

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 2011/10

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

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

A G E N D A

Monday, October 17, 2011

Designated Site: Superior-Greenstone DSB Meeting Room, Marathon, ON

Board Chair: *Pauline (Pinky) McRae*

Director: *David Tamblyn*

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

PART III: Committee of Whole Board (Use if 2nd In-Camera Event Required)

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

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette						Mannisto, Mark					
Brown, Cindy						McRae, Pauline (Pinky)					
Dart, Alannah (Student)						Pelletier, Allison (Student)					
Fisher, Cindy						Rozsel, Christine (Student)					
Fisher, Matthew						Santerre, Angel					
Keenan, Darlene						Simonaitis, Fred					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: Director of Education					
Petrack, Nancy: Superintendent of Education					
Tsubouchi, Cathy: Superintendent of Business					
Williams, Dianne: Manager of Accounting Services					
Chiupka, Wayne: Manager of Plant Services/Transportation					
Morden-Cormier, Nicole: School Effectiveness Leader					
Willcocks, Barb: Student Success Leader					
Paris, Marc: Coordinator of Maintenance					
Draper, Barb: Coordinator of Human Resources Services					
Ross, Brad: Coordinator of Systems and Information Technology					
Joannette, Rose-Marie: Administrative Assistant / Communications					

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

(Attached)

2.1 Agenda: Committee of the Whole Board - Closed

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

2.2 Rise and Report from Closed Session

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

3.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 17, 2011 be called to order at _____ p.m.

4.0 Report of the Committee of the Whole Closed Section A

- 4.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted including the confidential minutes' record from meetings held on
1. Regular Board Meeting 09-2011 – September 16, 2011

and,

✓ **That**, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, specifically that:

1. The Board..., and (List motions or group of motions coming from closed session)
2. The Board

5.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2011/10 Regular Board Meeting, Monday, October 17, 2011 be accepted and approved.

6.0 Disclosures of Interest re: Open Session**7.0 Minutes: Board Meetings and Board Committee Meetings**

- 7.1 ✓ **That**, the minutes of the following Board meetings be adopted:
1. Regular Board Meeting 09-2011 – September 16, 2011, and

(Attached)

That, the minutes from the following Committee meetings be acknowledged as received

- | | |
|---|------------|
| 1. Parent Involvement Committee – May 2, 2011 | (Attached) |
| 2. Board Policy Review Committee – September 26, 2011 | (Attached) |

7.2 ✓ **That**, Superior-Greenstone DSB having accepted the recommendations outlined in the BPRC minutes of September 26, 2011 approve as reviewed:

- P-205 Cooperation with Other Boards
- P-214 META
- MG-214 META
- P-303 Purchasing
- P-305 Internal Audit
- MG-305 Internal Audit
- P-307 Travel, Meals and Hospitality
- MG 307 Travel, Meal and Hospitality
- P 308 Student Fees
- MG 308 Student Fees
- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-407 Borrowing of Equipment
- P-501 Visitors in Schools
- P-502 Ontario Student Records
- P-503 Interviewing Students
- P-511 Student Questionnaires
- P-512 Student Exchanges
- P-519 School Dismissal
- P-213 Board Member Code of Ethics
- P-537 Growing Success: Cheating or Plagiarism
- MG-537 Growing Success: Cheating or Plagiarism
- P 538 Food and Beverage
- MG 538 Food and Beverage

That, these be posted to the Board website with an implementation date of October 18, 2011 and these shall supersede any previous policies and management guidelines.

8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)

8.1 Board Audit Committee:

- | | |
|--|-----------------------------|
| • <u>Report of the Board Audit Committee: September 28, 2011</u> | (D. Keenan - Attached) |
| • Board Policy Review Committee | (C. Brown/ D. Tamblyn) |
| • Native Education Advisory Committee | (C. Fisher / B. Willcocks) |
| • Occupational Health and Safety Committee | (F. Simonaitis/ W. Chiupka) |
| • Parent Involvement Committee | (M. Mannisto/ D. Tamblyn) |
| • Special Education Advisory Committee | (C. Brown / D. Tamblyn) |
| • Ontario Public School Boards' Association | (C. Fisher) |

9.0 Business Arising Out of the Minutes

9.1 <u>Report No. 82</u> <u>ILC and Alternative Education Program</u>	(Attached – N. Petrick)
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9.2 <u>Report No. 83</u> <u>Pupil Accommodation Plan</u>	(Attached – D. Tamblyn)
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10.0 Delegations and/or Presentations

- 10.1 Presentation: Excellence in Education
Beverley Vachon: Student Work Study Teacher (B. Vachon, Teacher GCHS via VC)
- 10.2 Student Trustees' Update (Verbal – Student Trustees)
- 10.2.1 Alannah Dart
- 10.2.2 Allison Pelletier
- 10.2.3 Christine Rozsel

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: C. Tsubouchi

- 11.1 Report No. 84
Enrolment Update as at September 30, 2011 (Attached – C. Tsubouchi)
- 11.2 Report No. 85
Disbursements – September 2011 (Attached – D. Williams)

12.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 12.1 Report No. 86
Marathon Summer Literacy Program (Attached – (D. Tamblyn))
- 12.2 Report No. 87
Common Ground, Common Purpose: Roles Responsibilities and Relationships (Attached – (D. Tamblyn))
- 12.3 Update: Grand Opening at B.A. Parker PS (Verbal – D. Tamblyn)

13.0 Reports of the Education Committee

(Education Chair: Angel Santerre)

Superintendent of Education: Nancy Petrick

- 13.1 Report No. 88
EQAO Grade 9 Math Results (Attached – B. Willcocks)
- 13.2 Report No. 89
Superior-Greenstone DSB Math Results (Provincial Prospective) (Attached – N. Morden-Cormier)

14.0 Matters for Decision

Board Chair: Pinky McRae

- 14.1 Report No. 90
Personnel – October 17, 2011 (Attached – B. Draper)

15.0 New Business

- 15.1 Board Chair
- 15.2 Trustees' Reports: Constituent Concerns
- 15.3 Future Board Meeting Agenda Items
- 15.4 Miscellaneous

16.0 Notice of Motion

17.0 Trustee Associations and Other Boards

17.1 OPSBA

18.0 Observer Comments

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

PART III: Committee of the Whole Board

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

THE BOARD MAY USE THIS SECTION FOR A SECOND COMMITTEE OF THE WHOLE-IN-CAMERA (CLOSED) SESSION AS MAY BE REQUIRED

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

19.1 Agenda: Committee of the Whole Board - Closed

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

19.2 Rise and Report from Closed Session

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

20.0 Report of the Committee of the Whole Closed Section C

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section C (Closed) Reports be adopted.

✓ **That**, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, specifically that:

1. The Board..., and (List of motions or group of motions)
2. The Board... coming from closed session)

21.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2011/10 Regular Board Meeting, Monday, October 17, 2011 adjourn at _____, p.m.

2011 Board Meeting Schedule

2011 Dates	Time	Location		2011 Dates	Time	Location
Monday, November 21	6:30 p.m.	SGB0		Monday, December 5	6:30 p.m.	SGB0

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- ❖ *avenues that foster a love of learning, and*
- ❖ *the means to honour varied learning styles.*

Parent Involvement Committee (PIC)

Monday, May 2, 2011 — 6:30 p.m.

MINUTES

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

Chair: Birgit McArthur

Acting Director: Terry Ellwood
Moderator / Recorder: RM. Joannette

Attendance

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
Parent Involvement Committee										
Elementary Schools	O S	T C	V C	A	R	Secondary Schools	O S	T C	V C	A R
BAPS – Jenefer Poirier... <i>School Council</i>				X		GCHS – Gerald Abraham... <i>School Council</i>			X	
BAPS – Bernadine O'Brien... <i>School Council</i>				X		LSHS – Birgit McArthur... <i>PIC</i>			X	
BEPS – Dominique Orban... <i>PIC & School Council</i>				X		LSHS – Edith Comisso... <i>PIC</i>				
BEPS – Brenda Goodman... <i>School Council</i>				X		MNHS - Denis Lanteigne... <i>PIC & School Council</i>				
CAPS - (no member named for PIC or Schl Cncl))				X		MNHS – Jackie Jung... <i>School Council</i>				
DOPS - Kitty Dumonski... <i>PIC & School Council</i>				X		MRHS - Jennifer Hart... <i>School Council</i>				
DOPS - Shannon Nyman... <i>School Council</i>				X		NRHS - Kitty Dumonski... <i>PIC</i>				
GOPS – Bernadette Langthorne... <i>School Council</i>				X		NRHS - Albertine Van Ogtrop-Leale... <i>School Council</i>				
MNPS – Penny Morell... <i>School Council</i>				X		NRHS – Colleen Kjellman ... <i>School Council</i>				
MMPS – Leigh-Ann Desmarais... <i>School Council</i>				X		Trustees/Administration	O S	T C	V C	A R
MTPS – Wanda Edwards... <i>PIC</i>				X		Darlene Keenan				X
MTPS - Margaret Cousins... <i>School Council</i>				X		Mark Mannisto (Excused at 7:00 p.m.)		X		
MTPS – Pearl Cooper... <i>School Council</i>				X		Angel Santerre				X
NAPS - Mathew Donovan... <i>PIC & School Council</i>				X		David Tamblyn			X	
RRPS - Shari Kingston... <i>PIC & School Council</i>				X		Barb Willcocks		X		
RRPS - Tara Thompson... <i>School Council</i>				X		John Mutch				X
SCPS –Tosha Borutski... <i>PIC</i>				X		Nancy Petrick		X		
SCPS – Tina Hamel... <i>School Council</i>			X			Rob Stewart				X
TBPS – Terry Bell... <i>PIC</i>				X		RM. Joannette	X			
TBPS – Wendy Bahn... <i>School Council</i>				X		Patti Pella				X
						Pinky McRae (Ex-Officio)				X

1.0 Welcome and Roll Call

Parent Involvement Committee Chair Birgit McArthur conducted roll call as noted in cover page matrix and welcomed those attending.

2.0 Review and Approval of Minutes: February 8, 2011

Mover: Tina Hamel Second: Gerald Abraham

That, the minutes of the Parent Involvement Committee meeting dated February 8, 2011 be accepted and approved.

3.0 Business Arising from Minutes

B. McArthur provided an overview of the Parent Involvement Grant process and referred to the attached information on the projects approved for funding in this school year.

4.0 Chair: Parent Involvement Committee

4.1 PIC Project Funds Approved

(Attached)

B. McArthur reviewed this attachment

4.2 Parent Involvement Handbook (Draft)

(Attached)

B. McArthur referred to the attachment providing a very brief overview of its contents as the document itself is a significant compilation of work.

4.3 Parents Reaching Out Grants

4.3.1 Positive School Climate Funding

B. McArthur advised that the Parents Reaching Out (PRO) grant information has been made available, however this year the deadline for school council application for funding has been moved up to May 13, 2011 which she noted is a month earlier than in previous years. Applications can be filed online. A maximum of \$1000 could be provided to successful applicants. She reported that once an online issue has been registered, even if the application is not completed in one session, applicants can go back to their file. Therefore it is important to share the password assigned to an application so that the volunteers who are working on it could be on the same page, whenever they enter the session. In addition to stand alone school PRO grant funding there is also a regional application process that can garner up to \$15,000 for a project, however this takes a significant partnership arrangement, that is, several boards, community service providers would need to develop an initiative that would have regional benefits as relates to parent engagement in community schools.

B. McArthur also noted that a Parent Engagement Presentation from Glen Court was sent out to school council from the board office.

4.4 Open Discussions

4.4.1 School Council Forum

Tina Hamel indicated that the school council forum held last fall was quite beneficial and she is hopeful a similar issue can be organized in the 2011-2012 school year. She suggested that between the PIC funding and the PRO funding available, the subsidization would allow for optimum attendance by parents for a day-long event. Birgit noted that such an endeavour would require that school council get together in the immediate future to make application to PRO grants as the deadline of May 13th is closing in.

4.4.2 Parent Survey

Tina Hamel shared information to collect information about how well or not parents believe that schools are serving the needs and focusing on parent engagement. The survey could include polling for the following issues:

- Is the school inviting
- Are you happy with school service
- Are your children happy with school services
- Do you want/need more information

She inquired as to the process required to get such a survey conducted through the Survey Monkey Program. Tina wants to reach as many parents as possible and suggests that doing a survey in this mode might encourage greater PIC participation because of the anonymity that it offers to users.

4.4.3 Ideas to Expand Parent Engagement

Gerald Abraham that GCHS canvases for involvement in a open forum at the beginning of each school year with all the grade 9 parents invited to an open house the first week of school. He also noted he supports the idea of bringing guest speakers in from time to time with arrangements to have all area school parents participate via teleconference and or videoconference.

D. Tamblyn advised that this tact had been applied this spring with the Annie Kidder of People for Education as the guest speaker. The event was sponsored through the PIC funding allocated to the Schreiber Public School. System-wide, there were 18 people out to this event. He suggested that planning such events does take coordination and the best time to do this is at the beginning of the school year, so that PIC's and school councils can reserve calendar dates perhaps in early to late spring when weather does not play such a factor in people finding their way into event. He advised the cost for Annie Kidder was \$750 for the teleconference piece and \$300 for the videoconference connection.

Student Success Leader Barb Willcocks inquired if school councils might be interested in having students attend PIC events to provide information about interesting program going on at local school. She cited the example of the Schreiber and Terrace Bay Public Schools venture into using IPad2, explaining that the devices are on order for students in grade 7/8. An actual demonstration for parents could be planned to enlighten parents as to technology that student can use and are familiar with as resources for learning.

B. McArthur indicated that it is imperative to get move information for parents up onto the board website; thing like tip sheets to support learning, parent buddy system for new immigrants, kids helpline information.

4.5 Parent Involvement Committee Bylaws

4.5.1 October 1, 2011 Deadline to Establish

B. McArthur noted this deadline is approaching and the work on this issue should be group effort, also noting that the PIC Handbook (draft) has some good resource material from which to start the process. She also mentioned that in an e-mail from Jeff Feldman of TDSB their bylaws have been approved and SGDSB is welcome to use a copy as to model its bylaws after as long as credit for assistance from them is provided within the content of our completed document. Administrative assistance to compile the bylaws would come from Director's office.

4.6 Update: 2nd Annual PIC Symposium: April 8-9/11

B. McArthur and T. Hamel attended this event. A brief overview of the events was given. Resource material provided to participants would be excellent material for posting onto the board website too. B. McArthur was especially impressed with the facility and resources available to students through the Kids Help Line and its interactive nature. The site itself has a Q & A section where questions posed online sees an average turnaround for answers being only four-days. Kids Help Line might be a good topic to have a guest speaker come in to do a session under the PIC umbrella of events.

