHS) provided a verbal update about events underway at GCHS. She advised that the school has begun recycling paper products in a bid to respect the environment. She reported that a petition has circulated the school with students signing off to save the old willow trees that are adjacent to the current GCHS entrance area. Students have heard that the trees may be disposed of to make way for a parking lot. Students are against disposing of the trees as this green space is enjoyed by all.

W. Chiupka, Manager of Plant Services thanked the students for their input and said he would take this under advisement as he investigates the situation.

Kayla Kjellman gave a brief update of school events. She reported that, as a component of the NRHS Healthy School Initiative, an interactive workshop on impact of nicotine and tobacco use has been developed in conjunction with Thunder Bay District Health Unit. As a peer-lead event, it can accommodate training for 10 to 20 students.

Danielle Robinson (MRHS) gave an update for both the Marathon and Manitouwadge High Schools.

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

11.1 Report No. 33: Update: B.A. Parker Public School Project Update-April 2010

Wayne Chiupka provided a brief summary from the report attached to the agenda. He noted that he would investigate the student petition as a new development related to the BAPS Project.

11.2 Report No. 34: Plant Department Tender Awards 2010

W. Chiupka proved a brief overview of the board report. The work being done is under the Good Places to Learn grant.

104/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

That, the project tenders as noted in Report No. 34: Plant Department Tenders Awards 2010 be approved as follows (Taxes extra):

*a) NRHS Various Renovations be awarded to DRD **Construction Services** in the amount of \$ **925,070***

*b) MTPS Partial Roof Replacement be awarded to **Holmes Roofing** in the amount of \$ **107,400.***

Carried

11.3 Report No. 35: Enrolment Summary as of March 31, 2010

Bruce Rousseau, Superintendent of Business reported that as of the ministry count date, enrolment is down by 9.5 FTE students as compared to budget.

11.4 Report No. 36: Disbursements – March 2010

Cathy Tsubouchi, Manager of Accounting Services provided highlights of the report as attached to the agenda.

12.0 Reports of the Director of Education

(Director: Patti Pella)

12.1 Report No 37: Board Wide Occupational Health and Safety Committee Recommendations

Director of Education Patti Pella advised that the report issued is as a result of a change in the process following by this committee in that, committee recommendations are now to forwarded to the director's office for action and in turn forwarded to the board for information

12.2 Report No. 38: 2009-2010 Long-Term Employee Recognition Awards

P. Pella advised that the Employee Long Term Recognition Award Report is produced annually in conjunction with Board Policy 712. The report attached compiles the names of all 10-Year and 25 year service milestones achieved by board employees.

12.3 Correspondence: April 5, 2010: Nipigon-Red Rock DHS Girls Curling Team

P. Pella noted the attached item as thanks to the board for its support for travel to the OFSAA High School Curling Championship in Toronto. As well, Geraldton Composite HS has sent in a note of thanks for the board contribution to the production of its school yearbook.

- 12.4 Trustee Professional Development: April 30-May 1, 2010-Superior-Greenstone DSB Bylaws
P. Pella advised that the professional development session would involve significant work to revise the board's current bylaws. Once these revisions are delineated, a notice of motion to revise the bylaws could be put forward to address as required, specific wording changes, additions and deletions.

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

- 13.1 Report No. 39: Survey Results: Extended Day Program at MTPS
Assistant to the Director of Education David Tamblyn provided a brief overview of the report. Margaret Twomey PS is one of 600 schools in Ontario slated to implement full day junior/senior kindergarten in 2010-2011. Parents of children starting school next year were surveyed; the outcome of which indicates that there is minimal interest in the before/after school program for early learning. As required by the ministry, the full-day JK/SK program will move ahead with a classroom staff complement of one Early Childhood Educator and a regular classroom teacher for a 26-member classroom.
- 13.2 Report No. 40: Elementary Teaching Staff Proposal for September 2010
D. Tamblyn provided a comprehensive review of the Elementary Staffing Proposal. Meetings have been held with all school principals and based on this, the present staffing levels will be largely maintained, save for 1.0 FTE teacher less at Beardmore PS.

105/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ That, the Superior-Greenstone DSB approves the September 2010 Elementary Teaching Staff Proposal as presented.

Carried

14.0 Matters for Decision

Board Chair: J. Sparrow

- 14.1 Report No. 41: Personnel – April 19, 2010

106/10

Moved by: Trustee Mannisto

Second: Trustee Keenan

✓ That, the Superior-Greenstone DSB receive Report No. 41: Personnel-April 19, 2010 as presented.

Carried

107/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ That, Nancy Petrick is appointed Principal at Nipigon-Red Rock District High School effective August 16, 2010.

Carried

15.0 New Business

- 15.1 Board Chair

- 15.2 Correspondence:

- 15.3 Future Board Meeting Agenda Items

Appointment of Board Trustee as OPSBA Voting Delegate and Alternate Voting Delegate for Annual General Meeting.

15.4 Miscellaneous

Student Trustees S. Duffus and D. Robinson requested permission to attend the Ontario Student Trustees' Association Spring Conference in Toronto. As per policy, the Student Trustees will travel in the company of a board administrator to be determined.

108/107

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB approved the attendance at OSTA by Sarah Duffus and Danielle Robinson and that their expenses be paid according to policy.

Carried

16.0 Trustee Associations and Other Boards

Trustee Bartlett provided a verbal summary of the workshops she attended at the OPSBA Labour Relations Symposium in March. Trustees who would like copies of the workshop handout can contact Trustee Bartlett.

17.0 Observer Comments

Mathew Donovan, Chair-Nakina Public School Council

Mr. Donovan posed several questions with regard to French program and planning at Nakina Public School. He also expressed concern about the operating budget for NAPS. He indicated a desire to make a formal presentation to the board in the future, advising he would contact administration to do so.

PART III: Committee of the Whole Board	Section (C) In-Camera: – (closed to public) 8:28 p.m.
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18.0 Committee of the Whole Board (In-Camera Closed)

18.1 Agenda: Committee of the Whole Board - Closed

109/107

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Section C) at 8:28 p.m. and that this portion be closed to the public.

Carried

18.2 Rise and Report from Closed Session

110/10

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (In-Camera Section C) at 9:53p.m. and that this portion be open to the public.

Carried

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

19.1 **111/10**

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB approve the Committee of the Whole (In-Camera Section C) and three motions therein.

Carried

20.0 Adjournment**112/10**

Moved by: Trustee Keenan

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB 2010/05 Regular Board Meeting, Monday, April 19, 2010 be adjourned at 9:56 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
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 2010/05

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

Monday, April 19, 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) 6:30 p.m.

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 41)

(B. Draper)

PART III: Committee of Whole Board

Section (C): In-Camera – (closed to public) 8:28 p.m.

1.0 Director: Personal Service Contract

(J. Sparrow)

Regular Board Meeting 2009/05

Monday, April 19, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee

Monday, April 12, 2010 @ 6:30 p.m.

Videoconference Sites:

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

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		Groeneveld, 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: <i>Director of Education</i>				X		
Tamblyn, David: <i>Assistant to the Director of Education</i>	X					
Newton, Valerie: <i>Superintendent of Student Success</i>						X
Hamill, Sherry: <i>Special Education Board Lead</i>						X
Parsons, Don: <i>Student Support Lead</i>		X				
Morden-Cormier, Nicole: <i>School Effectiveness Lead</i>		X				
Joanette, Rose-Marie: <i>Recorder</i>	X					

- 1.0 Call to Order
David Tamblyn called the meeting to order at 6:32 pm
- 2.0 Approval of Minutes
S. Tyance advised that her attendance status should be changed from absent to regrets as she tried to connect to the meeting but was unable to establish the link to the meeting.

Moved by: C. Brown Seconded by: S. Tyance
 ✓ ***That, the Minutes of February 9, 2010 be approved as amended.***
- 3.0 Additions to the Agenda
There were no additions to the agenda.
- 4.0 Business Arising from the Minutes
There was no business arising from the minutes.
- 5.0 Correspondence
 - 5.1 Ministry Memorandum to SEAC (March 12, 2010)
D. Tamblyn read the letter aloud for the group.

- 5.2 Letter from Minister Dombrowsky to SEAC
D. Tamblyn read the letter aloud for the group.

6.0 New Business

6.1 Mental Health and Children's Services in Your Community

Don Parsons provided a comprehensive verbal presentation about the history and implementation of the Algoma Region Community Partners website, a portal developed collaboratively by the Algoma District School Board (ADSB) and Mental Health and Children's Services in Community partners in Sault Ste. Marie, Ontario. The website assists in searching services, supports and resources in the area of community mental health and well-being of school-aged children and youth in the Algoma region. The ADSB website (www.adsb.on.ca) has a direct link to the Algoma Model and/or the direct link to the program is www.algomamodel.ca .

This software program was developed by the ADSB using funds from the School Support Leadership funds. It is a hands-on resource for the public to access information about what programs, resources, research and community services are available in regard to the children's mental health issues. He said that the model provides comprehensive contact information in a manner similar to Ontario 211. Ontario 211 is a telephone dial-up program that provides free, confidential access to information about a full range of community, social, health and government services. A major difference is that the ADSB model goes far deeper and in a major way, it includes the efforts and program of the school board as related to the support of youth with mental health problems.

Superior-Greenstone DSB, northwestern Ontario mental health services agencies and Dilico have all explored the resource and agree a similar product for NWO would be a definite advantage. The cost of the developing such a program is immense. He is exploring avenues for its development in our area, possibly through a partnership within the agencies forming part of the Cluster 23 Student Support Leadership (SSL) Initiative through the Ministry of Child and Youth Services and the Ministry of Education. Algoma DSB's effort came to fruition through its association within Cluster 13 of the initiative designated in their area.

He indicated that initiative funding for his portfolio is due to end by June, but he is attempting to get the first stage of development set up. If the SSL initiative is extended by the ministry he expects to proceed in earnest with establishing the partnership necessary to complete such a project for the benefit of NWO educators.

He will provide an update on the progress made to the end of June and if SSL funding continues, he can bring the information himself to SEAC, or insure the information is communicated through board administration to SEAC

6.2 Oral Language Project

School Effectiveness Leader Nicole Morden-Cormier provided a comprehensive verbal report on the Oral Language Project. She explained its association with her portfolio and how the project's came to fruition as a result of the advocacy by the Northern Ontario Education Leaders.

The Oral Language Project involves examining how children learn to read and write, which includes meticulously studying youngsters who may be struggling with language to determine how much the children are understanding what they hear.

In September, grade 2 students are given an Oral Language Assessment to help determine this auditory processing. The nature of the assessment allows teachers to determine what how many instructions a child can process at one time and how complex can these instruction be before the child loses their ability to process. Many nuances or degrees are

incorporated during the assessment done on the children and this in turn, through analyzing the data can help teachers develop appropriate instruction strategies to boost oral language instruction.

Nicole said that the four phases that teachers attempt to bring through in developing oral language processing include:

1. Discussion, an attempt to have the child express their thoughts and opinions about something, for example using an artifact to prompt conversation
2. Listening and responding, once the interaction has been established with the child, that is, they may be asking questions and seeking clarification within the conversation
3. Writing it down, by connect their conversation to writing, it demonstrates that what is spoken can be written down
4. Reading what is written down from the conversation; the child can be prompted to read it back

When reading things back, the children get to see themselves as writers. When this happens, the students can see themselves as writer. As a reader and a writer, engagement in the process is enhanced. From this vantage point, the teacher can then begin to push the prompts into many different areas of the curriculum such as science.

In this kind of classroom, the teacher is the focal point in the classroom, the children are the ones who talk and learn from each other, the teacher acting for the most part as the prompt for discussion.

D. Tamblyn offered that the positive experiences realized in the primary levels has taught us lots about the practices in our other levels. He noted that there is a personal interest beginning to develop among the SERTs about this prompt strategy. Professional learning communities to have teachers learn about this strategy together is horizon.

- 6.3 Restorative Practices: Another Way of Disciplining
This item was deferred to the next meeting.

7.0 Agenda Items: Next Meeting Date/Time/Venue

7.1 Agenda Items

Special Education Funding Memo / D. Tamblyn
Special Education Board Policy Review / S. Hamill

7.2 Next Meeting

Group agreed to set this as a face to face meeting in Terrace Bay, tentatively on Tuesday, May 11, 2010 at 6:00 p.m. Availability of quorum will be checked for this date and if unsuitable this date could change.

8.0 Adjournment

Moved by: C. Brown Second: T. Nelson

✓ **That**, the SEAC meeting be adjourned at 7:27 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, April 26, 2010 @ 6:30 p.m.

MINUTES

<u>Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	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								
Cathy Tsubouchi: <i>Manager of Accounting Services</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: March 29-10

Moved by: D. Keenan Seconded by: J. Sparrow

That, the Board Policy Review Committee minutes of March 29, 2010 be approved.

2.0 Business Arising from Minutes

A. Lockwood inquired as to whether the information related to the Policy 706 Occupational Health and Safety was forwarded to Patti by Wayne Chiupka. It has not to-date. Patti will contact Wayne.

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

P-202 Control and Release of Information

[Attached](#) - P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

P-506 Drug Education

[Attached](#) - P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

4.0 Stakeholder Feedback for Items Posted (February 22 to April 16/10)**4.1 No Feedback Submitted**

P-525 Bullying Prevention and Intervention Strategies

[Attached](#) – V. Newton

A. Lockwood noted there are a couple of typographical errors to correct

Action: Forward for board approval on May 17/10

MG-719 Accessibility Standards for Customer Services[Attached](#) - V. Newton**Action:** Forward for board approval on May 17/10.4.2 Feedback SubmittedP-535 & MG Progressive Discipline and School Safety

P. Pella

P. Pella reported that ETFO has brought forward concerns with the policy and is currently seeking a legal opinion on some of the wording. V. Newton added that their concern relates mainly to the implications the policy has with regard to the collective agreement and provisions to assign teacher-in-charge versus principal designate. P. Pella will wait to see what ETFO legal counsel advises before forwarding a final revision to the board for approval. She anticipates the policy could go the June board once the concerns are addressed.

Action: Forward to board for approval in June given that ETFO concerns are addressed and outcome mutually acceptable.

P-303: Purchasing[Attached](#) – C. Tsubouchi

C. Tsubouchi reported that since its initial review in February, a ministry directed revision has been applied. The ministry has indicated that boards must be compliant by May 31, preempting any further stakeholder review of the revisions. Trustee Brown requested that stakeholders still be provided the opportunity to review.

Action: To satisfy ministry requirement to post by end of May, the revised policy will be:

- a) Posted for stakeholders review for one month only to May 21st
- b) Policy with changes per ministry directive will go to the board for approval on May 17th
- c) Should there be stakeholder feedback of merit received by May 21st, (C. Tsubouchi reminded BPRC that current content is largely prescribed by ministry) this could be considered at future BPRC meetings

6.0 Items to Recommend for Stakeholder Reviews (Post April 27 to May 21/10)

P-303 Purchasing (see notes above for rationale for one month stakeholder review)

7.0 Items to Recommend for Stakeholder Reviews (Post April 27 to June 25/10)

P-202 Control and Release of Information
P-506 Drug Education

8.0 Items to Recommend for Approval at Regular Board Meeting – May 17/10

P-525 Bullying Prevention and Intervention Strategies
MG-719 Accessibility Standards for Customer Services
P-303 Purchasing

9.0 Future Meetings and Agenda Items9.1 May 2010 – Review Existing and/or New Policies

P 535 & MG-535 Progressive Discipline and School Safety
P-531 Fire Alarms and Drills

P-704	Recruitment Selection and Hiring
P-526 & MG	MISA
P-706	Health and Safety
New Policy	Violence in the Workplace
New Policy	Religious Accommodation under Equity and Inclusive Education

10.0 Adjournment

Moved by: D. Keenan Seconded by: J. Sparrow

That, the Board Policy Review Committee Meeting of April 26, 2010 be adjourned at 7:06 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name CONTROL & RELEASE OF INFORMATION 202

Board Approved:

April 18, 2005
March 12, 1999

Reviewed: April 18, 2005

Review By: ~~December 2010~~

POLICY

The Superior-Greenstone District School Board recognizes its responsibility to provide, in a timely fashion, full and complete information to the public it serves.