4.7. 2011-2012 School Year Art Calendar

4.7.1 Designate a PIC/School Council Chair Coordinator

Art work from numerous schools has come in, but not all. D. Tamblyn will contact those schools that have not yet sent in work. RM. Joannette will take photos of all artwork for D. Tamblyn to bring with him to Terrace Bay/Schreiber for selection of main-page calendar pictures and those designated for thumbnail reproduction in the calendar. The art calendar would be available for distribution on school start-up in September (one per family).

5.0 Director of Education

5.1 Ministry Approval of 2011-2012 School Year Calendar *(Attached)*

David Tamblyn reported that approval has been forwarded for the calendar noting that its development was done in concert with the coterminous boards. One of the major changes this year is the timing for the Christmas break in that the 10-day break moves into the first week of January with classes resuming on January 9, 2012. This configuration is considered a modified calendar, but the ministry has approved it.

6.0 PIC Representative Feedback *(Open Discussion)*

6.1 Did you set any goals as school council at the beginning of the year?

G. Abraham: Was hopeful that another PIC chair might be groomed for the new school year and is aware of several people who may be interested. He will poll.

T. Hamel: Goal was to conduct a survey with LSHS parents and this is in its final stages of development. If the survey can be printed off on time, T. Hamel expects it would be enclosed with the students' June report cards. Collection of the results would happen in September 2011. An additional item for LSHS PIC / School Council is to have a picture of the school posted to the board website. T. Hamel will e-mail this to RM. Joannette to have this posted.

B. McArthur: Goal was to attempt to increase PIC numbers and have more people out to meetings. Although the faces at the table have not been realized there are now 49 people on the PIC/School Council e-mail lists.

7.0 Suggestions: Future Agenda Items

- Parent Survey Results
- Parent forum
- Guest speakers
- Elections

8.0 Dates for 2011-2012 PIC Meeting

Note: Amendments to O. Reg. 612/00, by O. Reg. 330/10 indicate PIC meetings are to be held four times in each school year.

Suggested Meeting Dates:

Month: November 14, 2011
Month: January 17, 2012
Month: March 19, 2012
Month: May 14, 2012

9.0 Adjournment

Mover: Tina Hamell Second: Gerald Abraham

That, the Parent Involvement Committee meeting on May 2, 2011 adjourn at 8:01 p.m.

Parent Involvement Committee
Parent Engagement Proposals Approved

<i>B. A. Parker PS:</i>	<i>4th Annual Curl Up with a Good Book Night \$475.00</i>
<i>Beardmore PS:</i>	<i>Staying Connected (\$250.00)</i>
<i>Dorion PS:</i>	<i>Healthy Living = Healthy Minds, Pedometer Challenge (\$300.00)</i>
<i>George O' Neill PS:</i>	<i>Primary Literacy Night and Year End BBQ (\$628.00)</i>
<i>Lake Superior HS:</i>	<i>Parent Survey \$100.00</i>
<i>Manitouwadge HS:</i>	<i>Parent/Student/Teacher BBQ & Baseball Game Social for Parent/Teacher Interview Night \$628.00</i>
<i>Manitouwadge PS:</i>	<i>Family Games Night \$500.00</i>
<i>Nipigon-Red Rock DHS:</i>	<i>Transition Planning for Parents (\$628.00)</i>
<i>Schreiber PS:</i>	<i>Annie Kidder Presentation (\$250.00)</i>
<i>Margaret Twomey PS:</i>	<i>Education Week Parent BBQ (\$400.00)</i>

Making a Difference

A PRACTICAL HANDBOOK FOR PARENT INVOLVEMENT COMMITTEE MEMBERS

Draft Version

2011

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Une publication équivalente est disponible en français sous le titre suivant : *Pour faire une différence : Guide pratique à l'intention des membres du Comité de participation des parents.*

This publication is available on the Ministry of Education's website, at www.ontario.ca/eduparents.

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WELCOME!

Education is a partnership involving students, parents¹, teachers, principals, trustees, school boards, government, and the community. As a member of a Parent Involvement Committee, you have an opportunity to strengthen this partnership and become part of a dedicated team committed to helping every student achieve. Parents are making a difference!

About This Handbook

Making a Difference: A Practical Handbook for Parent Involvement Committee Members is designed to support you in your role as a Parent Involvement Committee (PIC) member by providing you with:

- an understanding of the important role played by parents as partners in their children's education;
- knowledge of the purpose, organization, and functions of a PIC;
- tips, information, and resources that will help you contribute to the success of your PIC.

“Strong and effective parent engagement begins with parents supporting parents at the local and regional levels – through vehicles such as school councils and PICs.”

Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010

What It Contains

Making a Difference contains essential information to help you participate effectively as a PIC member. In it, you will find the following sections:

Orientation: A discussion of the increasingly important role played by parents as education partners.

A Closer Look: A detailed look at the responsibilities of PICs, and the mandate and organization of a PIC.

Getting Into Action: Guidelines for the most common functions and tasks undertaken by a PIC.

Process and Procedure: A review of effective practices developed by PICs and other groups across Ontario.

More Tools and Information: Additional resources and information you will find helpful.

1. *Parent* is used throughout this handbook to refer to parent(s) and guardian(s).

Look for These Text Features

Throughout this handbook, you will find many practical tips, tools, and techniques you can use in your work as a PIC member. Look for these text features:

Practices: Examples of effective practice

Tools and Resources: Links to useful tools and information

You Should Know: Key information you should be aware of

Tip: Helpful suggestions

ORIENTATION: UNDERSTANDING THE BIG PICTURE

As a PIC member, you are making an important contribution to one of the finest education systems in the world. To support you in that role, this section of the handbook provides an overview of the policies that guide parent involvement in Ontario schools and school boards.

Provincial Goals for Education

Three Key Goals

Ontario has one of the finest education systems in the world. In order to continuously improve the education of its students, the province is focused on three key goals:

- improving student achievement and well-being;
- reducing the gaps in student achievement;
- increasing public confidence in publicly funded education.

Tools and Resources

For a description of Ontario's education system, and the roles and responsibilities of education partners, visit the Ministry of Education website at www.edu.gov.on.ca/eng/document/brochure/whosresp.html.

The Role of Parents

Parents have an important role to play in achieving these goals. Helping parents become involved in their children's learning – and in the life of our schools – is a key provincial priority.

Research has shown that positive parental aspirations and expectations for their children's educational achievement have a strong relationship with children's actual achievement. The greater the support that families provide for their children's learning and educational progress, the greater the likelihood that their children will do well in school and continue on with their education.²

Tools and Resources

The ministry website includes links for parents, at www.edu.gov.on.ca/eng/parents/links.html.

2. K. L. Mapp, "Having Their Say: Parents Describe Why and How They Are Engaged in Their Children's Learning", *School Community Journal* 13, no. 1 (2002), pp. 35–64.

PICs and school councils provide opportunities for parents to be involved in this important work through a grassroots approach. School councils focus on the local school and community. PICs work at the board level to support parent engagement across the school board.

Parent Involvement Committees

The PIC acts as a direct link for parents to the director of education and the board of trustees. The PIC participates at the board level to support, encourage, and enhance the engagement of parents in improving student achievement and well-being. The PIC does this by providing information and advice to the board on parent engagement, communicating with and supporting school councils, and undertaking activities to help parents support their children's learning at home and at school.

The manner in which a PIC achieves these goals depends on the local needs of its board and community, and how the PIC is organized.

School Councils

School councils are local bodies that support improved student achievement through the involvement of parents and enhance the accountability of the education system to parents. They advise principals and, where appropriate, school boards on issues affecting education programs and the operation of individual schools. School councils focus on increasing parent involvement within the school community as a key factor in improving student achievement and well-being.

To achieve this goal, school councils work with the school principal to create a welcoming environment, increase opportunities for parents to provide input on and respond to school and board initiatives, identify barriers to parents' engagement in their children's education, and implement strategies to overcome the barriers.

Ontario's Parent Engagement Policy

Introduced in 2010, Ontario's parent engagement policy, as set out in the document *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*, articulates a vision of parent engagement in Ontario schools. The policy recognizes that parent involvement is multidimensional and that parents have a role to play in fulfilling each of Ontario's core priorities for educational excellence. The policy identifies four key strategies designed to support parents as partners so that they have the opportunity – and the knowledge, skills, and tools – to work together with all education partners and contribute fully to the success of Ontario's students and our education system.

Ontario's Vision of Parent Engagement

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

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

Equally important, the policy acknowledges that developing effective parent engagement practices and programs requires action on the part of education partners at every level of the education system. Accordingly, it sets out actions for schools, school boards, and the Ministry of Education that will, individually and collectively, contribute to realizing Ontario's vision for parent engagement across the province.

Tools and Resources

Parents in Partnership: A Parent Engagement Policy for Ontario Schools can be accessed on the ministry website at www.edu.gov.on.ca/eng/parents/involvement/index.html

French-Language Education in Ontario

Aménagement linguistique: A Policy for Ontario's French-Language Schools and Francophone Community

Parent Involvement Committees in French-language school boards should operate within the guidelines of the local *Politique d'aménagement linguistique* developed by their school board.

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language. Ontario has enacted laws to protect these rights in this province. To help French-language schools fulfil their mandate, Ontario bases its policies on these rights, as well as on relevant federal statutes. The *Politique d'aménagement linguistique* falls within this legal framework.

The Politique d'aménagement linguistique is in place for the French-language system schools and the broader community. Its intention is to help the province's French-language educational institutions and settings optimize the transmission of French language and culture among young people and to help them reach their full potential in school and society. It is important that all institutions responsible for providing French-language education in Ontario adopt the guidelines provided through the Politique d'aménagement linguistique. The objectives of the policy are to:

- deliver high quality instruction in French-language schools adapted to the minority setting;
- educate young francophones to become competent and responsible citizens empowered by their linguistic and cultural identity;
- increase the capacity of learning communities, including school staff, students, and parents, to support students' linguistic, educational, and cultural development throughout their lives;
- expand and enrich the francophone environment through solid partnerships among the school, the family, and the community as a whole;
- increase the vitality of educational institutions by focusing on student retention and increased enrolment, thus contributing to the sustainable development of the French-language community in Ontario.

You Should Know

The Politique d'aménagement linguistique for French-language schools, set out in the ministry document *Aménagement linguistique: A Policy for Ontario's French-Language Schools and Francophone Community, 2004*, promotes strong collaboration between educational institutions, parents, families, and the community.

Admission, Welcoming, and Support of Students in French-Language Schools

Over the past 30 years, the ethno-linguistic profile of the French-speaking community in Ontario has undergone a major transformation. For this reason, and in order to ensure that admission to French-language schools is inclusive and that the process is transparent, the ministry issues guidelines and administrative directives to streamline the admission process for three groups whose parents are not French-language education rights holders: French-speaking immigrants who do not have rights to French-language education under section 23 of the Canadian Charter of Rights and Freedoms; children whose grandparents were holders of French-language education rights; and immigrant children whose parents' mother tongue is neither French nor English (allophones). School boards' revised local admission policies came into effect on January 15, 2010 and were based on the *Policy Statement and Guidelines on the Admission, Welcoming and Support of Students in French-Language Schools in Ontario*. School boards have also developed local protocols for welcoming students and parents.

Tools and Resources

The document *Policy Statement and Guidelines on the Admission, Welcoming, and Support of Students in French-Language Schools in Ontario* is available on the ministry website at

www.edu.gov.on.ca/eng/document/policy/Admission.pdf

A CLOSER LOOK: THE MANDATE OF A PIC

This section of the handbook describes the mandate and organization of a PIC, as set out in Ontario Regulation 612/00 (as amended by Ontario Regulation 330/10).

PIC Mandate

The mandate of the PIC is to:

- support, encourage, and enhance meaningful parent engagement at the board level to improve student achievement and well-being;
- provide information and advice to the board on parent engagement;
- communicate with and support school councils;
- undertake activities to help parents support their children's learning at home and at school.

Responsibilities of the PIC

Ontario Regulation 612/00 requires every school board in Ontario to establish a PIC with a direct link between parents and the director of education and the board of trustees. The PIC's responsibilities are:

- to develop strategies and initiatives that the board and the board's director could use to communicate effectively with parents and to engage parents in support of their children's learning at home and at school, and to advise on the use of these strategies;
- to communicate information from the ministry to school councils and parents;
- to determine, in consultation with the director of education, how ministry funding, if any, for parent engagement initiatives is to be allocated;
- to work with school councils:
 - to share effective practices to help engage parents in their children's learning, identify and reduce barriers to parent engagement, and help ensure schools are welcoming to parents;
 - to support initiatives that help build knowledge and skills that will assist the PIC and school councils of the board with their work.

You Should Know

Parents Reaching Out (PRO) grants are available to school councils and PICs to support local grassroots initiatives to increase parent involvement. More information, along with PRO grant success stories, can be found on the ministry website, at www.edu.gov.on.ca/eng/parents/reaching.html.

Practices

Many PICs hold annual conferences for school councils and parents, featuring inspirational speakers, workshops, and displays presented by parents, board personnel, and community associations. Some also produce newsletters with helpful tips for parents on how to become involved in their children's learning at home and at school.

PIC Membership

The PIC is a parent-led committee. The chair or co-chairs are parents and the majority of members are parents. To provide a direct link to the director of education and the board, the director and a trustee are also members of the PIC. PICs decide whether to include other members, such as a principal, a teacher, and/or support staff, and also determine the number of community members to be included (up to three), to suit local needs.

Director of Education: The director of education will be a member of the PIC. The director may delegate any of his or her powers or duties as a member of the PIC to a supervisory officer of the board and may designate a supervisory officer to attend a PIC meeting in his or her place. The director is a non-voting member.

Trustee Member: A trustee will be a member of the PIC. The trustee may delegate any of his or her powers or duties as a member of the PIC to another member of the board and may designate a fellow trustee to attend a PIC meeting in his or her place. The trustee is a non-voting member.

Parent Members: Each parent member must be the parent of a pupil enrolled in a school of the board that established the PIC. Employees of the board may serve as parent members and must inform the committee of their employment at the first committee meeting they attend.

The majority of PIC members must be parents. Although the regulation does not stipulate the number of parent members, all regions of the board and the diversity of the parent population should be represented.

Community Members: Members of the community bring an important perspective to the work of the PIC. These members are voting members. The PIC must make a by-law regarding community members

(up to three) and develop a process to select community members. A community member cannot be a board member or an employee of the board that the PIC serves.

Tip

The success of initiatives that seek to engage parents in their children's education is often enhanced when additional partners are included. Community organizations can be valuable partners in programs such as parenting, health and nutrition, and safety workshops, and family fun and learning nights.