PROCEDURE

To ensure that proper information is released to the public through the various news media, information is to be released only upon the prior knowledge and approval of the Director of Education and/or the Board Chair.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section **SCHOOLS AND STUDENTS**

Policy Name **DRUG EDUCATION** **506**

Board Approved: *Reviewed:* **December 6, 2005** *Review Prior To:* ~~December 2010~~
March 12, 1999

POLICY

It is the policy of the Superior-Greenstone District School Board to promote wellness among its students by fostering the development of healthy lifestyles and by discouraging the use of tobacco, alcohol and other drugs.

PROCEDURES

1.0 Role & Scope

The Board's policy and procedure affecting "drug education" is to attempt to reflect current conditions and is to aim to focus on the role of the Board, its administrators and staff, its students and their parents and members of the community.

2.0 Curriculum

Curriculum initiatives will attempt to develop modules for use from JK to Grade 12 to help prevent alcohol and drug-related problems.

3.0 Identification

The Board will develop a process for identification of and early intervention into problems among students for whom preventative efforts have been unsuccessful.

4.0 Discipline

Each school will adhere to the school Code of Conduct and the board's policy on Safe Schools and its policy on Progressive Discipline and School Safety regarding alcohol and drug related incidents.

5.0 Partnerships

Efforts will be made to establish partnerships involving students, parents and the community.

References
The Education Act; <u>Progressive Discipline and School Safety (Bill 212) 2007</u> Superior-Greenstone DSB Board Policies: 520 Safe Schools 535 Progressive Discipline and School Safety

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLYING PREVENTION AND INTERVENTION STRATEGIES	525	
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i> December 2015	
September 8, 2008 June 21, 2005	May 26, 2008 March 25, 2008		

RATIONALE

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement for all students.

Teaching strategies that focus on the development of a positive school climate and healthy relationships will be a key component of the Superior-Greenstone District School Board's Bullying Prevention and Intervention Policy.

POLICY

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

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying has a negative impact on the school climate. This includes all types of cyber-bullying on both on-line and hand held devices such as cell phones, iPods, etc. that negatively impact the school environment. Intervention and support will be consistent with a progressive discipline approach.

DEFINITION

- 1.0 Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
 - 1.1 "Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed." *(Program Policy Memorandum – 145)*
- 2.0 A positive school climate exists when all members of the school community are safe and accepted. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members.
- 3.0 Prevention and Awareness Raising
All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links
- Character Education Initiatives
- Mentoring programs
- Student Leadership
- Citizen Development
- Healthy Lifestyles Initiatives
- Social Skills Development
- Student Success Initiatives

4.0 Intervention and Support Strategies

All schools must revise their existing school-wide Bullying Prevention and Intervention plans as part of the School Improvement Plan

The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community. Components of these plans must include the following:

- the definition of *bullying*
- analysis of the school climate survey
- prevention and awareness-raising strategies
- intervention and support strategies, including plans to protect victims
- reporting procedures
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

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

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

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

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social workers and child and youth workers) must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at anytime at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

4.4 Intervention Strategies

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

- a) contact with parent(s), guardian(s)

- b) review of expectations
- c) written work assignments with a learning component
- d) referral to counseling
- e) consultation with outside agencies

5.0 *Suspension*

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

6.0 *Safe Schools Teams:*

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

Reference:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Management Guideline</i>	ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE	
<i>Applicable Policy</i>	ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE	719

Board Approved:

The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

USE OF A SUPPORT PERSON BY THE GENERAL PUBLIC

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring the individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

2.0 Access to Board Premises

- 2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board office where the public does not have access.

3.0 Confidentiality

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent form will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

5.0 Where the Board may require the presence of a Support Person

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

(Note: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfil the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other

means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.



Superior-Greenstone District School Board

Accessibility Standards – Confidentiality Consent Form Use of Support Person

I, _____ consent to the sharing of confidential information by
 (parent/guardian) _____ related to my child/ward _____
 (name of principal/teacher/other staff member) (child's/ward's name)
 in the presence of my support person _____
 (support person's name)

My support person		Consents to safeguarding the confidentiality of the information shared.
	(support person's name)	

Affirmation of consent:

Parent/Guardian Signature		Date	
---------------------------	--	------	--

Printed name of Parent/Guardian	
---------------------------------	--

I undertake to safeguard the confidentiality of information shared between:

_____ and _____
 (school staff) (parent/guardian)
 for whom I am a support person.

Support Person Signature		Date	
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Printed name of Support Person	
--------------------------------	--

Signature of Witness - Principal		Date	
----------------------------------	--	------	--

Printed name of Principal	
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USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistance devices.

2.0 Communication Regarding Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The board website will indicate that all board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

*Assistive Devices/Services – Made Available by the Board**

- 2.3 The board website will indicate the availability of assistive devices provided by the board to assist in provision of services to people with disabilities. These would be – ramps to buildings, etc.
- 2.4 Each board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.

Services: Sign language interpretation, oral interpretation, real-time captioning.

Alternative service methods: Assistance of a staff person to complete a transaction, e.g., school registration

NOTIFICATION OF DISRUPTION OF SERVICE

When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be Provided?

- 2.1 Notice may be given by posting the information at a conspicuous place in the school or at board facilities as appropriate.

3.0 What Must be Included in Notice of Disruption of Services?

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

USE OF SERVICE ANIMALS BY GENERAL PUBLIC

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or nurse.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.0 Access to Board Premises

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board office where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

3.0 Exclusion of Service Animal

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' *Liability Act* which places restrictions on pit bull terriers.

4.0 Alternative Measures if Service Animal must be excluded

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

5.0 *Where it is necessary to confirm an animal is a Service Animal*

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal meets regularly attends at the school or board facility, the principal or manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

The Board will monitor the effectiveness of implementation of the Accessible Customer Service Standard through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include, but are not limited to Special Education Advisory Committee (SEAC), Teacher Federations*, Employee unions*, citizens' groups. Methods would include electronic means such as websites.

(*Note: Consultation relates to membership of these groups as **providers** of Accessible Customer Service.)

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 The Director of Education and/or designates will implement a process for Feedback on Accessible Customer Service that has the following components:
 - a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.
 - b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
 - c) Information on how the Board will respond to feedback.
- 1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Services for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups.

2.0 Methods for Feedback

The Superior-Greenstone District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Superior-Greenstone District School Board provides services to people with disabilities can be offered by email and/or phone calls to the Board Office/or School Office.

All feedback will be directed to (insert title of person responsible for receiving feedback).

Response to feedback will be provided directly to the individual who offered feedback, by phone and/or e-mail as would be appropriate.

APPENDIX A

Tips For Principals/Managers

The following contain useful information on:

- Interacting with people using Assistive Devices
- Use of TTY

Tips For Helping Someone With An Assistive Device

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- Wheelchairs
- Scooters
- Walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point to Remember: *One should not touch or handle an assistive device without permission.*

Moving Personal Assistive Devices

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person's instructions
- confirm that the person is ready to move
- describe what you are going to do before you do it
- avoid uneven ground and objects that create a bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user's reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic door, accessible washrooms, etc.).