Principal, Teacher, and Staff Members: The PIC has the option of including some or all of the following board staff, who will be non-voting members, appointed by the board:

- one elementary school principal
- one secondary school principal
- one elementary teacher, other than a principal or vice-principal
- one secondary teacher, other than a principal or vice-principal
- one board employee, other than a principal, vice-principal, or teacher

Other Considerations

Officers

Chair or Co-Chairs: A PIC will, according to its by-laws, have a chair or a number of co-chairs. The chair or co-chairs of the PIC are parent members, elected by the parent members of the PIC. The term of office for the chair or co-chairs is two years, and an individual cannot serve more than two consecutive terms as chair or co-chair. The chair or co-chairs act as spokespersons for the PIC when providing advice to the director and board.

Other Officers: PICs may make by-laws to permit other officers, such as a treasurer and/or a secretary.

Selection

PIC parent members may be selected by appointment or by election. The selection of parent members and appointment of community members is subject to PIC by-laws. The board appoints the representatives of board staff prescribed in the PIC by-law and the trustee PIC member. The selection of PIC members is to occur prior to November 15 in each school year. All selections should be made prior to the first PIC meeting of the school year.

Practices

When establishing a method for the selection of PIC members, the committee should consider the importance of the following criteria:

- potential members' experience with a school council or other education-related parent organization;
- potential members' professional or other volunteer experience in the area of parent, family, or community engagement;
- the diversity of the board and the broader community.

Vacancies

For meetings, the majority of the members present must be parent members, and the director and trustee, or their designates, must be present. Aside from these requirements, PIC membership vacancies do not prevent the PIC from operating. PIC by-laws determine the process for filling vacancies for parent members and community representatives.

Number of Meetings

PICs meet at least four times during the school year. Meetings are open to the public and are held at a location that is accessible to the public. The board makes facilities available for PIC meetings and makes efforts to enable PIC members to attend by electronic means. Notices of meetings are sent to members by mail or e-mail and are posted on the board's website at least five days before the meeting.

Terms of Office

The term of office for parent members shall be either one or two years. Parent members are eligible for reselection at the end of the term, provided that the member continues to have a child enrolled in a school of the board. PICs will develop a process to provide continuity through the staggering of terms of membership. In its by-laws, the committee will establish the number of one- and two-year terms for parent members and terms for community members and board staff representatives.

Subcommittees

A PIC may establish subcommittees to make recommendations to it on particular matters. Subcommittees may include members who are not PIC members, but each PIC subcommittee must include at least one PIC parent member.

By-laws

Each PIC is required to develop a set of by-laws that governs its affairs. Mandatory by-laws are listed on page 15. The PIC may make by-laws in addition to the mandated by-laws.

Consultation

It is the role of the PIC to reflect the views of parents from across the school board when giving advice and information to the director and the board. In order to do this, the PIC may solicit the advice of parents of pupils enrolled in the board about matters under its consideration.

The board may solicit the advice of its PIC on matters that relate to student achievement and well-being. Likewise, the ministry may also solicit the advice of PICs on these matters.

Remuneration

No PIC member will receive remuneration for serving as a member of the committee. Ministry funds may not be used to cover any part of the salary of any person sitting on this committee or associated with this committee in any way. This does not preclude the possible payment of a trustee honorarium, as set out in section 191 of the Education Act.

You Should Know

Each board shall establish a policy for reimbursing members who incur expenses as part of committee business while serving on the PIC. This policy should include guidelines for the eligibility of expenses and procedures for requesting reimbursement. A board will reimburse PIC members in keeping with its policy.

Incorporation

PICs are advisory groups that represent parents and act as a liaison between parents on the one hand and trustees and directors of education on the other. The school board is a legal entity. The PIC is associated with the school board that established it and, as such, is not allowed to incorporate.

Minutes and Financial Records

The PIC must keep minutes of all its meetings and records of its financial transactions. The minutes are to be posted on the board's website and sent electronically to each school council in the board.

Annual Summary of Activities

One of the ways in which the PIC demonstrates its accountability is through the annual submission, to the chair of the board and the board's director of education, of a written summary of its activities and a record of how funding from the ministry to support the activities of the PIC was spent. The director will post the summary on the website of the board and provide it to each school council in the board.

GETTING INTO ACTION: KEY TASKS

This section of the handbook provides guidelines for the essential tasks your PIC will need to undertake, from establishing-by-laws and priorities to writing the annual summary of activities.

Developing By-laws

Regulation Governing PICs

PICs are not required to develop constitutions, as their roles and responsibilities are outlined in Ontario Regulation 612/00.

PICs are, however, required to create by-laws that govern their affairs, as set out in Ontario Regulation 612/00, as amended. The creation of by-laws allows each PIC to establish operational procedures that reflect the needs of its local communities.

You Should Know

Mandatory By-laws

The regulation requires that, at a minimum, PICs develop by-laws that specify:

- the number of parent members on the PIC;
- the number of community representatives (up to three) on the PIC;
- procedures for the election or appointment of parent members, for the appointment of community members (up to three), and for the filling of vacancies in these positions;
- the number of optional members (representatives of the board's employee groups) the board may appoint;
- the election of members to offices;
- the length of members' terms;
- the rules for conflict of interest;
- a conflict resolution process for internal disputes.

Tools and Resources

See the "More Tools and Information" section of this guide for a helpful checklist of mandatory by-laws and samples of mandatory by-laws.

Additional By-laws and Terms of Reference

Transparency in operation is essential to the running of an effective committee. Although it is not required to do so, the PIC may choose to make additional by-laws or terms of reference to provide members with direction to guide their operations and help them work effectively. These may include by-laws or terms of reference concerning:

- general guidelines regarding meetings (such as those related to attendance and promptness);
- the number and types of subcommittees that may be established;
- timelines and processes for submitting agenda items;
- the process for placing emergency items on the agenda;
- the process for calling special meetings to deal with time-sensitive matters;
- a code of ethics.

Practices

Once by-laws and any terms of reference have been developed, your PIC may want to review them from time to time. However, they do not need to be rewritten each year. Keep in mind also that by-laws and any terms of reference must be written in accordance with applicable policies established by the board.

Special Considerations: Membership

Additional by-laws or terms of reference may include a process for making supplemental appointments to address diversity.

Tip

In addition to by-laws, a PIC may find it useful to establish a code of ethics that outlines the PIC's expectations of its members. The code may address matters such as:

- the boundaries of the role and responsibilities of the committee;
- the manner in which members are to interact in order for democratic principles to be followed and potential conflict minimized.

Establishing Selection Procedures

As noted above, the PIC is required to make by-laws governing procedures for the selection of parent members by election or appointment, and for the appointment of community members. The selection of new PIC members is to occur prior to November 15 each year, and prior to the first PIC meeting of the school year.

Director of Education

The director of education may choose to name a designate to attend on his or her behalf.

Trustee Member

The appointment of the trustee member will be subject to the procedures of the board. The trustee on the PIC may name a fellow trustee as designate to attend on his or her behalf.

Parent Members By-law

The selection of parent members, whether by appointment or election, is governed by a PIC by-law. This by-law, combined with the by-law pertaining to one- and two-year terms, should result in the staggering of terms to help promote continuity in the membership of the PIC. To be eligible for membership as a parent member, an individual must have a child in a school of the board that established the PIC. In addition, the following attributes should be considered:

- experience working with a school council or another parent organization;
- an understanding of the importance of parent, family, and community engagement gained through professional or volunteer experience;
- a commitment to keeping up with educational initiatives at the local, district, and provincial levels;
- strong communication skills;
- a commitment to engaging parents in supporting their children's learning;
- an ability to work as a team player, resolve conflict, and generate ideas.

You Should Know

Under Ontario Regulation 612/00, the board will advertise vacancies for parent member positions using a variety of methods. Methods of advertising include advertisements in school and school council newsletters, advertisements in local newspapers and on radio or television stations that broadcast in the local area, and notices in schools of the board and on board and school websites.

Tip

The following guidelines should be observed when selecting parent members:

- The PIC by-law outlining the process for the appointment or election of parent members must be fair and equitable to all parents in the board, and should help ensure that the composition of the committee reflects the demographics of the board.
- The PIC may determine that supplemental appointments are necessary to reflect the diversity of parents in the board. To meet this need, the by-law could include a process for making supplemental appointments.

Principal, Teacher, and Staff Members By-law

The committee will develop a by-law specifying the number of optional members (representatives of the board's employee groups) who may be invited to sit on the committee. The board is responsible for these appointments. There can be a maximum of one representative from each of the following five employee groups:

- elementary school principals
- secondary school principals
- elementary teachers, other than principals or vice-principals
- secondary teachers, other than principals or vice-principals
- board employees, other than principals, vice-principals, or teachers

Practices

Although the appointment of principals, teachers, and support staff is optional, many PICs have found that these individuals bring important perspectives to the work of the PIC and can provide valuable insight and advice.

Community Members By-law

Every PIC includes up to three community members. The PIC must develop a by-law to govern their appointment. A community member may not be a member of the board or an employee of the board that the PIC serves.

You Should Know

In addition to including up to three community representatives, the PIC may also solicit the views of the community by inviting representatives to its meetings as needed on an ad hoc, non-voting basis.

Officers By-law

The PIC is required to have a by-law to describe its officers and the process for their selection. The PIC will determine whether it will have a chair or a number of co-chairs and will stipulate this in its by-law. The chair/co-chairs of the committee shall be elected, from parent members serving two-year terms, for a two-year term by the parent members of the committee at the first meeting of the school year in which there is a vacancy. Members cannot serve more than two consecutive terms as chair or co-chair. Unless the PIC by-laws provide otherwise, an individual who has served two terms may continue to stand for selection as a parent member of the PIC as long as that individual is eligible. In addition, the by-law may provide for other officers (such as a secretary and/or a treasurer) and their selection processes.

Tip

Many PICs find it useful to stagger the terms of co-chairs to provide for succession planning and to help ensure continuity for the leadership of the PIC.

Filling Vacancies

Vacancy By-law

In addition to selection procedures, PICs must develop procedures for filling vacancies for parent and community representative members and must specify these procedures in by-laws.

Exercising Authority during a Vacancy

During a period of a vacancy, the PIC is not prevented from operating. It can continue to meet as long as the majority of PIC members are parents and the director and trustee, or their designates, are present.

Establishing Terms

Term By-law

The PIC is required to make a by-law to establish the number of one- and two-year terms for parent members so that terms do not all start and stop at the same time. In addition, a second by-law will establish terms for community members and board staff representatives. The objective is to provide continuity of membership through the staggering of terms.

Understanding Conflict of Interest

About Conflict of Interest

A conflict of interest for a PIC member is any situation in which the individual's personal or pecuniary interests may be incompatible with his or her responsibilities to the PIC. Conflicts of interest may be actual or perceived. A PIC is an advisory body that mainly provides information and advice; nonetheless, a conflict of interest may arise where an advantage or perceived advantage may be conferred on a PIC member or his or her family as a result of communications or activities undertaken by the PIC.

You Should Know

A conflict of interest may be actual, perceived, or potential:

Actual: A PIC member has a private interest that is sufficiently connected to his or her duties and responsibilities as a PIC member that it influences the exercise of these duties and responsibilities

Perceived: Reasonably well-informed persons could reasonably believe that a PIC member has a conflict of interest, even where there may be no actual conflict of interest

Potential: A PIC member has a private interest that could affect his or her position on matters on which advice is to be given or activities undertaken by the PIC

Conflict of Interest By-law

Because a conflict of interest can arise in a variety of situations, it is mandatory that all PICs have a conflict of interest by-law to help ensure the objective involvement of PIC members in both appearance and fact.

Tip

Refer to your board's conflict of interest guidelines as a foundation for developing your PIC by-law.

Avoiding Conflict of Interest

A PIC member should try to avoid situations in which a conflict of interest is likely to result, such as situations in which:

- the member's ability to carry out his or her duties and responsibilities on the committee may be influenced or jeopardized;
- he or she or a relative could benefit directly or indirectly;
- any family member, friend, person, organization, or business entity that he or she is associated with would or could be favoured.

To avoid a collective conflict of interest, the committee should avoid accepting favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the board or its schools.

Duty to Declare Conflict of Interest

PIC members have a duty to declare to the chair/co-chairs that they are in a conflict of interest situation whether the conflict of interest is actual, perceived, or potential.

A PIC member may occasionally find himself or herself in a conflict of interest position in regard to a particular issue under consideration by the PIC. When this happens, the member should declare that he or she is in a conflict of interest situation, and refrain from participating in any discussion of the matter by leaving the room for that part of the meeting. The member should not participate in any discussion of the issue and, if a vote is taken on the issue, the member must not vote.

Handling Conflict

PICs are required to have a by-law specifying a conflict resolution procedure for internal disputes. The by-law must be in keeping with any board policies on this topic.

About Conflict

Conflict is a natural part of human existence. When mutual trust and respect prevail, it can be a positive force. It can encourage people to find creative solutions, clarify an issue, increase the involvement of members, encourage growth, and strengthen relationships. However, left uncontrolled, conflict can divert energy from the group, destroy morale, polarize individuals, deepen differences, obstruct progress, and create suspicion and distrust.

Conflict Resolution By-laws

Each PIC must have a by-law that outlines a process for addressing internal conflict. When conflict is resolved collaboratively, the whole group and the individuals within the group are strengthened.

Dealing With Conflict

Effective communication skills are essential to conflict resolution. To a large degree, conflict can be prevented or diffused at an early stage if differing points of view are handled carefully by the chair or co-chairs. Here are a few simple strategies for those chairing meetings to help ensure that these differences are accommodated in a constructive manner:

- See that the PIC adheres to its mandate.
- Solicit input from all members.
- Provide opportunities for clarification.
- Treat all members' concerns with respect.
- Encourage the entire PIC to be part of the solution.

- Ensure common understanding of the issue, question, or concern.
- Review membership expectations and the PIC by-law outlining the conflict resolution process for internal committee disputes at the beginning of each year.

Avoiding Conflict

Conflict can often be avoided, and solutions more readily achieved, when positive working relationships exist. It is important that PIC members take the time to get to know each other's values, beliefs, and interests. The use of good communication skills will help clarify the PIC's discussions and help prevent misunderstanding and conflict. If the PIC chooses to create or adopt one, a code of ethics for PIC members will also help all members understand what is expected.

From time to time, PICs may find that they are not able to come to an agreement on matters under their consideration. In such cases, it is important that the PIC take time to identify the issues that seem to be triggering disputes. The volume of disputes may be reflective of dissatisfaction among members of the PIC. Alternatively, the existence of a few disputes could be a healthy sign of growth and development in your PIC.

Setting Goals

To establish priorities, PICs may find it helpful to begin by reviewing the vision of parent engagement in Ontario that is articulated in the parent engagement policy document and discussing questions such as the following:

- Who are our parents?
- What is our community like?
- Have parents been invited to be engaged in their children's learning?
- What have we done to give parents the tools necessary to support their children's learning?
- What are the emerging trends in parent engagement?

Once priorities have been established, goals can be set.

Establishing Timelines

Once the priorities have been determined and goals set, PICs will want to establish a timeline for the implementation of their goals. Timelines should be realistic and include checkpoints – dates or points at which the PIC will look at its progress and determine if it is on target or if the timeline needs to be revised.

Developing an Action Plan

Content of the Action Plan

The action plan should include:

- goals identified by the PIC;
- actions that will be taken to achieve the goals;
- who is responsible for taking each action;
- when actions will be taken;
- checkpoint dates for monitoring progress;
- when and how success will be determined.

Implementing the Action Plan

When the committee has developed a plan that reflects the input of all members and of which all members have ownership, the process should be put in motion.

Practices

The following types of questions will help guide the thinking of the committee while it develops its action plan:

- Which schools have created parent engagement opportunities that are closest to our vision? What can we learn from them?
- Which of their strategies have been most successful? How do they know?
- How can we share and support effective strategies to increase parent engagement and enhance communication with school councils across the board?
- How do we encourage school councils to continue to raise the bar by reflecting on successful practices and building in “next steps” in the school councils’ plans?
- How do we know parents are getting the information they need?
- What are the barriers that prevent effective communication in our educational communities?
- Are our schools welcoming places for parents?
- How do we celebrate effective practices and create “next steps” based on them?

Evaluating Implementation of the Action Plan

PICs need to include an evaluation component in the action plan that will provide them with a framework for evaluating the effectiveness of the implementation and give them direction for future work. PICs will want to assess, for example, the degree to which barriers to parent engagement have been identified and addressed.

Communication

The Importance of Communication

In all organizations, communication is the key to success. An important part of the role the PIC has been given is providing information and advice on parent engagement to the director of education and trustees on behalf of parents throughout the board. There is a responsibility to ensure that effective communication occurs. The PIC will communicate with many educational partners within the board as well as other PICs across the province. Information obtained in all of these exchanges will need to be conveyed to the appropriate audiences at the appropriate time and in the appropriate manner.

School Councils

To carry out their mandate of providing information and advice on parent engagement to the director and trustees, PICs rely on information from school councils. The PIC mandate also includes communicating with and supporting school councils. From time to time PICs will be required to disseminate information on various topics from the board or ministry to school councils. For example, they might convey information about:

- board-level student achievement;
- board and provincial parent engagement initiatives;
- board and provincial parent engagement skill-building opportunities;
- board and provincial funding;

and/or advice about successful practices for:

- engaging parents;
- communicating with parents;
- creating welcoming environments;
- learning about and reflecting diversity;
- building consensus and resolving issues.

PICs should also communicate with school councils to arrange opportunities for councils to network to develop ideas, learn about board/provincial initiatives, and share challenges, opportunities, and effective practices. PICs should determine a process by which they will disseminate information received from the ministry.

Directors and Trustees

From time to time, it may be necessary for the chair/co-chairs to communicate with the director of education and trustee outside of scheduled meetings. For example, agenda items may need to be discussed or prioritized, or matters requiring a response or clarification may arise. It is important to establish a process to facilitate such communication as well as to report back to the membership about it.

Other PICs

Networking with other PICs can be beneficial, as it gives all PICs the opportunity to share best practices; learn what is happening locally, regionally, and provincially; participate in training opportunities; and feel supported and connected to a larger community. The PIC should take advantage of opportunities to meet with other PICs and should reflect this communication channel in its communication protocols.

Tip

Communications protocols are rules or guidelines based on standards or principles to be followed for effective communications management. These standards or principles include:

Integrity and honesty – never knowingly misleading anyone or a group on an issue. Building trust in what is communicated is important for maintaining your committee’s reputation and credibility.

Openness and accessibility – promoting openness and accessibility while respecting confidentiality.

Endeavour to be as open as possible in your decision-making process, not just making meetings “open to the public”, but also designing them to encourage the community to attend, feel welcome, and understand the proceedings.

Member involvement – encouraging all members to actively participate in initiatives. Members should be given the opportunity to view and provide input on all communication to and from the board, school councils, the ministry, community and other groups, and parents.

Clarity – using plain, jargon-free language in all communications and having a process in place to help ensure the accuracy of the message. Consider translating materials to accommodate diverse communities.

Timeliness – communicating information without delay. Timely communication is more likely to achieve its purpose. Make every effort to respond to issues in a timely manner.

Fairness – treating all issues with respect, integrity, and sensitivity.

Consultation

By the PIC

As noted earlier, the PIC may solicit the advice of parents of pupils enrolled in the board about matters under the PIC’s consideration. The views of parents may be gathered through the consolidated views of school councils or directly from individual parents. There are a variety of ways to gather input, such as surveys, focus group sessions, questionnaires, and web-based data gathering. The gathered information is discussed at a PIC meeting, and appropriate follow-up occurs. It is important to keep in mind that PICs are concerned with the needs, views, and input of all parents, rather than the needs of a specific individual, which are more appropriately dealt with at the school level.

By the Board

Part of the PIC’s role is to provide information and advice to the board on engaging parents in support of student achievement and well-being. In addition, the board may solicit the advice of its PIC on matters

that relate to student achievement and well-being, and shall advise the PIC of its response to the advice given by the committee.

By the Ministry

The ministry may solicit the advice of PICs on matters that relate to student achievement and well-being.

Accountability

Ministry Funding Reporting

In consultation with the director and in keeping with board policies, the PIC will determine how ministry funding, if any, to support the parent engagement activities of the PIC will be allocated. Accurate records of all funds dispersed must be kept so that all requests for financial reports from the ministry can be complied with promptly and accurately.

Summary of Activities

Each year, the PIC shall submit a written summary of its activities to the chair of the board and the director of education. The report must include information about how any funding it received from the ministry was spent, and a summary of activities undertaken by the PIC, which should include:

- a summary of the information and advice given to the board;
- a summary of strategies and initiatives developed that the board could use to effectively communicate with parents and to engage parents to support their children’s learning at home and at school;
- information communicated to school councils and parents;
- support provided to school councils;
- other support for parent engagement, including consultations and conferences.

The report may also include future plans. The director will post the summary on the website of the board and provide it to the school councils of the board.

Tools and Resources

A sample summary of activities and a sample financial statement can be found in the “More Tools and Information” section of this handbook.

PROCESS AND PROCEDURE: EFFECTIVE PRACTICES

This section of the handbook highlights effective practices used by PICs and other successful committees across Ontario.

Characteristics of Effective PICs

Focusing on the Mandate

The PIC will provide advice to the director of education and trustees based on input received from parents, usually through school councils. Although the PIC may receive advice on a variety of issues, it must focus on those issues that fall within the parameters of its mandate.

Summary of Effective Practices

Effective PICs are those that:

- keep student achievement and well-being as their first priority;
- focus on the needs and interests of all students;
- are composed of members who represent the diversity of the board;
- are actively involved in assisting school councils in the areas of engaging parents in their children's education, creating a welcoming environment, and recognizing the diversity of the parents in their school community;
- promote effective, ongoing communication among all partners in education;
- establish a positive relationship with the director of education and trustees;
- provide feedback to parents, letting them know how their advice and ideas have been used;
- have a clear understanding of their roles and responsibilities;
- have a clear and consistent process for decision making and conflict resolution;
- are familiar with funding opportunities and resources provided by the Parent Engagement Office (PEO) of the Ministry of Education and with the initiatives of the PEO;
- maintain high ethical standards.

Running Effective Meetings

Establishing Meeting Dates

The PIC must meet a minimum of four times per year. It is advisable to set the dates for the entire year at the first meeting. From time to time, a conflict will arise that results in a member being absent from a meeting. The chair will be required to reschedule the meeting if any one of the following occurs:

- parents are not the majority of members present;
- the director of education (or designate) is not present;
- the trustee (or designate) is not present.

Tip

Committees may choose to establish alternative dates at the same time as they set their regular meetings to avoid the difficulties involved in rescheduling meetings.

Publicizing Meetings

Extending an Open Invitation

PIC meetings are to be open to the public. Meetings should be advertised so that anyone who has an interest in matters before the PIC knows that there is an open invitation for them to attend.

How to Publicize Meetings

Meetings can be publicized within the board community in various ways. These may include:

- circulating the year's meeting schedule as widely as possible, including to all school councils, as soon as possible after the dates are established;
- publicizing meetings at community events.

Notice of a Meeting

The chair or a co-chair must ensure that notice of a meeting is provided to members at least five days before the meeting by e-mail or regular mail and that the notice is posted on the board website.

The Meeting Place

Where Meetings Are Held

The PIC should strive to find a location that is central or rotate the meeting location. The committee may also want to provide alternative means for participation in meetings such as tele- or videoconferencing.

This would allow committee members as well as local parents, school council members, and members of the public to attend without having to travel long distances.

A member of a PIC who participates in a meeting through electronic means shall be deemed to be present at the meeting.

Practices

Some PICs rotate the locations of meetings at different schools in the board and encourage host school councils to showcase effective practices for engaging parents in support of student achievement and well-being as part of the regular meeting.

Keeping Minutes and Financial Records

Requirement to Keep Minutes

PICs must keep minutes of all PIC meetings and records of all financial transactions in accordance with the policies of the board, if any, respecting the retention of documents by committees of the board.

Distribution of Minutes

Minutes of the PIC meeting must be posted on the board website and sent to each school council. Each school council chair should make the minutes available to parents by posting them on the school council bulletin board (if there is one in the school) or on the school's website. Minutes of the PIC posted on the website of the board shall remain on the website for four years.

Content of Minutes

Minutes should begin with a list of those attending and regrets. Minutes should reflect the topics of discussion, but not the details of the discussion. Effective minutes will provide PIC members, school councils, and parents with a brief but clear summary of what occurred at a meeting, including decisions, plans, reports, and who is responsible for what.

Making Decisions

Choosing a Decision-Making Process

Your PIC will have to make many decisions. Determining how decisions will be made is the first order of business for a new PIC. While PICs, like many organizations, aim to make decisions by consensus, ultimately some PIC decisions may have to be arrived at through a vote by parent and community members of the PIC.

You Should Know

Any decisions that contradict provincial laws and regulations, ministry or board policy, or PIC by-laws are out of order and invalid.

Tip

The most effective teamwork is achieved when all members on the team consider themselves team players, working towards a common goal. Successful team players:

- **listen** to create an environment where all ideas are heard;
- **discuss** and try to reach consensus;
- **clarify** and provide an opportunity to question/confirm information;
- **respect** each other so that they can build a “safe” environment to generate and voice new ideas;
- **participate** and allow all views and ideas to be considered;
- **review** to help ensure everyone on the team clearly understands a decision.

Ongoing Recruitment of Members

Encouraging Broad Participation

All PICs should strive to represent the diversity of their region and encourage school councils to reflect the diversity of their school communities. To help accomplish this, the committee will need to spend some time finding out more about the people who live in the district, and identify barriers to participation and strategies for outreach. By doing so, the PIC will establish the connections necessary to reach all parents.

Tip

Some PICs have developed online parent involvement information sites, which may include a directory of PIC members, a list of dates and locations of meetings for the school year, information about PICs, resources, and newsletters.

Orientation of New Members

Every year, the PIC has new members who bring unique strengths, expertise, and perspectives to the committee. It is important that these members be given the opportunity to learn about the roles and responsibilities of the committee, realize the importance of the commitment they are making, understand their duties, and become effective participants. They should also be given the opportunity to talk about the expertise and strengths they bring to the committee. In addition, each new member should receive:

- a copy of this handbook;
- a copy of *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*;
- a copy of Ontario Regulation 612/00 “School Councils and Parent Involvement Committees”;
- a copy of *School Councils: A Guide for Members*;
- a copy of the PIC’s by-laws and, if applicable, its terms of reference and code of ethics;
- a list of schools in the board;
- information on provincial funding for parent engagement initiatives;
- a “who’s who” list of the board’s trustees and staff.

Building Participation Through Subcommittees

Benefits of Subcommittees

The PIC has a large number of responsibilities that could require a substantial time commitment from members. Establishing subcommittees will enable committee members to divide the workload according to members’ interests, expertise, and available time.

Having subcommittees also allows the PIC to draw on the expertise and experience of individuals and groups who are not members of the PIC, and provides an avenue for the PIC to reach out to and involve others. Each PIC subcommittee must include at least one PIC parent member and may include others invited by the PIC on an ad hoc basis.

Types of Subcommittees

A number of subcommittees may be established. Each PIC may determine which subcommittees would best suit its needs. For example, some committees may decide to have four subcommittees, each of which focuses on one of the four strategies outlined in the Parent Engagement Policy document, *Parents in Partnership: A Parent Engagement Policy for Ontario Schools* (i.e., school climate, eliminating barriers, supports for parents, and parent outreach). Others may have subcommittees for areas such as selection of members, best practices, and communication.

Assessing the Effectiveness of the PIC

Evaluation Forms or Surveys

When an initiative is concluded, it is recommended that evaluation forms or surveys be used to collect information from participants and school councils for the purpose of improvement and to determine next steps based on needs expressed in the forms or surveys.

The committee should also consider using a self-evaluation process to assess its effectiveness in areas such as meetings, goal setting, and conflict resolution every year or two. Evaluation forms or surveys are one way to collect information for the purpose of improving meetings or PIC processes. An impartial

observer who attends a meeting and is asked about what he or she observed at the meeting may also play a valuable role in assessing the PIC's effectiveness. The committee should also make time on a regular basis to discuss progress with respect to its action plan.

You Should Know

Questions? Additional information is available from your school board, the local regional office of the ministry, and the ministry's Parent Engagement Office.

APPENDICES: MORE TOOLS AND INFORMATION

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Sample Code of Ethics

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USEFUL RESOURCES

Visit the “Parents” section of the Ministry of Education website at www.edu.gov.on.ca and select “Parent Engagement” to find these useful resources for Parent Involvement Committees and school councils:

Publications

Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010,
www.edu.gov.on.ca/eng/parents/involvement/index.html

Ontario's Equity and Inclusive Education Strategy, 2009,
www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

School Councils: A Guide for Members, rev. 2002,
www.edu.gov.on.ca/eng/general/elemsec/council/guide.html

PIC regulation

Ontario Regulation 612/00, www.e-laws.gov.on.ca/index.html

School council regulations

Ontario Regulation 612/00, www.e-laws.gov.on.ca/index.html

Ontario Regulation 298, www.e-laws.gov.on.ca/index.html

MANDATORY BY-LAWS

O. Reg. 612/00, “By-laws”

By-laws

43. A parent involvement committee,

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

(b) shall make by-laws,

- i) specifying the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,
- ii) specifying the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,
- iii) governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,
- iv) specifying the number of parent members of the parent involvement committee that will hold office for one year and the number of parent members that will hold office for two years,
- v) specifying how many, if any, of the persons listed in subsection 33 (2) may be appointed by the board to the parent involvement committee,
- vi) specifying the length of the term of office for the community representative members of the parent involvement committee and the members appointed by the board, if any, under subsection 33 (2),
- vii) establishing rules respecting conflicts of interest of the members of the parent involvement committee, and
- viii) establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board.