How To Use TTY And Canada Relay Services

How to make a call with a TTY and the Relay System

1. Push the ON switch.
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means "Stop Keying". The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

To make a call using the Relay System

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay marriage proposals, banking and personal financial information and other personal (and even intimate) conversations.

P-535 & MG Progressive Discipline and School Safety

P. Pella

ETFO feedback pending consultation

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name PURCHASING 303

Board Approved: Sept. 7, 2004

Revised: March 20, 2007

Review Prior To:

POLICY

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

PROCEDURES

1.0 Scope

The scope of this policy does not cover the purchase of real estate, transportation, staffing, insurance, consultants, or legal, audit and medical services.

2.0 Definitions

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

3.0 Supply Chain Code of Ethics

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Chain Code of Ethics, attached as [Appendix A](#).

4.0 Broader Public Sector (BPS) Supply Chain Guidelines – Procurement Policies and Procedures

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Policies and Procedures, attached as [Appendix B.](#)

5.0 Superintendent of Business

Any questions regarding this policy should be directed to the Superintendent of Business.

6.0 Non-Authorized Purchases

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, catering, groceries and purchases through Petty Cash.

7.0 Purchases for Personal Use

Items for personal use of employees may not be purchased through the Board.

8.0 Local Purchasing

Purchases shall be made locally provided quality, service, delivery and price are equal to those furnished by other suppliers.

9.0 Canadian Product Preference

Canadian manufactured products, supplies and equipment shall be given preference provided quality, service, delivery and price are equal to those furnished by a foreign supplier.

10.0 Purchasing Limits

As the dollar value of a purchase increases, so does the required accountability for that purchase. Therefore, the process to be used to make a purchase is outlined in the Table below.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

Total Purchase Amount	Process
Less than \$5,000	Purchases amounting to not more than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate;
More than \$5,000 but less than	Purchases amounting to more than \$5,000 but not more than \$100,000 will be made by purchase order after obtaining

\$100,000	written quotes (3 or more written quotes to be sought);
\$100,000 and more	Purchases of \$100,000 or more will be made by tender.

11.0 Exceptions

The Superintendent of Business shall be permitted discretion in the application of item 10.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,
- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,
- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

12.0 Approvals

- a) Any purchase/construction project greater than or equal to \$500,000 must go before the Board for their approval of the Vendor/Contractor selection.
- b) For purchases greater than \$100,000 but less than \$500,000, approval of the Superintendent of Business or designate will be required.
- c) For purchases up to \$100,000, individual purchasing limits for staff will be defined by the Superintendent of Business.

13.0 Tender Opening

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

14.0 Release of Tender Information

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

15.0 Staff: Gifts and Gratuities

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

16.0 Co-operative Purchasing

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

Appendix A
Policy 303 – Purchasing
As of March 31, 2010

Ontario Broader Public Sector

Supply Chain Code of Ethics

Goal: To ensure an ethical, professional and accountable supply chain.

1.0 Personal Integrity and Professionalism

All individuals involved in purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between Broader Public Sector (BPS) organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2.0 Accountability and Transparency

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

3.0 Compliance and Continuous Improvement

All BPS supply chain participants must comply with this Code of ethics and the laws of Canada and Ontario. Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.

Appendix B
Policy 303 – Purchasing
As of March 31, 2010

Ontario Broader Public Sector
Procurement Policies and Procedures

Segregation of Duties

- 1.0 Broader Public Sector (BPS) organizations must segregate at least three of the five functional roles. Responsibilities for these functions should lie with different departments or at a minimum with different individuals. In circumstances where it is not feasible to segregate three roles, as in the case with smaller organizations, adequate compensating controls approved by the external auditor will be acceptable.

Approval Authorities

- 2.0 BPS organizations must have a documented delegation of authority schedule that outlines the organization's authority levels for each of the five functional roles described in the segregation of duties and seek the necessary approval for all procurements prior to conducting the procurement.

Competitive Process Requirements

- 3.0 In accordance with the Agreement on Internal Trade (AIT), the Ontario-Quebec Procurement Agreement and the Procurement Policies and Procedures (PPP's) principle of transparency, BPS organizations must conduct open competitive procurements where the estimated value of procurement of goods, services or construction is \$100,000 or greater.

Request for Expressions of Interest (RFEI)

- 4.0 A response to a Request for Interest (RFI) or RFEI must not pre-qualify a potential supplier and must not influence their chances of being the successful proponent on any subsequent opportunity.

Request for Supplier Qualifications (RFSQ)

- 5.0 BPS organizations must ensure that the terms and conditions built into the RFSQ contain specific language to disclaim any obligation on the part of the BPS organization to actually call on any supplier as a result of the pre-qualification to supply such materials or services.

Advertising and Posting Competitive Documents to Market

- 6.0 In accordance with the AIT, calls for competitive procurements shall be made through an electronic tendering system that is equally accessible to all Canadian suppliers.

Construction contracts between \$100,000 and \$250,000 are not subject to the requirements of the AIT. Calls for those competitive procurements can be made through an electronic tendering system and/or one or more of the following methods:

- a) Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or
- b) The use of source lists, such as Vendors of Record (VOR) or preferred suppliers lists.

Timelines for Posting Competitive Procurements

- 7.0 Purchasing BPS organizations must provide suppliers a minimum response time of 15 calendar days for procurements valued at \$100,000 or more.

Bid Receipt

- 8.0 BPS organizations must ensure that the closing date is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time must not be considered.

Evaluation Criteria

- 9.0 Evaluation criteria should be developed, reviewed and approved before the competitive process begins. These criteria must be included in the competitive documents. The competitive documents must also identify those criteria that are considered mandatory and any technical standards that need to be met. The evaluation criteria cannot be changed or altered once the competitive process has begun.

Evaluation Process

- 10.0 BPS organizations must fully disclose the evaluation methodology and process to be used in assessing a supplier's submission.

Evaluation Team

- 11.0 Evaluation team members must be aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a conflict of interest. BPS organizations must require team members to sign a conflict-of-interest declaration and non-disclosure agreement.

Selection Process

- 12.0 BPS organizations must ensure that each member of the evaluation team has completed an evaluation matrix rating each of the proponents. Records of evaluation scores must be auditable. Evaluators should be aware that everything they say or document must be fair, factual and fully defensible and may be subject to public scrutiny.
- 13.0 BPS organizations must select only the highest ranked submission(s) that have met all mandatory requirements set out in the related procurement document. In responding to procurement documents, suppliers may sometimes propose alternative strategies or solutions to the organization's business needs. Unless expressly requested in the procurement documents, organizations must not consider alternative strategies or solutions proposed by a supplier.
- 14.0 The method to resolve a tie score must be identified in the evaluation criteria of the FRP, including weighting, if applicable. Tie-break criteria are also subject to the rules of non-discrimination defined in Section 5.3.8.3.6.

Non-Discrimination

- 15.0 In compliance with the AIT, BPS organizations must refrain from any discrimination or preferred treatment in awarding a contract to the preferred supplier from the competitive process, unless justifiable based on the circumstances described below.

Executing the Contract

- 16.0 The agreement between the purchasing BPS organization and the successful supplier must be defined formally in a signed written contract before the provision of the goods, services or construction commences. When executing the contract, the organization must obtain the supplier signatures before obtaining the designated organization's signature. In situations where an immediate need exists for goods or services and the purchasing organization and the supplier are unable to finalize a contract, a letter of intent, memorandum of understanding (MOU) or interim purchase order may be used. This will allow for the immediate needs to be met, while final negotiations take place towards finalizing the contract.
- 17.0 The contract must be finalized using the form of agreement/contract that was released with the procurement document.
- 18.0 All contracts must include appropriate cancellation or termination clauses and BPS organizations should seek appropriate legal advice on the development of these clauses.
- 19.0 The term of the agreement and any options to extend the agreement must be set out in the procurement document. Changes to the term of the agreement may change the procurement value. Prior written approval by the appropriate approval authority is necessary before changing contract start and end dates. Extensions to the term of agreement beyond what is set out in the procurement document are considered non-competitive procurements and BPS organizations must seek appropriate approval authority prior to proceeding.

Award Notification

- 20.0 For purchases valued at \$100,000 or greater, BPS organizations must post, in the same manner as the procurement documents were posted, the name(s) of the successful supplier(s). Contract award notification must occur only after the agreement between the successful supplier and the organization has been executed. The contract award notification must include the agreement start and end dates, including any options for extension.

Vendor Debriefing

- 21.0 For purchases valued at \$100,000 or greater, BPS organizations must inform all suppliers who participated in the procurement process of their entitlement to a debriefing.

Non-Competitive Procurement Documentation

- 22.0 When a BPS organization bypasses the competitive process for any of the situations identified in Section 5.3.9.1, formal documentation must be completed to support and justify the decision. This documentation must be completed and approved by the appropriate authority levels within the organization and may be used as supporting documentation in the case of a competitive dispute.

Procurement Documents and Records Retention

- 23.0 All procurement documents, as well as any other pertinent information for reporting and auditing purposes must be maintained for a period of seven years and be in recoverable form if requested.

Conflicts of Interest

- 24.0- BPS organizations must consider any conflicts of interest during procurement activities applicable to all employees, advisors, external consultants or suppliers. The organization must require any individual involved in supply chain-related activities to declare all actual or potential conflicts of interest.

Bid Protest Procedures

25.0 BPS organizations must communicate the bid protest procedures for suppliers in all competitive and procurement documents to ensure that any dispute is handled in a reasonable and timely fashion. BPS organizations must ensure that their process is compliant with the bid protest procedures as set out in the AIT and the Ontario-Quebec Procurement Agreement.

A detailed description of all the above requirements is found in the Supply Chain Guideline, issued by Ontario Ministry of Finance. <http://www.fin.gov.on.ca/en/ontariobuys/documents/scg.html>

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, May 4, 2010 — 6:30 p.m.

MINUTES

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

Chair: Birgit McArthur

Director Designate: Bruce Rousseau
Moderator / Recorder: B. Rousseau

Note: Director Patti Pella sent regrets for the meeting. The director designate and recorder for the meeting was Bruce Rousseau, Superintendent of Business.

Attendance

<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>											
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>Vacant</i>					
CAPS... <i>Vacant</i>						MRHS - Pinky McRae... <i>School Council</i>				X	
DOPS - Kitty Dumonski... <i>PIC</i>				X		MRHS - Jennifer Lake... <i>School Council</i>				X	
GOPS - Bernadette Langthorne... <i>School Council</i>		X				NRHS - Colleen Kjellman... <i>School Council</i>				X	
MNPS - Tammy Rathwell... <i>School Council</i>				X		NRHS - Tammy Jones... <i>School Council</i>				X	
MMPS - Darcy Taylor... <i>School Council</i>				X							
MTPS - Annette Heath... <i>School Council</i>					X	Trustees/Administration	O S	T C	V C	A	R
MTPS - Jennifer Hansen-Conway... <i>School Council</i>					X	Darlene Keenan				X	
NAPS...Lee Ann & Mathew Donovan... <i>School Council</i>				X		Mark Mannisto				X	
RRPS...Shari Kingston... <i>School Council</i>				X		Kathie Notwell		X			
RRPS...Cheryl Hendricksen... <i>School Council</i>				X		Cindy Fisher (<i>alternate</i>)				X	
SCPS - Tina Hamel... <i>PIC</i>	X					Patti Pella					
SCPS - Tosha Borutski... <i>School Council</i>				X		Bruce Rousseau					
TBPS - Claire Kempe... <i>PIC</i>				X		Valerie Newton				X	
TBPS - Jolene Bonnema... <i>School Council</i>				X		David Tamblyn				X	
TBPS - Terry Bell... <i>School Council</i>				X							

1.0 Welcome

PIC Chair Birgit McArthur took roll call at 6:37 p.m. Members were present as noted above.

2.0 Review and Approval of Minutes: February 2, 2010

Moved by: H. Turnbull Second: T. Hamel

That, the minutes from the PIC meeting of February 2, 2010 be approved with the following amendments:

Resident school for Wendy Morriveau to read LSHS.

Resident school for Deb McDougal to read MTPS

3.0 Business Arising from Minutes

There was no business arising from the minutes

4.0 Parent Involvement Committee Chair

4.1 Highlights: April 16, 2010: Parent Involvement Committee Symposium

B. McArthur read a summary of the events of April 16, 2010. (See attached)

T. Hamel who also attended the event provided personal comments. She feels happy with the board/ PIC relationship. New regulations are coming out for Parent Involvement Committee. She noted that Parent Involvement Committee's of boards in the south appear to have more involvement with school councils. Regarding the Healthy Schools Program, she noted that boards will be held accountable for ensuring the 20 minutes a day extra activity program is in place. The Ministry of Education does not encourage schools designate themselves as "peanut free zones" because it gives a false sense of security to parents.

4.2 2009-2010 Parent Engagement Project Approvals

B. McArthur provided a summary of the projects funded this current year (see attached project list). Nine projects were approved. She reminded all that ALL receipts for resources/material used for activities must be turned into her.

4.3 Feedback re Consultation on Parental Involvement Regulations

B. McArthur read her response to the consultation as she submitted (see attached).

5.0 Director of Education

Note: Item 5.5 was moved ahead of all due to scheduling conflict of the presenter, Barb Willcocks. In the absence of Director Patti Pella, the Superintendent of Business addressed topics as indicated below.

5.1 Aboriginal Initiatives Update

Aboriginal Initiative Leader Barb Willcocks provided an update of the Aboriginal Initiative in the board (see attached)

5.2 Student Trustees: Roles and Responsibilities

B. Rousseau provided a brief summary regarding this item, advising that student trustees participate in board meetings and provide students perspective on issues. Currently, schools are accepting applications for the 2010-2011 school year. Students can access this on the board website home page. He asked PIC members to encourage any senior student they may know to apply for the position.

5.3 PRO Grant Recipients/Allocations/New Timelines

B. Rousseau advised that an e-mail regarding the issue is to be released shortly and it will be forwarded to all PIC members. Birgit added that she is aware that timelines have changed this year. Applications are due in June and scheduled to be approved in September or October 2010. Therefore, there will be more time to hold the events and this would reduce the end of year rush experienced in the past.

5.4 Character Education: Student Play Tours

B. Rousseau advised the Character Education Drama Tour began touring on May 3, 2010 and is set to complete on May 19. The play features the subject of Anti-Bullying. It was produced under the direction of Geraldton Composite HS teacher Robert Haslam with a cast and crew composed of high school students and Marjorie Mills PS students. All elementary schools of the board are on the play list. As well, the Superior North Catholic DSB elementary schools are on the tour because the production of the play itself was funded as a result of an application submitted in partnership with the SNCDSB.

5.5 B.A. Parker PS Project Update

B. Rousseau reviewed information as posted on the board website. All this information is available for public access at www.sgdsb.on.ca.

5.6 2010-2011 School Year Calendar-approved

B. Rousseau advised that the ministry has sent in its approval of the board's school year calendar for next year. Public feedback on the proposed calendar was solicited in mid-January and the feedback collected was used in the proposal to the ministry.

5.7 2010-2011 Student Art Calendar

B. Rousseau reported that artwork from the schools in coming into the board office with the organization and planning for the calendar underway. In a manner similar to the last two years, the art calendar will be available to the schools for handout at the beginning of the school year.