Checklist of Mandatory By-laws*

By-law		Completion date	Review date
Mandatory by-law 1	Parent members		
Mandatory by-law 2	Community members		
Mandatory by-law 3	Offices		
Mandatory by-law 4	Parent members – term of membership		
Mandatory by-law 5	Board employee group members		
Mandatory by-law 6	Community members and board employee group members – term of membership		
Mandatory by-law 7	Conflict of interest		
Mandatory by-law 8	Conflict resolution		

*Committees may also write optional by-laws.

SAMPLE BY-LAWS^{*}

By-law 1: Parent Members

Parent members:

A parent member must be the parent of a pupil enrolled in a school of the board that established the PIC. Employees of the board may serve as parent members and must inform the committee of their employment at their first committee meeting.

The majority of PIC members must be parents.

Members will include up to XX parents representing each of the XX <wards/families of schools/regions> of the board.

Selection of new parent members:

A selection subcommittee comprising one of the co-chairs and at least three parent members of the <PIC name> will determine the selection process for committee approval and will manage the recruitment and selection of parent members. Efforts will be made to represent the diverse communities of the board.

Supplemental appointments:

The diversity of the parent population, and all regions of the board, should be represented. Up to three supplemental appointments, drawn from the school council chairs of the schools of the board, may be made by consensus of the <PIC name> in order to help ensure that the membership of the <PIC name> represents the parent population of the board.

Appointment procedures

SAMPLE 1

1. When there is a vacancy at the beginning of a school year, each <ward/family of schools/region> assembly of school councils will be asked to name a/X parent representative(s) as a member/members of the <PIC name>. The term of the PIC parent member so appointed will be one or two years.
2. Parent members entering the second year of a two-year appointment will be affirmed.

^{*} This section provides sample by-laws for your consideration. Each PIC is responsible for the development of its own by-laws in compliance with O. Reg. 612/00, as amended.

SAMPLE 2

1. Within the first 15 days of the school year, each <ward/family of schools/ region> assembly of school councils will be asked to fill its allotment of XX parent members of the <PIC name>.
2. Parent members entering the second year of a two-year appointment will be affirmed.

Election procedures

SAMPLE 1

1. Elections of parent members shall occur prior to November 15 each school year, and prior to the first meeting of the <PIC name> of the school year.
2. Each parent seeking election must be nominated or self-nominated in writing, and must have a child enrolled in a school of the board.
3. Each parent member of the <PIC name> shall be entitled to one vote for each vacant parent member position on the PIC.
4. An election subcommittee of the <PIC name> shall be struck by the PIC in May to help plan the election process, gather nominations, and run the election. No one standing for election, or the spouse or immediate family member of anyone standing for election, shall be a member of the election committee.
5. The election subcommittee shall:
 - provide nomination forms;
 - provide advice to the board concerning the advertisement of vacancies;
 - notify PIC members of election procedures and election date(s), location, and time, at least fourteen days in advance of the election;
 - request a profile from all candidates and make these profiles available to the PIC;
 - conduct the elections by secret ballot;
 - help the director notify all candidates of the results.
6. Only the names of the successful candidates shall be made public. A list of candidates and the vote results will be kept on file by the PIC for use in the event that a vacancy on the PIC occurs later during the school year. In the event of such an occurrence, the individual on the list who has the most votes and who is willing to serve as a PIC member shall fill the vacancy.
7. All other information related to the election shall be kept confidential.
8. All individuals standing for election shall be notified of the results before the results are released.

9. The director shall post the names of new members on the board website within 30 days of the election.

Source: Adapted from the by-laws of Holy Name of Mary School Council, Catholic District School Board of Eastern Ontario, Almonte, Ontario.

SAMPLE 2

1. The <PIC name> will establish a selection subcommittee in May of each year. The subcommittee must ensure that a new PIC is in place by November 15, and prior to the first meeting of the school year.
2.
 - a) To be eligible to stand for a parent member position, the parent must have a child enrolled in a school of the board. Self-nomination will suffice. Candidates should be prepared to summarize their reasons for running for the PIC.
 - b) Nomination forms shall be filed by all parent-candidates for positions on the PIC. Parents may nominate themselves or other parents.
 - c) Information about candidates shall be made available to the current PIC at least one week before the election.
 - d) If the number of candidates is less than or equal to the number of positions, the candidates shall be acclaimed.
 - e) No individual campaign literature for PIC elections may be distributed or posted in a building or website of the board.
 - f) The election proceedings shall be supervised by the director or designate.
 - g) Elections shall be conducted by secret ballot.
 - h) Each parent member and community member of the <PIC name> shall be entitled to cast one vote for each position available.
 - i) Ballots shall be counted by the director or designate in the presence of at least two parents who are not election candidates.
 - j) If there is a tie for the final position for a representative on the PIC, the winner shall be determined by lot.

Source: Adapted from the "Thames Valley District School Board School Council Handbook".

Filling vacancies

SAMPLE 1

1. Should a parent member position become vacant before the next selection process, the <PIC name> shall fill the vacancy by appointment from the pool of candidates from the previous selection process.

2. If none of these candidates remain interested in becoming a PIC member, the PIC may request that interested parents of the board submit their names for consideration. The committee shall then appoint one of those who indicate an interest.
3. When a vacant spot on the committee is filled, the new member's term shall expire at the time the previous member's term would have ended.

Source: Adapted from the by-laws of Holy Name of Mary School Council, Catholic District School Board of Eastern Ontario, Almonte, Ontario.

SAMPLE 2

If any <PIC name> parent member position becomes vacant because of resignation, inability of a member to fulfil his or her roles and responsibilities, or other cause, the PIC shall invite the school councils in the region of the member being replaced to select an alternate member to fill the vacancy. The PIC shall appoint this individual to the vacant parent member position for the remainder of the term held by the member vacating the position.

Source: Adapted from the "School Council Operating Guidelines" of St. Francis Catholic School, Paris, Ontario.

By-law 2: Community Members

Appointment procedures

Members of the community can bring an important perspective to the work of the PIC.

The <PIC name> shall include two community members:

- a representative of the Special Education Advisory Committee (SEAC), selected by SEAC; and
- a representative of the diocese, selected by the diocese.

Community members may not be a member of the board of trustees or an employee of the board.

Community members are voting members.

Community members shall serve on the PIC for a term of one year. An individual may serve a maximum of three consecutive terms.

Filling vacancies

SAMPLE 1

Should a vacancy occur, the sending group (SEAC or the diocese) will be invited to name another representative to serve the remainder of the term of the vacant position.

SAMPLE 2

Vacant positions for community representatives may be filled by appointment of the PIC for the remaining term of office, from among members of the community who meet the requirements set for the vacant positions.

By-law 3: Offices

SAMPLE 1

Chair:

The PIC will have a chair elected by the parent members of the <PIC name> for a two-year term. Only a parent member who is beginning a two-year term is eligible to stand for the position of chair. An individual cannot serve more than two consecutive terms in this office.

SAMPLE 2

Co-chairs:

The PIC will have two co-chairs, each elected by the parent members of the <PIC name> for a two-year term. To promote continuity, terms shall be staggered such that one of the two positions is open at the beginning of each school year. Only a parent member who is beginning a two-year term is eligible to stand for the position of co-chair. An individual cannot serve more than two consecutive terms in this office.

Treasurer:

At the first meeting of alternate school years, or earlier if a vacancy arises, parent members of the PIC shall elect a parent member to serve as treasurer. The term of office shall be two years. An individual cannot serve more than two consecutive terms in this office.

Vacancies:

1. Should an officer position become vacant before the next election process, the PIC shall fill the vacancy by election of a parent member. Only parent members of the PIC may vote in an election to fill an officer position.
2. When a vacant spot on the PIC is filled, the new officer's term will expire at the time the previous officer's term would have ended.

By-law 4: Parent Members – Term of Membership

Parent members – term of membership:

Terms of membership for parent members of the committee are for one or two years. Terms will be staggered so that parent positions become available each year. Terms will begin October 1 and end September 30. Upon application, candidates will indicate whether they would like to serve on the <PIC name> for one or two years. Committee members may apply for additional terms as long as they are eligible.

By-law 5: Board Employee Group Members

Board employee group members:

To bring the perspectives of board employee groups from both elementary and secondary schools, one representative of each of the following board staff groups will be invited to join the <PIC name>:

- one elementary school principal
- one secondary school principal
- one elementary teacher, other than a principal or vice-principal
- one secondary teacher, other than a principal or vice-principal
- one board employee, other than a principal, vice-principal, or teacher

As per O. Reg. 612/00, the board will be responsible for these appointments. These members are non-voting. The term for these members shall be one year, and may be renewed for one additional term.

By-law 6: Community Members and Board Employee Group Members – Term of Membership

Community members:

Up to three community members appointed by the PIC will serve on the committee for one or two years. Terms will be staggered so that community positions become available each year.

Principal, teacher, and staff members:

Up to five representatives, one from each of the following five board staff groups, appointed by the board, will serve on the PIC for one year:

- one elementary school principal
- one secondary school principal
- one elementary teacher, other than a principal or vice-principal
- one secondary teacher, other than a principal or vice-principal
- one board employee, other than a principal, vice-principal, or teacher

The one-year term may be renewed for an additional year at the discretion of the board and the employee.

By-law 7: Conflict of Interest

SAMPLE 1

Conflict of Interest:

Each member of the <PIC name> shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the PIC and a personal or pecuniary interest of that PIC member.

Should an issue or agenda item arise during a PIC meeting where a PIC member is in a conflict of interest situation, he or she shall declare the conflict of interest immediately and shall absent himself or herself from the meeting for, and decline any participation in, the discussion and resolution of the issue or item.

SAMPLE 2

Conflict of Interest:

1. A conflict of interest may be actual, potential, or perceived.
2. A member of the <PIC name> shall declare a conflict of interest in matters where he or she, friends, members of his or her family, or business entities in which he or she may have an interest, could possibly benefit (either directly or indirectly) from decisions of the PIC.
3. A member shall exclude himself or herself from discussions in which:
 - the member's ability to carry out his or her duties and responsibilities as a member of the PIC may be jeopardized, or seen to be jeopardized, due to his or her personal or pecuniary interest;
 - the member, his or her relatives or friends, or a business entity in which the member may have an interest, may gain or benefit (either directly or indirectly) as a result of actions that may be taken by the PIC or the board in response to information or advice that the PIC provides to the board;
 - the member, his or her relatives or friends, or a business entity in which the member may have an interest, may gain or benefit (either directly or indirectly) as a result of confidential information that becomes known to the PIC member in the course of carrying out his or her PIC responsibilities;
 - the member might be in a position, or be perceived to be in a position, to give preferential treatment to his or her family members, friends, or a business entity in which he or she has an interest, as a result of his or her participation on the PIC;
 - a conflict of interest is likely to result.
4. A member shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the board.

By-law 8: Conflict Resolution

(Note: Must be consistent with any conflict resolution policies of the board.)

SAMPLE 1

Conflict resolution:

- Every PIC member will be given an opportunity to express his or her concern or opinion about the issue in dispute and how the dispute has affected him or her.
- Speakers to an issue will maintain a calm and respectful tone at all times.
- Speakers will be allowed to speak without interruption.
- The responsibility of the chair or co-chairs is to clarify the statements made by all speakers, to identify common ground among the points of view raised, and to set out the joint interests of all members.
- If no common ground can be identified, the chair or co-chairs will seek to clarify preferences among all members before proceeding further.
- If all attempts at resolving the conflict have been exhausted without success, the chair or co-chairs shall request the intervention of the director, or other senior administrator, to facilitate a resolution to the conflict.

SAMPLE 2

Conflict resolution:

- Members of the <PIC name> are elected as representatives of the board's community and will demonstrate respect for their colleagues on the PIC at all times.
- If a PIC member or members become disruptive during a meeting, the chair or co-chair shall ask for order.
- If all efforts to restore order fail or the unbecoming behaviour continues, the chair or co-chair may direct the individual PIC member(s) to leave the meeting, citing the reasons for the request.
- The removal of a member for one meeting does not prevent the PIC member from participating in future meetings of the PIC, nor does it prevent that meeting from continuing.
- The incident shall be recorded and submitted to the director or designate within one week of the meeting.
- When the chair or co-chair has requested the removal of a member or members from a meeting, the chair or co-chair may request that the disputing members of the PIC participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting, and shall not be construed as a meeting of the PIC.
- The chair or co-chairs may request the intervention of an independent third party to assist in achieving a resolution to the dispute.

- An independent third party may be a board official or another individual mutually agreed on by the parties involved in the dispute.
- Any resolution reached at the meeting to resolve the conflict shall be recorded and respected by all parties.

AGENDA/MINUTES

PIC Agenda

<PIC name> Meeting (Sample)

[Date, Time]

[Location]

Agenda

Welcome and introductions (10 minutes)

Declaration of conflict of interest (3 minutes)

Approval of minutes of the last meeting

Business arising from the minutes (10 minutes)

Old business/updates (10 minutes)

Spring conference for parents

PIC summary of activities

By-law amendments

New business (45 minutes in total)

Review of the parent toolkit

PIC input to board parent satisfaction survey

Draft PIC code of ethics

School council conference

Reports (30 minutes in total)

Promotions, communications, and marketing for school council conference

New provincial parent engagement policy

Community representative

School council handbook

Trustee's report (15 minutes)

Director's report (15 minutes)

General information updates and inquiries (maximum 5 minutes)

Next meeting date, time, and location

Agenda items for next meeting

Adjournment

PIC Minutes

SAMPLE 1

PIC MEETING

[Date]

Minutes

Members Present: _____

Regrets: _____

Agenda Item	Decision/Action Taken	Person(s) Responsible
<i>Welcome and introductions</i>	Call to order: 7:00 p.m. Welcome and introduction of guests	Chair
<i>Review and approval of agenda</i>	_____ moved that they be accepted. _____ seconded the motion. CARRIED.	
<i>Review and approval of previous minutes</i>	_____ moved that they be accepted. _____ seconded the motion. CARRIED.	
<i>Declaration of conflict of interest</i>	[parent member] declared conflict of interest regarding ...	
<i>Business arising from the minutes</i>	Thank-you letters were sent out to the corporate sponsors of the school council conference.	Public Relations subcommittee

Agenda Item	Decision/Action Taken	Person(s) Responsible
<i>Old business</i>	<p>By-law amendments were circulated for the PIC's consideration.</p> <p>Motion made by _____, the committee chair, to approve the amendments.</p> <p>CARRIED.</p>	PIC By-laws subcommittee
<i>New business</i>	<p>Review of the EQAO Grade 9 results was led by the director. A preliminary plan was presented for consideration, with a focus on parent engagement to support student improvement.</p> <p>Draft Code of Ethics was circulated for the PIC's consideration.</p> <p>School Council Training Workshop: Discussion – What do we want out of this workshop?</p>	<p>PIC members to provide feedback to director through PIC chair</p> <p>Members to review and prepare comments for next meeting</p> <p>Subcommittee to incorporate results of discussion into action plan to be presented to PIC at next regular meeting</p>
<i>Trustee's report</i>	Budget consultation is proceeding as planned with four trustee-led workshops scheduled for next month, in various locations across the board.	
<i>Director's report</i>	<p>Enrolment projection for next year is below the current year's numbers. This will result in fewer schools at fully funded capacity.</p> <p>The school year calendar is under consideration by a committee of the board, and the PIC was thanked for its input.</p> <p>The board will be reviewing its transportation routes for students for the next school year and is looking for PIC members to participate on the review committee.</p>	
<i>Other reports</i>	School council conference committee has confirmed the date and location for the fall conference. Speakers and workshop leaders have been approached.	