5.8 2010-2011 PIC Meeting Schedule

The following dates were agreed upon for the next year's meetings:

Tuesday, November 2, 2010

Tuesday, February 1, 2011

Monday, May 2, 2011

6.0 Superintendent of Student Success

Note: In the absence of Valerie Newton, Superintendent of Student Success, the following agenda items were deferred to the November PIC meeting.

- a) Student Success Update
- b) Equity and Inclusive Education

7.0 Assistant to the Director of Education

Note: In the absence of David Tamblyn, Assistant to the Director of Education, the following agenda items were deferred to the November PIC meeting.

- a) NOEL Character Education Student Forum-Thunder Bay
- b) Early Learning Initiative Update
- c) Environmental Education-Secondary

8.0 Updates from PIC Representatives

Bernadette Langthorne (GOPS): Reported that a fundraiser was held featuring Pampered Chef Products.

9.0 Suggestions: Future Agenda Items

Election of the 2010-2011 PIC Chair
2010-2011 Aboriginal Projects (Barb Willcocks)

10.0 Next Meeting Date
November 2, 2010

11.0 Adjournment
The meeting adjourned at 7:42 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 42
Date: May 17, 2010

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

FROM: Wayne Chiupka, Manager of Plant Services

SUBJECT: BAPS Project Update May 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 that was created to ensure community and stakeholder input was received. 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 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 as new information becomes available, to ensure that the public is aware of the latest progress made in the design.

Current Situation:

Work has progressed well on the development of the drawings and specifications for the project, particularly on Structural, Mechanical, and Electrical. The specifications and drawings have now been completed and the tender packages have been printed. The tender process has begun and will take approximately four weeks for the contractors to complete their bid packages. Telephone discussions with the Architect and Engineers will continue to take place whenever any questions arise.

Meetings with the principals will take place to ensure school programs and scheduling needs are met.

Key milestone dates moved forward with the completion of the specifications and movement to tendering:

- May 17, 2010 Tender issued to prequalified contractors
- May 19, 2010 Mandatory Site visit by contractors
- June 14, 2010 Tentative Tender close date
- June 15 to 18th, 2010 Ministry approval
- June 21, 2010 Board meeting to award tender
- June 28, 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. 42: BAPS Project Update May 2010.

Respectfully submitted by:

Wayne Chiupka
Manager of Plant Services

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 43
Date: May 17, 2010

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

FROM: Cathy Tsubouchi

SUBJECT: Interim Report as of March 31, 2010

Background

As part of the Operational Reviews that the Ministry of Education has been conducting in school boards, the review team found that there was the need to enhance Interim Financial Reporting in school boards. The purpose of interim financial reports is to provide management and the board of trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

Current Situation

The attached report covers the second reporting period of the 2009/2010 school year.

Administrative Recommendations

That Superior-Greenstone DSB Board receives as information Report No. 43: Interim Report for the period ended March 31, 2010.

Respectfully submitted,
Cathy Tsubouchi
Manager of Accounting Services

Superior-Greenstone District School Board
2009-2010 Interim Financial Report

for the period ended March 31, 2010

Summary of Financial Results

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants	30,703,593	31,959,906	1,256,313	4.1%
Other	3,926,880	4,276,730	349,850	8.9%
Total Revenue	34,630,473	36,236,636	1,606,163	4.6%
Expenditures				
Classroom	20,287,281	21,250,929	963,648	4.8%
Other Operating	12,772,283	13,389,143	616,860	4.8%
Capital (see note below)	1,135,063	1,135,063	-	0.0%
Total Expenditures	34,194,627	35,775,135	1,580,508	4.6%
Surplus/(Deficit) Before Reserves	435,846	461,501	25,655	-
Reserve Transfers Out/ (In)	(435,846)	(461,501)	(25,655)	5.9%
Surplus/(Deficit)	-	-	-	-

Note: Forecast is from the Board's Revised Estimates.

Changes in Revenue

- Increase in revenue of \$1.3 Million is largely due to inclusion of the amalgamating boards in the revised estimates.
- Increase in other revenue is largely due to tuition fees for increase in Other Pupil FTE.

Change in Expenditures

- Increase in expenditures reflect the amalgamation.

Change in Reserve

- Transfer to reserves has been adjusted to reflect increased allocation for pupil accomodation.

Risks & Recommendations

- There are spending pressures due to the amalgamation which are offset by grant revenues.
- There is a capital pressure, which if it materializes is offset by grant revenues.
- Some savings are expected in operations due to the mild winter.

Capital

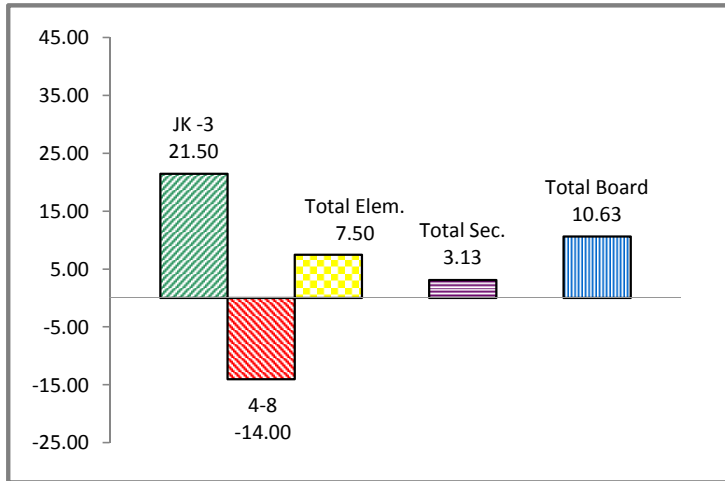
- For greater clarity and comparison to the financial statements, school renewal amounts were reclassified as Capital from the Other Operating line.

Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	288.00	309.50	21.50	7.5%
4-8	507.00	493.00	-14.00	-2.8%
Total Elementary	795.00	802.50	7.50	0.9%
Secondary <21				
Pupils of the Board	874.25	869.25	-5.00	-0.6%
Other Pupils	131.50	139.63	8.13	6.2%
Total Secondary	1005.75	1008.88	3.13	0.3%
Total	1800.75	1811.38	10.63	0.6%

Note: Forecast based on March 31st count date

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

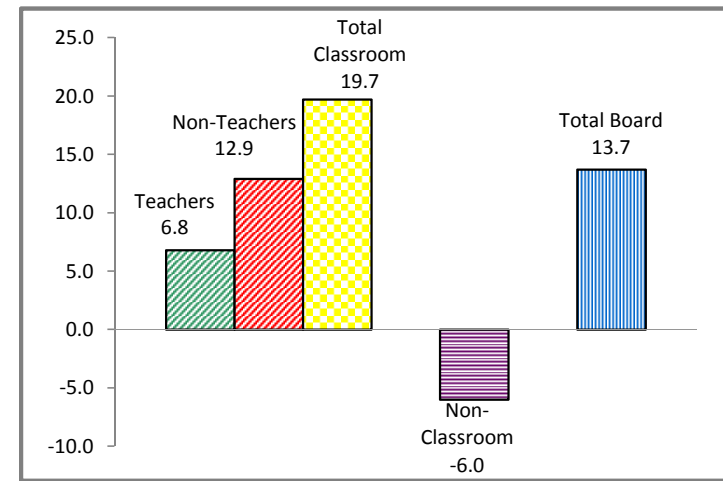
- Total board enrolment is up by 10.63 students. The original budget did not include Nakina Public School (22.50) nor Caramat Public school (4.00).
- Enrolment is actually down by 15.87 Full Time Equivalent students from the original budget.