Agenda Item	Decision/Action Taken	Person(s) Responsible
<i>Public comments</i>		
<i>Next meeting date</i>	<i>[date/month/year, location, time]</i>	
<i>Agenda items for next meeting</i>	<ul style="list-style-type: none"> • Code of ethics • Board-wide autodialer • Results of the board-wide parent satisfaction survey • Other agenda items are to be submitted to the chair two weeks prior to the next meeting. 	<p>Chair to summarize comments submitted by members</p> <p>PIC members to consider strategy to survey parents and provide comments for next meeting</p> <p>Director to summarize comments, present staff recommendations, and provide information at the next meeting</p>
<i>Adjournment</i>	9:00 p.m.	

SAMPLE 2

_____ PIC Meeting

[Date, Location]

Minutes

The regular PIC meeting was called to order by the [chair/co-chairs] at 7:15 p.m. and a quorum was present.

Chairperson: [name of person]

Present: [names of those present]

The agenda was approved [or “approved with one change ...”].

The minutes of the last meeting were approved as read. [If they were distributed before the meeting date, they can be approved “as circulated” and it is not necessary to spend time reading them aloud at the meeting. If there were errors, they “were approved with corrections”.]

Old Business

Evaluation of progress towards goals to date. [Name of individual] noted that the <PIC name> brochure is now in draft. Copies were distributed to PIC members and a brief discussion ensued. Further feedback may be sent to [name of individual] prior to [date] for the consideration of the subcommittee. The next draft will be presented at our next meeting.

New Business

PIC conference. [Name of individual] volunteered to head the School Council Conference subcommittee. Various suggestions of topic and presenter were made by PIC members, including the theme of “Parents as Partners”. The subcommittee will review the suggestions and provide the PIC with a recommendation at the next meeting. The chair of the subcommittee stated that all of the suggestions that were put forward for consideration would require funds.

MOTION: That the conference theme be confirmed as “Parents as Partners”

_____ (_____) [Put mover’s and seconder’s names here.]

ACTION: [name of individual to act on passed motion]

The next meeting will be a special meeting to discuss by-laws on [date] at [time] in the [location].

The next regular meeting will be held on [date] at [time] in [location].

The meeting was adjourned at 9:20 p.m.

Secretary

Chair

Source: Adapted from Alberta Education, *School Councils Handbook* (Edmonton, AB: Alberta Education, 1996).

ANNUAL SUMMARY OF ACTIVITIES / FINANCIAL STATEMENTS

Sample Financial Statement

Annual Financial Statement

[Name of Parent Involvement Committee]

Sources and Uses of Operating Funds for Year Ended August 31, 20XX

Source	Amount
Allocation from ministry	A
Revenues	B
[Description of revenue]	
[Description of revenue]	
[Description of revenue]	
Expenditures	C
[Description of expenditure]	
[Description of expenditure]	
[Description of expenditure]	
Year-End Balance	A + B - C

Note: The level of detail in the financial statement should reflect the complexity of the PIC's financial operations.

SUMMARY OF ACTIVITIES

Each year, the PIC shall submit a written annual summary of PIC activities to the chair of the board and director of education. The report must include a summary of activities undertaken by the PIC and a description of how funding, if any, provided by the ministry for the PIC was spent.

Sample Annual Summary of Activities

[PIC name]

[Date of submission]

1. List the names and positions of all PIC members and officers, and if appropriate the group they represent (e.g., officers; parent members and the area they represent, if applicable; community members and the group they represent; board employee group members and their affiliation).
2. Acknowledge the efforts and commitment of PIC members.
3. List the dates of the year's PIC meetings, as well as any available information on upcoming meetings.
4. Summarize the activities of the PIC under the following headings:
 - Summary of information and advice given to the board
 - Summary of strategies and initiatives developed that the board could use to effectively communicate with parents and to engage parents to support their children's learning at home and at school
 - Information communicated to school councils and parents
 - Support provided for school councils
5. A financial statement (a description of how funding, if any, provided by the ministry for the PIC was spent) must be included.

CODE OF ETHICS

Sample Code of Ethics

A member shall consider the best interests of all students and parents.

A member shall be guided by the school board's mission statement.

A member shall act within the limits of the roles and responsibilities of a PIC, as identified by O. Reg. 612/00 and the PIC's by-laws.

A member shall become familiar with relevant school board policies and operating practices and act in accordance with them.

A member shall maintain the highest standards of integrity.

A member shall recognize and respect the personal integrity of each member of the school board community.

A member shall treat all other members with respect and allow for diverse opinions to be shared without interruption.

A member shall promote a positive environment in which individual contributions are encouraged and valued.

A member shall acknowledge democratic principles and accept the consensus of the committee.

A member shall respect the confidential nature of some school board business and respect limitations this may place on the operation of the PIC.

A member shall not disclose confidential information.

A member shall limit discussions at PIC meetings to matters under its mandate and of concern to the school board community as a whole.

A member shall use established communication channels when questions or concerns arise.

A member shall declare any conflict of interest.

A member shall not accept any payment or benefit financially through PIC involvement.

Source: Adapted from the bylaws of the Port Arthur Collegiate Institute School Council, Lakehead Board of Education, Thunder Bay, Ontario.

10-214
ISBN 978-1-4435-4292-0 (PDF)
©Queen's Printer for Ontario, 2011



2011-2012 School Year Calendar — Elementary and Secondary

AUGUST 2011						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER 2011						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SEPTEMBER 2011						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER 2011						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

JUNE 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER 2011						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDAR LEGEND

- = Professional Activity Days
 = School Holidays
 = Secondary Exams

FIRST AND LAST DAY OF SCHOOL

- ★ September 1 and September 2, 2011—Teacher Professional Activity Day
- ★ September 5, 2011—School Holiday
- ★ September 6, 2011—First Day of School for Students
- ★ June 27, 2012—Last Day of School for Students and Teachers

SCHOOL HOLIDAYS

September 5, 2011	Labour Day	March 12 - 16, 2012	March Break
October 10, 2011	Thanksgiving Day	April 6, 2012	Good Friday
December 26, 2011 to		April 9, 2012	Easter Monday
January 6, 2012 inclusive	Christmas Break	May 21, 2012	Victoria Day
February 20, 2012	Family Day		

PROFESSIONAL ACTIVITY DAYS

Thursday, September 1, 2011.....Monday, November 7, 2011
 Friday, September 2, 2011.....Friday, February 3, 2012
 Friday, September 23, 2011.....Friday, June 15, 2012

SECONDARY EXAMS

January 27, 30, 31 / February 1, & 2, 2012
 June 21, 22, 25, 26, & 27, 2012

SECONDARY MID-TERM REPORTS

Issued Week of: (TBA)
 Issued Week of: (TBA)

ELEMENTARY TERMS

(1st Term) (TBA)
 (2nd Term)(TBA)

SECONDARY SEMESTERS

Semester 1/Term 1: To be Announced (TBA)
 /Term 2: (TBA)
 Semester 2/Term 1: (TBA)
 /Term 2: (TBA)

ELEMENTARY REPORT CARDS

Progress Report: October 28, 2011
 Report Card: February 10, 2012
 Final Report Card: June 27, 2012

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, September 26, 2011 @ 6:30

MINUTES

<u>Members</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy	X					Mannisto, Mark					X
Fisher, Cindy (<i>Alternate</i>)					X	Santerre, Angel					X
Fisher Matthew (<i>Alternate</i>)		X				Simonaitis, Fred					X
Keenan, Darlene		X				McRae, Pinky (<i>Ex-Officio</i>)					X
<u>Resource Members</u>											
							OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>							X				
Nancy Petrick: <i>Superintendent of Education</i>											X
Cathy Tsubouchi: <i>Superintendent of Business</i>							X				
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joannette: <i>Recorder</i>											X

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

1.0 Review and Approval of Minutes: May 30, 2011

Attached

Mover: D. Keenan Second: M. Fisher
That, the Board Policy Review Committee minutes of May 30, 2011 be approved.

2.0 Business Arising from Minutes

Nil

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

- | | | | |
|-----|-------|--|----------|
| 3.1 | P-204 | Trustee Associations
No changes have been made to policy.
<u>Action:</u> Post to website for stakeholder review. | Attached |
| | P-209 | <u>Agendas</u>
Change Item 1.3 to read:
“ Agendas, together with supporting material will be forwarded electronically prior to the meeting a minimum of five (5) days wherever possible, except in extenuating circumstances.”
Change Item 2.3 to read:
“The Chair will then poll the remaining trustees to ensure that the majority desire the meeting and forward supporting material electronically prior to the meeting a minimum of five (5) days wherever possible, except in extenuating circumstances.”
<u>Action:</u> Post to website for stakeholder review | Attached |
| | P-211 | <u>Electronic Attendance</u>
No changes have been made to this policy
<u>Action:</u> Post to website for stakeholder review | Attached |

- P-303 Purchasing *Attached*
Changes made to policy are based on ministry regulation and posting to websites was required as at April 1, 2011. Therefore, revision is not subject to public vetting and will be forwarded to Board as a whole at the next regular board meeting, being Monday October 17, 2011.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011
- P-307 Travel, Meals and Hospitality *Attached*
Changes made to policy are based on ministry regulation and posting to websites was required as at April 1, 2011. Much of the procedural language that formed the bulk of policy content has been moved into the form of a NEW management guideline as per the following item listed.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.
- MG 307 Travel, Meal and Hospitality *Attached*
This item is a new development in that Policy 307 previously encompassed much of the procedural language. The management guideline herein developed contains all directives related to submitting expenses for travel, meal and hospitality. Posting to websites was required as at April 1, 2011.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.
- P 308 Student Fees *Attached*
This is a NEW policy based on ministry regulation and posting to websites was required as at April 1, 2011. It has the effect of making former Policy 514 Purchase of Material by Students obsolete.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.
- MG 308 Student Fees *Attached*
This is a NEW management guideline relating to Policy 308. Posting to websites was required as at April 1, 2011.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.
- P 505 Field Trips and Excursions *Attached*
No changes have been made to this policy
Action: Post to website for stakeholder review
- P 527 Voluntary Aboriginal Student Self-Identification *Attached*
One change reported as Item 2.3.3:
"The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO for the purpose of developing supportive programs."
Action: Post to website for stakeholder review.
- P 538 Food and Beverage *Attached*
This is a NEW policy based on ministry directives. Its implementation is mandatory as of September 1, 2011, negating the SGDSB process to have public input into policy changes / implementation for a two month period prior to board approval.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.
- MG 538 Food and Beverage *Attached*
This is a NEW management guideline based on ministry directives. Its implementation is mandatory as of September 1, 2011, negating the SGDSB process to have public input into policy changes / implementation for a two month period prior to board approval.
Action: Forward for board approval at Regular Board Meeting of October 17, 2011.

- | | | |
|--------|---|-----------------|
| P 706 | <u>Health and Safety</u>
No changes have been made to this policy
<u>Action:</u> Post to website for stakeholder review | <i>Attached</i> |
| P 717 | <u>Workplace Harassment</u>
One change reported to content, i.e., revise as follows:
Item 5.0 Discipline
"If allegations are found to have substance, the Board representative INSERT...may impose discipline as appropriate and consistent with the circumstances. DELETE all of items a),b),c) and d).
<u>Action:</u> Post to website for stakeholder review | <i>Attached</i> |
| MG 717 | <u>Workplace Violence and Harassment</u>
This is a NEW management guideline
<u>Action:</u> Post to website for stakeholder review | <i>Attached</i> |
| P 720 | <u>Workplace Violence</u>
This is a NEW policy based on the introduction of the Bill 168 which dictates all workplaces have such orders in place.
<u>Action:</u> Post to website for stakeholder review | <i>Attached</i> |
| MG 720 | <u>Workplace Violence Management Guideline</u>
This is NEW management guideline, its implementation being one dictated by the introduction of Bill 168.
<u>Action:</u> Post to website for stakeholder review | <i>Attached</i> |

5.0 Items to Recommend for Stakeholder Review (Post September 28-November 18, 2011)

It is recommended the following items be posted for stakeholder review:

- P-204 Trustee Associations
- P-209 Agendas
- P-211 Electronic Attendance
- P-505 Field Trips and Excursions
- P-527 Voluntary Aboriginal Student Self Identification
- P-706 Health and Safety
- P-717 Workplace Violence and Harassment
- MG-717 Workplace Violence and Harassment
- P-720 Workplace Violence
- MG-720 Workplace Violence

6.0 Items to Recommend for Board Approval – October 17, 2011

- P-205 Cooperation with Other Boards
- P-214 META
- MG-214 META
- P-303 Purchasing
- P-305 Internal Audit
- MG-305 Internal Audit
- P-307 Travel, Meal and Hospitality
- MG-307 Travel Meal and Hospitality
- P-308 Student Fees
- MG-308 Student Fees
- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-407 Borrowing of Equipment
- P-501 Visitors in Schools
- P-502 Ontario Student Records
- P-503 Interviewing Students

P-511	Student Questionnaires
P-512	Student Exchanges
P-519	School Dismissal
P-213	Board Member Code of Ethics
P-537	Growing Success: Cheating or Plagiarism
MG-537	Growing Success: Cheating or Plagiarism
P-538	Food and Beverage
MG-538	Food and Beverage

6.1 Policy and Management Guideline Recalled for Further Study

- 6.1.1 P-509 Fundraising, and
MG 509 having been noted as under review to June 17 and July 29, 2011, respectively are being recalled as there is a Ministry guideline currently out for comment. We anticipate a release on this subject later in the fall for implementation in 2012/13. Any Ministry directives would be incorporated at that time and Policy 509 and its Management Guideline would be resubmitted to BPRC for consideration.
- 6.1.2 P-702 Recognition of Employees who Retire
- 6.1.3 P-602.1 Students' Acceptable Use of Technology, and
MG 602.1 Students' Acceptable Use of Technology
- 6.1.4 P-602.2 Employees' Acceptable Use of Technology, and
MG 602.2 Employees' Acceptable Use of Technology

6.2 Policy Rescinded

P-514 Purchase of Materials by Students

It is recommended that Policy 514 be rescinded as a result of the introduction of the NEW Policy 308 and its Management Guidelines entitled Student Fees

7.0 **Future Meetings and Agenda Items**

7.1 October 24, 2011

- P-203 Senior Administration
- P-207 Lines of Communication Regarding Complaints
- P 306 Corporate Credit Cards
- P 601 Unused Textbooks
- P 603 New Course Approvals
- P 605 Special Education
- P 701 Employee Absence
- P 703 Non-Instructional Employee Training
- P 707 Employee Code of Conduct
- P 709 Emergency Service Volunteers
- P 711 Release of Employee Information
- P 712 Legal Representation

7.2 November 28, 2011

- P 101 Vision Statement
- P 102 Mission Statement
- P 103 Goals Statement
- P 106 Board Motto
- P 607 Electronic Communication Systems
- MG 607 Electronic Communication Systems
- P 608 Computer Network Security
- MG 608 Computer Network Security
- P 523 Work Education Program Approval
- P 712 Recognition of Long Term Service
- MG 712 Recognition of Long Term Service

7.3 January 23, 2012

P-509 Fundraising
MG 509 Fundraising
P-702 Recognition of Employees Who Retire
P-602.1 Students' Acceptable Use of Technology
MG 602.1 Students' Acceptable Use of Technology
P-602.2 Employees' Acceptable Use of Technology, and
MG 602.2 Employees' Acceptable Use of Technology

8.0 Adjournment

Mover: D. Keenan Second: M. Fisher

That, the Board Policy Review Committee Meeting of September 26, 2011 adjourn at 7:21 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, May 30, 2011 @ 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					Santerre, Angel		X			
Keenan, Darlene		X				Simonaitis, Fred		X			
Mannisto, Mark					X	McRae, Pinky (Ex-Officio)		X			
<u>Resource Members</u>											
							OS	TC	VC	A	R
Terry Ellwood: <i>Acting Director of Education</i>							X				
David Tamblyn: <i>Superintendent of Education</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				
Patti Pella: <i>Director of Education</i>											X

<p>Legend: P = Policy MG = Management Guideline PG = Procedural Guideline</p>
--

1.0 Review and Approval of Minutes: April 26, 2011

Attached

Mover: A. Santerre Second: F. Simonaitis

That, the Board Policy Review Committee minutes of April 26, 2011 be approved.

3.0 Business Arising from Minutes

There was no business arising from the minutes.

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

- 3.1 P- 213 Trustee Code of Ethics
 MG 214 META
 MG 509 Fund Raising
 P 537 Growing Success
 MG 537 Growing Success
 P 602.1 Students' Acceptable Use of Technology
 MG 602.1 Students' Acceptable Use of Technology
 P 602.2 Employees' Acceptable Use of Technology
 MG 602.2 Employees' Acceptable Use of Technology

5.0 Items to Recommend for Stakeholder Review (Post May 31 to July 29, 2011)

It was recommended that all items listed under 3.1 be posted to the board website for public input for the period ending July 29, 2011.

6.0 Items to Recommend for Board Approval – June 20, 2011

Nil as the current policies under review are schedule to remain posted until June 17, 2011

7.0 Future Meetings and Agenda Items

7.1 June 27, 2011

P-203 Senior Administration
P-204 Trustee Associations
P-207 Lines of Communication Regarding Complaints
P-209 Agendas
P-211 Electronic Attendance
P-303 Purchasing
P-307 Travel, Meals and Hospitality
P 505 Field Trips and Excursions
P 523 Work Education Program Approval
P 527 Voluntary Aboriginal Student Self-Identification

7.2 September 26, 2011

P 601 Unused Textbooks
P 603 New Course Approvals
P 605 Special Education
P 607 Electronic Communication Systems
MG 607 Electronic Communication Systems
P 608 Computer Network Security
MG 608 Computer Network Security

7.3 October 26, 2011

P 701 Employee Absence
P 703 Non-Instructional Employee Training
P 707 Employee Code of Conduct
P 709 Emergency Service Volunteers
P 711 Release of Employee Information
P 712 Legal Representation

7.4 November 28, 2011

P 101 Vision Statement
P 102 Mission Statement
P 103 Goals Statement
P 106 Board Motto
P 712 Recognition of Long Term Service
MG 712 Recognition of Long Term Service

8.0 Adjournment

Mover: P. McRae Second: D. Keenan
That, the Board Policy Review Committee Meeting of May 30, 2011 adjourn at 7:03 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name TRUSTEE ASSOCIATIONS 204

Board Approved: March 21, 2006 *Reviewed* : January 27, 2006 *Review By:* December 2016
March 12, 1999 ~~December 2011~~

POLICY

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

PROCEDURES

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name AGENDAS 209

Board Approved: March 12, 1999 *Reviewed:* April 25, 2006 *Review By:* December 2016
-December 2011

POLICY

It shall be the policy of the Superior-Greenstone District School Board that an agenda be prepared for each meeting.

PROCEDURES

1.0 Regular Meetings

- 1.1 The Director of Education will be responsible for producing the agenda and for clearing it in advance with the Chair of the Board.
- 1.2 Trustees or officials who wish to have an item placed on the agenda will provide this information to the Director.
- 1.3 Agendas, together with supporting material, will be forwarded sent electronically (prior to the meeting a minimum of five (5) days wherever possible except in extenuating circumstances) to members, prior to the meeting, so as to arrive in Trustee hands at least 48 hours in advance of the meeting.
- 1.4 The process outlined in this policy may be employed at the discretion of the chair of any board committee.

2.0 Special Meetings

- 2.1 Agendas for special meetings called by the Chair will be provided in advance, when possible.
- 2.2 Items not on the agenda will not be introduced at the meeting.
- ~~2.3 Any Trustee may request a special meeting by contacting the Chair.~~
- 2.3 The Chair calling a special meeting will do so in consultation with the Director. The Chair will then poll the remaining trustees to ensure that the majority desire the meeting and forward supporting material electronically prior to the meeting a minimum of five (5) days wherever possible, except in extenuating circumstances.
- 2.4 The Chair may call a special meeting upon the written request of no fewer than a majority of the Members of the Board

3.0 Other

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section *BOARD AND ADMINISTRATION*

Policy Name *ELECTRONIC ATTENDANCE*

211

Board Approved
March 12, 1999

Reviewed
November 22, 2004
February 22, 2005

Review By: December 2016
~~December 2010~~

POLICY

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

PROCEDURES

1.0 Definitions

1.1 Electronic Attendance

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

1.2 Member

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

1.3 Meeting Room

When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board and its committees. The following persons shall be physically present in the meeting room of the board:

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

2.0 Requirements

Under provincial regulation the following shall apply:

2.1 Physical Attendance

2.1.1 Board Meetings

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

the Chair of the Board or designate,	1 Person
and,	
at least one additional Member of the Board, and,	1 Person
the Director of education or designate	1 Person

3 Persons

2.1.2 Committee Meetings

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

the Committee Chair or designate, 1 Person

and,

the Director of Education or designate 1 Person

2 Persons

2.2 Minimum Attendance

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

2.3 Effectiveness

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

2.4 Conditions for Access

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

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

2.5 Accessibility

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

3.0 Attendance

3.1 Deemed Present

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

3.2 Verbal Roll Call

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

3.3 Ensuring a Quorum

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

Put Policy 303 at end

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name TRAVEL, MEALS, and HOSPITALITY EXPENDITURES 307

Board Approved:

March 31, 2007
October 1, 2008

Reviewed:

1st Sept 26-11
September 22, 2008

Review Prior To: December 2016

POLICY

The Superior-Greenstone District School Board recognizes that ~~trustees and employees~~ **trustees, employees and others** may incur costs while traveling on Board business. When traveling outside the jurisdiction of the board, the most economical means of travel should be sought.

~~Trustees and employees~~ **Trustees, employees and others** traveling on board business do so under the expectation that any expenses incurred are associated with the person's duties, support the board's overall objectives and maximize the benefits to the organization.

Reasonable travel costs up to the maximums outlined ~~below~~ in the accompanying Guideline to this Policy will be reimbursed by the board for ~~trustees and employees~~ **trustees, employees and others** while on approved Board business.

As a designated Broader Public Sector (BPS) organization, the Board will ensure it complies with specific guidelines or directives designed for the Broader Public Sector.

<u>Cross Reference</u>	<u>Legal/Ministry Reference</u>
<ul style="list-style-type: none">• Policy 306 – Corporate Credit Cards	<ul style="list-style-type: none">• BPS Accountability Act, 2010• BPS Expenses Directive

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION		
<i>Management Guideline</i>	TRAVEL, MEALS, and HOSPITALITY EXPENDITURES		
<i>Applicable Policy</i>	TRAVEL, MEALS, and HOSPITALITY EXPENDITURES		307

<i>Board Approved:</i>	<i>1st Review: September 26-11</i>	<i>Review by: December 2016</i>
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PROCEDURES

The Board will reimburse ~~trustees and employees~~ trustees, employees, student trustees, appointed non-trustee members of board committees and school council members for expenses incurred in carrying out their duties as follows:

USE OF PERSONAL VEHICLE

The Board does not accept any responsibility for privately owned vehicles other than paying the appropriate kilometre rates when used for approved board business. The Board will not reimburse for insurance deductibles, parking violations, or driving infractions.

All costs for travel between home and the employee's work site are a personal expense which is the responsibility of the employee and are not eligible for reimbursement.

The allowance paid for the use of a personal automobile is deemed to cover all costs of operation including but not limited to fuel, oil, insurance, deductible, depreciation and repairs.

It is the responsibility of the individual to ensure their motor vehicle insurance coverage is appropriate for business use of the vehicle.

Where appropriate the board encourages car pooling. Approving authorities may limit reimbursement amounts where this practice has not been followed.

The **kilometric** rates for travel commencing October 1, 2008 are:

- 52 cents per kilometre for the first 5,000 km in a school year
- 46 cents per kilometre for travel in excess of 5,000 km in a school year

MEAL REIMBURSEMENT

The board will reimburse the actual meal costs incurred supported by original receipts (including taxes and gratuities) to the maximum limits as follows:

- \$10.00 for breakfast
- \$15.00 for lunch
- \$40.00 for dinner

The meal allowances are not cumulative. For example, you cannot skip breakfast and submit a lunch expense of \$25.00.

The Board acknowledges that gratuities are a valid cost in some restaurants. Meals will be reimbursed based upon actual costs, including a gratuity not to exceed 15%, up to the maximum allowed for the specific meal.

HOSPITALITY

The Board will reimburse the Director of Education, Superintendent of Education or Superintendent of Business for hospitality expenses incurred in carrying out their duties.

Hospitality is defined as the provision of food, beverages, accommodation, transportation or other amenities at board expense to persons not employed by the board.

Claims for hospitality expenses must outline the purpose of the hospitality and be accompanied by the names of the individuals entertained and their role.

EXPENSE ACCOUNT SUBMISSION

Personal expense claims must be submitted using the Board Expense Form F01-003.

When submitting an expense claim, the purpose of the trip must clearly be stated.

Generally expense account submissions should only cover costs incurred by the person submitting the expense account. However on occasion it may be more efficient for one person to submit expenses for others, **provided they would otherwise be covered by this policy.** In these situations the names of all persons must be clearly identified on the receipt.

All claims must be signed by the person submitting the expenses and supported by original receipts (photocopies are not acceptable). Credit/Debit card receipts are not acceptable when they do not contain sufficient detail to meet audit requirements.

Claims must be submitted **monthly on a timely basis.** Individuals may not be reimbursed for expenses submitted more than one month after the end of the month in which they were incurred.

Cash advances are available; however, they are to address unusual circumstances and must be approved by the Director of Education or designate.

Consultants and contractors can claim and be reimbursed for allowable expenses only when the contract specifically provides for it.

AUTHORIZED TRAVEL

Director of Education

Travel to meeting and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board on the business of the Board within Ontario is deemed to be authorized. The Director of Education will keep the Board informed concerning outside travel.

Superintendents

Travel to meetings and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board must be authorized by the Director of Education.

Principals, Vice-Principals, Managers, Coordinators and System Leads

Travel to meetings and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board must be authorized by the appropriate Superintendent.

AUTHORIZED TRAVEL - continued

Employees Required to Travel Inside System

A number of employees are required to travel within the system on a regular basis to carry out their normal duties (computer technicians, maintenance personnel, special assignment teachers, etc.)

It is the responsibility of the appropriate Superintendent or designate to authorize travel.

Other Individuals Not Employed by the Board

To be eligible for reimbursement, travel by other individuals must be on Board or school business and be preauthorized by the Board, Director of Education, Superintendent, Principal or Manager.

APPROVAL PROCESS

All expense accounts must be approved by the employee's immediate supervisor. This will typically be the person responsible for the budget code the expenses will be charged against.

Trustee and student trustee expenses will be approved by the Chair of the Board or a designated senior official of the Board.

The Chair of the Board's expenses will be approved by a designated senior official of the board other than the Director of Education.

The Director of Education's expenses will be approved by the Chair of the Board.

All other employees will have their immediate supervisor approve expenses.

Appointed non-trustee members' of board committees and school council members' expenses will be approved by a Superintendent of the Board.

EXPENSES NOT COVERED

The following is a list of ineligible expenses the board would deem to be inappropriate:

- Movies (in room or theatre)
- Charges for use of recreational facilities
- Alcoholic beverages

Gifts for staff
Admission fees for social activities or events
Traffic violation including parking tickets
Mini-bar snacks
Charges incurred by family members
Travel between home and the employee's work site

EXPENSES COVERED

The following is a list of eligible expenses the board would deem to be appropriate:

Hotel room charges (standard room)
Meals including taxes and gratuities to the maximums outlined
Business telephone calls
Taxi costs
Necessary parking fees
Airline tickets
Automobile kilometrage
Supervisor approved car rentals
Conference / workshop fees

EXPENSE REVIEW PROCESS

The person submitting the expense claim for approval is responsible for ensuring adherence to this policy.

Supervisors that sign off on an expense account are certifying the travel has taken place with the proper authorization. They should satisfy themselves that the receipts are valid and the expense account complies with this policy.