Summary of Staffing

FTE	Budget	Actual	In-Year Change	
			#	%
Classroom				
Teachers	153.6	160.4	6.8	4.4%
Non-Teachers	76.5	89.4	12.9	16.9%
Total Classroom	230.1	249.8	19.7	8.6%
Non-Classroom	114.1	108.1	-6.0	-5.3%
Total	344.2	357.9	13.7	4.0%

Note: Actual as of March 31, 2010.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Classroom teachers are up 6.8 FTE due to amalgamation and staffing additions made in the fall.
- Non-teachers are up 12.9 FTE due Educational Assistants funded by First Nations.
- Non-classroom is down 6.0 FTE due to an error in budgeted custodial FTE which is offset by the increase in FTE due to amalgamation and special funding.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 44
Date: May 17, 2010

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

FROM: Cathy Tsubouchi

SUBJECT: Disbursements Report for April 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	714,788
Adjusted 2009/2010 Budget	\$37,084,522

Based on the above, average spending for each month should be approximately \$3,090,000. 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 April 2010 were \$3,044,033.04. Our spending for the month is in line with average spending. With the removal of unusual items, monthly spending is more in line with the 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 as information Report No. 44: Disbursements for April 2010.

Respectfully submitted,
 Cathy Tsubouchi
 Manager of Accounting Services

From: [Annette Heath](#)
To: ppella@sgdsb.on.ca
Sent: Tuesday, March 30, 2010 2:39 PM
Subject: mtps sec cutbacks

March 24, 2010

Dear Mrs. Pella,

I am writing to you and the Superior-Greenstone Board of Education as a parent who feels that Margaret Twomey Public School is not working or running as efficiently as it once did and I want to make the Board aware of this problem.

I am not complaining about the staff that is working there, but I am concerned about them. I am talking about the 0.5 secretarial position that was cut. Not only was another job lost in Marathon, but someone has to pick up that workload. The school was running efficiently up until then, so why is it that the need was there to cut out more positions to the point where the school is now struggling to provide that same service, for lack of a better word.

Linda Bryar is doing an amazing job at Margaret Twomey, however she is only one person. How much is she expected to take on before she breaks? Something has to give. There are only so many hours in the day to do all of the duties expected of her.

I called the school this morning to find out if the milk program will be running again for the last term of the school year, because my kids would like to start having the milk for their lunches, but I was told that they don't know because Linda is the person organizing this program and they don't know if she will have time to do it again. I spoke to Linda recently and personally, and this is my opinion and by far as nothing to do with Linda not doing her job, but programs are going to come to an end if she doesn't get help. This school is already falling behind our other local school because of extra-curricular programs non-existent at Margaret Twomey. If something is not done and positions are not re-instated there will be more.

I am NOT writing this letter so that the board can reprimand the secretary at Margaret Twomey. I am writing to inform you that the staff is doing an amazing job at juggling ALL of the many tasks that are expected of them to do and we are now starting to see the negative impact of reducing positions at our school.

I am asking you to please reinstate this position. I'm afraid to think of our school losing other programs because there is not enough staff to run/organize it. I know that I am not the only person who has noticed this, and you can bet that this will affect new students coming into our school and also any students or parents who will consider moving their children to another school.

Again, please reconsider, and re-instate this 0.5 secretarial position at Margaret Twomey Public School. It does affect our children.

Sincerely,
Annette Heath



*Growing Excellence...
Inspiring Success*

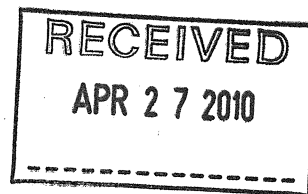
April 16, 2010

Grand Erie District School Board

Head Office: 349 Erie Avenue, Brantford, Ontario N3T 5V3
(519) 756-6301 Fax: (519) 756-9181

Website: www.granderie.ca

email: information@granderie.ca



Colleen Schenk
President
Ontario Public School Boards' Association
439 University Avenue
Toronto, ON M5G 1Y8

Dear Colleen:

At a recent Board meeting, the trustees of the Grand Erie District school board reviewed the letter from the District School Board of Niagara dated February 22, 2010. Grand Erie trustees believe that it accurately reflects a genuine problem with the current trustee remuneration formula and we are pleased to provide our support to the District School Board of Niagara's request for a review of Ontario Regulation 357/06 — Honoraria for Board members.

Contrary to the implicit message sent by this flawed formula, trustee duties and responsibilities do not decrease due to declining enrollment. In fact, Bill 177 has expanded the role of a trustee, but trustee honoraria are still determined by a formula that is out of touch with today's realities and dates back to a time when trustee responsibilities were narrower in focus.

Trustees across Ontario serve their communities because they care about children and are eager to advance student achievement. This focus does not diminish because the provincial birth rate is in decline. In fact, a formula based on such criterion does not recognize, or appreciate the thousands of combined hours trustees willingly contribute to make public education the best it can be for the benefit of students.

Sincerely,

Carol Ann Sloat
Chair

cc: Ontario Public School Boards

School Support Centres:

Brantford:	108 Tollgate Road, Brantford, Ontario N3R 4Z6	(519) 754-1600	Fax: (519) 754-4842
Haldimand:	P.O. Box 760, 70 Parkview Road, Hagersville, Ontario N0A 1H0	(905) 768-9886	Fax: (905) 768-9903
Norfolk:	Box 486, 173 Hillcrest Rd., Simcoe, Ontario N3Y 4L7	(519) 428-1880	Fax: (519) 428-2484

2010 Graduation Dates**As of May 12, 2010**

Elementary			
<i>School</i>	<i>Date</i>	<i>Time</i>	<i>Board Representative</i>
BAPS	Thursday, June 17 th	TBD	
BEPS	Friday, June 18 th	5:30 p.m.	
CAPS	Wednesday, June 23 rd	TBD	
DOPS	Tues., June 22 nd or Wed., June 23 rd	TBD	
GOPS	Wednesday, June 23 rd	6:30 p.m.	
MNPS	Wednesday, June 23 rd	7:00 p.m.	
MTPS	Tuesday, June 22 nd	TBD	
MMPS	Tuesday, June 22 nd	6:00 p.m.	
NAPS	Thursday, June 10 th	TBD	
RRPS	Tuesday, June 22 nd	6:00 p.m.	
SCPS	Tuesday, June 22 nd	5:00 p.m.	
TBPS	Tuesday, June 22 nd	6:30 p.m.	
Secondary			
<i>School</i>	<i>Date</i>	<i>Time</i>	<i>Board Representative</i>
GCHS	Friday, June 11 th	7:00 p.m.	
LSHS	Thursday, June 24 th	1:00 p.m.	
MNHS	Thursday, June 24 th	7:00 p.m.	
MRHS	Friday, June 25 th	1:00 p.m.	
NRHS	Friday, June 25 th	1:00 p.m.	

TBD = To be determined

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARDReport No.: 45
May 17, 2010**To:** Chair and Members of the
Superior-Greenstone District School Board**FROM:** Valerie Newton**SUBJECT:** 2010-2011 Secondary Staffing Report**Background:**

Table 1 illustrates the secondary staffing reduction that has occurred due to declining enrollment across the Boards' schools since 2004. As you are aware, as secondary student enrollment declines so does the secondary staffing compliment.

Base secondary staffing is calculated as per Article 14 of the Collective Agreement between the Superior-Greenstone District School Board and the Ontario Secondary School Teachers Federation. The staffing for the following school year is based on the average of the two count dates, October 31 and March 31 of the current school year, divided by 16. This generates the Classroom Teacher line of Table 2.

There is a consultation process that takes place between senior administration and the school principals regarding projected staffing needs. Principals may request additional staffing for the consideration of senior administration. Additional staffing is added to very small secondary schools to ensure that core programs in pathways are available to students in all of the board's secondary schools. In the case of Student Success staffing, the Ministry of Education's base funding is enhanced the Board as indicated in Table 2.

Historical Context:**Table 1***Secondary Staffing Numbers since 2004-2005*

	2004-05		2005-06		2006-07		2007-08		2008-09	
	Enrolment	Staffing	Enrolment	Staffing	Enrolment	Staffing	Enrolment	Staffing	Enrolment	Staffing
GCHS	275.50	20.83	295.25	22.17	298.25	22.33	297.63	22.33	284.25	21.50
LSHS	215.75	18.17	201.88	18.00	193.13	16.00	180.50	14.50	169.75	14.00
MNHS	168.25	15.67	153.75	14.50	157.38	14.83	143.75	14.00	128.75	13.50
MRHS	392.75	28.67	364.75	26.67	354.13	26.33	328.00	24.84	305.38	23.17
NRHS	293.63	22.17	283.75	21.50	280.63	21.50	258.75	20.33	239.38	19.33

	2009 - 2010	
	Enrolment	Staffing
GCHS	285.88	21.50
LSHS	164.88	14.00
MNHS	114.88	13.33
MRHS	274.00	21.00
NRDHS	231.25	18.34

Current Situation**Table 2**

The Secondary Staffing Proposal for 2009-2010 is outlined below:

Part A: Staffing according to contractual agreement

	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
October 31, 2009	277.00	149.00	116.25	245.50	240.50	1092.75
March 31, 2010	269.25	147.00	111.75	251.75	222.25	1003.00
Average	273.13	148.00	114.00	248.63	231.38	1047.88
2010-2011 Classroom Teachers	17.07	9.25	7.13	15.54	14.46	
Special Education Teachers	1.00	1.00	1.00	1.00	1.00	5.00
Guidance Teachers	1.00	1.00	1.00	1.00	1.00	5.00
	19.07	11.25	9.13	17.54	16.46	
2010-2011 Contract Teachers	19.00	11.33	9.17	17.50	16.50	73.49

Part B: Staffing funded over and above collective agreement by special initiatives and the Board

	GCHS	LSHS	MNHS	MRHS	NRDHS	Board Information
OYAP Funding	0.17	0.17	0.17	0.33	0.17	1.00
SS teachers funded by province	.93	.50	.39	.84	.78	3.45
SS teachers funded by board	.07	.17	nil	.17	.06	.47
Total SS teachers per school	1.00	.67	.33	1.00	.84	3.84
Other Programs						
Additional staffing by board		1.49	3.33			4.82
Admin Teaching	0.50			0.50	0.67	1.67
Teaching Staff for 2010-2011	20.66	13.66	13.00	19.33	18.17	84.82
Teaching Staff for 2009-2010	21.5	14	13.33	21	18.33	(88.17)
Staffing Difference from previous year	(-.84)	(-.33)	(-.33)	(-1.66)	(-.17)	(-3.33)

Additional Information:

- One teaching section of the Student Success teacher allocation must be used to run a distance education course and one teaching section of the Student Success teacher allocation must be used to provide a credit recovery section or alternative education section in each secondary school.
- As per Ministry funding, one section of staffing may be added to for each section of Native Language and/or Native Studies provided, where proof of the required, minimum student enrollment is provided to the Board. Additional funding is provided by the Ministry of Education for Native Language and Native Studies courses. This additional funding off sets the costs of the running these courses for the Board.

Administrative Recommendation:

That, the Superior-Greenstone DSB approves Report No. 45: 2010-2011 Secondary Staffing Report as presented.

Respectfully submitted by:

Valerie Newton
Superintendent of Student Success

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 46****Date: May 17, 2010**

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

FROM: David Tamblyn, Assistant to the Director of Education

SUBJECT: Educational Assistant Staffing 2010 - 2011

Background

Special Education resources including Special Education Resource Teachers, Educational Assistants, learning assessments and the special equipment purchases (Special Equipment Amount) continue to support students with special needs. In addition, Superior-Greenstone DSB uses additional initiatives including Autism Support, Safe Schools and other training opportunities to support students in our schools.

Current Situation

Declining enrolment continues to impact many areas of the budget including the Special Education Per Pupil Amount (SEPPA); however, Superior-Greenstone DSB continues to fund the Special Education Program above the amount allocated by the Ministry of Education through the SEPPA, the Special Equipment Amount (SEA) and the High Needs Amount.

Currently, 60 Education Assistants (EAs) support students in our schools, 46.5 base staffing (41.66 (part of 42 approved) + 4.84 Nakina and Caramat), 13 EAs funded through First Nation Community tuition agreements and 0.5 EAs funded through the Safe Schools initiative.

It is recommended that 48 EAs be funding through the Special Education Program. At this time, we do not have confirmation of the number of EAs that will be funded through First Nation tuition agreements.

The following chart outlines the proposed Education Assistant staffing for the 2010 – 2011 school year.

2009 – 2010	2010 – 2011.
60 EAs Total <ul style="list-style-type: none"> • 46.5 EAs funded through Special Education • 13 EAs funded through First Nations • .5 EAs funded through Safe School 	<ul style="list-style-type: none"> • 48 EAs funded through Special Education • # EAs funded through First Nations is yet to be determined • # EAs funded through other initiatives is yet to be determined

Final assignments for Educational Assistance will be made in September, 2010.

Administrative Recommendations:

That the Superior-Greenstone DSB receives Report No. 46: Educational Assistant Staffing 2010–2011 as presented.

That, the Superior-Greenstone DSB approves Report No. 46: 2010-2011 Educational Assistant Staffing as presented.

Respectfully submitted by:

David Tamblyn
Assistant to the Director

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 47
Date: May 17, 2010

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – May 17, 2010

That, the Superior-Greenstone DSB receives as information Report No. 47: Personnel, dated May 17, 2010.

<i>I ADMINISTRATION</i>

1. RESIGNATIONS

Please contact the Human Resources Department for all Personnel Inquiries

<i>II TEACHING STAFF</i>

1. RESIGNATIONS

2. LEAVE OF ABSENCE

3. OTHER

<i>III SUPPORT STAFF</i>

1. RESIGNATIONS

2. LEAVE OF ABSENCE

3. OTHER

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting May 17, 2010



April 12, 2010

Mr. Armand Giguere
School Board Trustee
P.O. Box 10
Caramat ON P0T 1J0

ATT: PATTI PELLA
FROM: ARMAND
Pages: 2

Dear Mr. Giguere,

I have been asked to respond to your letter of March 6, 2010 to the Right Honourable Leona Drombowsky, Minister of Education, in which you asked for clarification about your role as an advisory trustee.

The Education Act, Regulation 486/01 as amended outlines the roles and responsibilities of successor boards and former trustees as it pertains to the amalgamation of isolate boards.

I would specifically bring your attention to the following sections of the regulation:

Provisions for period until 2010 elections:

Section 13.6.3 (1)

The following rules apply in respect of the isolate boards, successor boards and receiving boards during the period beginning on September 1, 2009 and ending on November 30, 2010:

Section 13.6.4.

The interests of the former electors of The Caramat District School Area Board shall be represented, on the Superior-Greenstone District School Board, by the member or members of that board elected to represent the Municipality of Greenstone or their successors;

Section 13.6.20.2

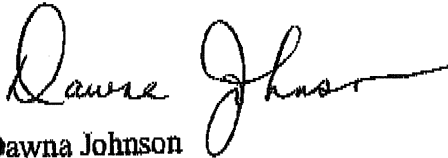
(e) except as noted in clauses (a) to (d), the former members of each isolate board have the right to be notified of and consulted on any matter considered by the members of its successor board that would have been within the jurisdiction of the isolate board before its merger with the successor board;

(f) the former members of each isolate board are entitled to receive any honorarium that they would otherwise have received under section 191 of the Act; and

- (g) the former members of each isolate board are entitled to receive an allowance under section 191.2 of the Act in respect of expenses incurred and travel taking place before September 1, 2009, but not for expenses incurred and travel taking place on or after that date. O. Reg. 309/09, s. 6.

For your information, the full regulation can be found at www.e-laws.gov.on.ca. I thank you for your belief in and commitment to publicly funded education.

Sincerely,



Dawna Johnson
Regional Manager