The Accounting Services Department will review the expense receipts prior to processing. Any expense claims that do not follow this policy will be returned in their entirety.

The Manager of Accounting Services or designate will review expense claims prior to payment.

The Superintendent of Business will conduct ~~an annual audit~~ a periodic review of expense accounts paid. The results of this audit will be reported to ~~the Director of Education~~ the Audit Committee.

<u>Cross Reference</u>	<u>Legal/Ministry Reference</u>
<ul style="list-style-type: none">• Policy 306 – Corporate Credit Cards	<ul style="list-style-type: none">• BPS Accountability Act, 2010• BPS Expenses Directive

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION
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<i>Policy Name</i>	STUDENT FEES
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308

Board Approved:

1st Review: September 26-11

Review Prior To: December 2016

POLICY

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

DEFINITIONS

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

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

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

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

RATIONALE

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

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

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

1.0 *Implementation*

1.1 Guiding Principles

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Management Guideline</i>	STUDENT FEES GUIDELINE	
<i>Applicable Policy</i>	STUDENT FEES	308

| *Board Approved:* | *1st Review: September 26-11* | *Review by: December 2016* |

DEFINITIONS

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

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

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

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

GUIDELINES

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

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

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

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

- a textbook fee or deposit;

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

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

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

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

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

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name FIELD TRIPS & EXCURSIONS

505

Board Approved:

March 12, 1999

Reviewed:

October 17, 2006

Review By: December 2016

~~December 2011~~

POLICY

The Superior-Greenstone District School Board recognizes the educational value of school field trips and excursions outside the activities of the regular classroom.

PROCEDURES

1.0 Scope

For the purposes of this Policy, Field Trips and excursions shall include the following:

- ☐ Classroom Extension
- ☐ Field Trip
- ☐ Extended Field Trip
- ☐ Co-Curricular Activities
- ☐ Extra-Curricular Activities
- ☐ High Care Activities

2.0 Activities Outside the School

Field trips and excursions outside the school must be structured and managed as follows:

2.1 Alternatives

Field trips or excursions of any kind should not be organized if an equally effective method of achieving the desired objective exists within the normal school routine.

2.2 Be within Understanding of Students

Field trips or excursions of any kind must be within the understanding of the students.

2.3 Preparation and Follow-up

Field trips or excursions of any kind shall have the appropriate preparation and follow-up with students so as to maximize the educational value.

2.4 Repetition

Field trips or excursions of any kind must not duplicate another other trip or activity.

2.5 Level of Supervision

Field trips or excursions of any kind must make provision for appropriate levels of supervision by qualified and competent adults.

2.6 High Care Activities

Field trips or excursions of any kind that fall into the category of "high care" shall require additional provisions as laid out in the Management Guidelines.

3.0 Basic Requirements

Certain basic management requirements shall apply as follows:

- 3.1 Approval by Principal
All field trips or excursions of any kind must have the prior approval of the Principal.
- 3.2 Approval by Supervisory Officer
Various types of activities also require approval from a Supervisory Officer*.
- 3.2 Prior Approval
No organizing or discussion should precede approval.
- 3.3 Financing
Financing of any activity must be clearly outlined AND APPROVED.
- 3.4 Participation Level
Every student of a group must have the opportunity to participate regardless of economic circumstances.
- 3.5 Parental Involvement
The parent must be informed and provide permission for involvement of their child.

4.0 Activities Outside Board Jurisdiction

All proposed excursions outside the geographic jurisdiction of the Board must follow procedures as established by the Director.

5.0 Out-of-Country Activities

All proposed out-of-country activities must have the approval of the Director.

6.0 Management Guideline

Reference should be made to the Board's Management Guideline for all out-of-school activities before initiating any plans.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section *SCHOOLS AND STUDENTS*

Policy Name *VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION* *527*

Board Approved:
April 25, 2006

Reviewed: September 27, 2011

Review By: December 2011
(Annual Review)

POLICY

It is the policy of the Superior-Greenstone District School Board to provide the opportunity for all Aboriginal students and their parents to voluntarily self-identify so that they may receive supportive programming.

RATIONALE

The Superior-Greenstone District School Board believes the learning aspirations and potentials of Aboriginal students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal parents and their communities. Student's achievement data needs to be collected and aggregated related to performance of Aboriginal students. This is to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection and analysis will provide information for future decision-making surrounding Aboriginal student success.

PROCEDURES

1.0 Implementation

- 1.1 Self-identification will be collected on Student Update Forms for all students enrolled with the Superior-Greenstone District School Board as of the 2005-2006 school year.
- 1.2 Self-identification will be collected on the Superior-Greenstone District School Board Form for all new students enrolled with the Board beginning the 2006-2007 school year.

2.0 Guidelines

- 2.1 Programmes will be evaluated regularly based on their:
 - Transparency
 - Inclusion
 - Innovation
 - Learner-centeredness
 - Equitability
 - Responsiveness
 - Collaboration

- Respect for individual privacy and dignity
- Results
- Acknowledgement and reflection of cultural diversity
- Contribution to the knowledge base through research
- Superior-Greenstone District School Board Policy No. 527

2.2 Aboriginal education programs developed will:

- Provide high quality learning opportunities that are responsive, flexible and accessible to Aboriginal students
- Increase the retention rate of Aboriginal students
- Increase the graduation rates of Aboriginal students
- Ensure that Aboriginal students are well prepared for participation in post-secondary studies and the world of work
- Promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community

2.3 All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programmes within the Superior-Greenstone District School Board.

2.3.1 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.

2.3.2 Individual data will not be communicated. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programmes.

2.3.3 The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO for the purpose of developing supportive programs.

3.0 Timeline

The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Superior-Greenstone District School Board First Nation Advisory Committee. The policy will be reviewed annually for its effectiveness and need for continuation.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	Schools and Students	
<i>Policy Name</i>	Food and Beverage Policy Management Guidelines Apply	538
<i>Board Approved:</i>		<i>Review By: December 2016</i>

POLICY

It is the policy of Superior-Greenstone District School Board that schools and worksites foster healthy nutrition environments and implement food practices to support the wellness of students in accordance with the current edition of *Eating Well with Canada's Food Guide*.

OBJECTIVE

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

1.0 Directives

- 1.1 All schools and worksites will comply with the provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), Policy/Program Memorandum (PPM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines), the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- 1.2 School cafeterias will adhere to the Ministry guidelines in the sale of all foods and beverages.
- 1.3 Schools with nutrition programs will follow the Student Nutrition Guidelines developed by the Ministry of Children and Youth Services.
- 1.4 Food is not used as an individual reward or an incentive for good behaviour, achievement, or participation in classrooms. This does not preclude school staff members from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the Food and Beverage Policy and Procedures for nutrition snacks or observances.
- 1.5 Administration, staff, parents and guests will promote and will support healthier food choices for students.
- 1.6 Principals, staff, school councils, parents, and volunteers will make every effort to understand and work co-operatively to ensure that this policy is implemented as outlined and that the spirit of the policy influences their decisions and actions.
- 1.7 This policy will:
 - a) apply to all events that involve students at school, regardless of the time of day or night;
 - b) apply to students only;
 - c) apply to fundraising activities (e.g., bake sales, sports events);
 - d) apply to food that is sold to students.

e) apply to extra-curricular activities, on or off site.

1.8 This policy will not:

- a) apply to student lunches brought from home or foods brought from home for classroom parties (i.e., birthdays and other classroom celebrations);
- b) apply on educational excursions;
- c) apply to staff rooms;
- d) apply to community groups utilizing the school
- e) food that is provided to students at no cost

1.9 The school principal may designate up to ten days during the school year as special event days on which food and beverages sold in the schools would be exempt from the nutrition requirements of this policy. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions. Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the current edition of *Eating Well with Canada's Food Guide*.

1.10 Schools are encouraged to be environmentally aware (e.g., reduce food waste, recycle and reuse containers, avoid purchasing products with excess packaging).

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS
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<i>Management Guideline</i>	FOOD AND BEVERAGE
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<i>Applicable Policy</i>	FOOD AND BEVERAGE	538
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Board Approved:

Review By: December 2016

1.0 Responsibility

- 1.1 The principal will orient students, teachers, cafeteria staff, breakfast program volunteers and school councils to the Food and Beverage Policy.
- 1.2 The principal will orient students, teachers, cafeteria staff, breakfast program volunteers and school councils to the Ministry of Education School Food and Beverage Policy Resource Guide.
- 1.3 The principal will make parents, students and teachers aware of the Ministry of Education website www.ontario.ca/healthyschools
- 1.4 Principals will communicate the changes required by the Ministry and Board policy to parents and seek their cooperation and support.
- 1.5 The principal may invite a Registered Dietitian of the local public health unit to speak at meetings of the school council, student council or staff.
- 1.6 All staff, volunteers and parents are expected to model healthy food and beverage choices, helping students to also make healthy and nutritious food and beverage choices.

2.0 Expectations

- 2.1 All off-site food service suppliers involved in the sale or provision of food and beverages to students will be required to follow a process of prior approval of menu choices, including nutrition facts and serving sizes. Food service suppliers must complete an Off-Site Food Service Supplier Letter of Compliance (Appendix A), which can be obtained from the school principal, or by visiting the Board website, and must be submitted for approval by a Registered Dietitian of the local public health unit. Foods offered for approval will be from the "Sell Most" category of the Ministry Resource Guide.
- 2.2 There will be 10 Special Event Days, during which the school will be exempted from the provisions of the Food and Beverage Policy. The principal will determine the 10 Special Event Days, in consultation with staff and school council. The principal may wish to mark three days as "undetermined" for flexibility. For a listing of what constitutes a Special Event Day, see the definitions in Section 3.0 of these procedures.
- 2.3 Coaches and/or staff are not permitted to give or sell energy drinks or energy bars to student athletes.
- 2.4 School staff will not use food items to reinforce good behaviour, or to withhold it as a consequence of poor behaviour. The exception is if such usage is a function of applied behavioural analysis and is documented as necessary in the Individual Education Plan (IEP). The food items used in such instances must be healthy.

- 2.5 Principals, in consultation with school council and staff, will seek alternatives to selling confections as fundraisers. All foods sold in school fundraisers must fully comply with the permitted foods in the “Sell Most” category of the Ministry of Education Resource Guide by September 1, 2014.
- 2.6 School snack and breakfast programs must full comply with the permitted foods in the “Sell Most” category of the Ministry of Education Resource Guide by September 1, 2014.
- 2.7 Vending machines are not permitted in elementary schools. In secondary schools, food and beverages sold in vending machines are to be approved by dietitians of the local health units and will come from the “Sell Most” category of the Ministry Resource Guide.

3.0 *Acceptable and Unacceptable Foods*

3.1 Permitted Foods

As a general statement, the most desirable food choices are those that are found in the Ministry guidelines in the “Sell Most” category. Foods in this category are generally low in fat and sodium, are fortified and high in fibre and calcium.

3.2 Permitted Beverages

- a) Water
- b) 100% fruit juice/blend (< or = 250ml)
- c) 100% vegetable juice/blend (< or = 250ml)
- d) 2%, 1% or skim white milk
- e) Soy milk
- f) Yogurt drinks (< or = 250ml)
- g) Low fat hot chocolate
- h) Chocolate milk(< or = 250ml)

3.3 Foods that are Not Permitted

As a general statement the least desirable food choices are those that are found in the Ministry guidelines in the “Not Permitted” category. Foods in this category are generally high in fat and sodium, low in fibre and calcium and are not fortified.

3.4 Beverages that are Not Permitted

- a) Coffee
- b) Tea
- c) Energy drinks
- d) Sports drinks
- e) “Fruit flavoured” drinks
- f) Soft drinks

4.0 Definitions

4.1 Special Events

Such events, where food is either sold or given away free of charge, may include, but are not limited to: bake sales; school council events; "Meet the Teacher Bar-b-ques; parties related to holidays and observances such as Halloween, Christmas and Easter; pizza lunches; hot dog days; cake auctions; play days; graduation; etc.

4.2 Fundraising

Fundraising contributes to education programs and opportunities for students. Fundraising can be complementary to the health of students and the community that supports them, when healthy food and beverages or non-food options are chosen. Fundraising with non-healthy food items and beverages is a message that is contradictory to the intention of this policy and is not permitted (i.e., chocolate sales, cake sales, etc.)

4.3 Food as Reinforcement

Students need to eat when they are hungry and stop when they are comfortable, if they are to have a healthy relationship with their bodies and learn healthy eating behaviours. Using food as positive reinforcement teaches students to eat when they are not hungry. School staff will not use food items to reinforce good behaviour, or to withhold it as a consequence. The exception to this is if such usage is a function of applied behavioural analysis and is documented as necessary in the Individual Education Plan. The food items used in such instances must be healthy.

4.4 Confections

Candy, cake, cupcakes, chocolate, freezies, popsicles, gum, licorice, gummies and energy bars form part of the confectionary group. They are high in sugar and fat and are not permitted for sale or distribution. Most potato chips, cheesies, etc. would also fall into this category, as they are high in fat and high in sodium.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

Reviewed:

Board Approved:

November 16, 2010
October 26, 2009
March 12, 1999

March 29, 2010
October 23, 2009
November 18, 2008
November 20, 2007
November 21, 2006
October 19, 2004

Review By: December 2012
~~December 2014~~

POLICY

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

RATIONALE

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

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

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

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

PROCEDURES

1.0 Practices

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

2.0 Priority

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

3.0 Accident Prevention

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

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

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

6.0 Guidelines

6.1 Requirements

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

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

6.2 Responsibilities

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

6.2.1 Trustees and Senior Supervisors

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

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

6.2.2 Managers and Supervisors

All supervisory and management staff are responsible to:

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

6.2.3 All Employees

All employees are responsible to:

- follow safe work procedures,
- know and comply with all Board safety practices,
- report any injury or illness immediately,
- identify and report immediately any potentially hazardous practices or conditions,

- cooperate with and participate in joint health and safety committees as required, and,
- use and maintain personal protective equipment.

7.0 Programs and Practices

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

7.1 Joint Health & Safety Committee

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

7.2 Programs

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

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

7.3 Practices

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

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

7.4 Safety Manuals

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

- physical education,
- science,
- technological

7.5 Requirements

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

- personal protective equipment.

8.0 Review

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name WORKPLACE HARASSMENT
Management Guideline Applies

717

Board Approved:

February 20, 2007

Reviewed: September 27, 2011

Review By: December 2016

POLICY

The Superior-Greenstone District School Board is opposed to any form of harassment in the workplace. The Board will investigate thoroughly any complaints received in accordance with its guidelines and procedures for such matters.

RATIONALE

The Superior-Greenstone District School Board seeks to provide a work environment supportive of both productivity and the dignity of every employee.

Since the Board is also entrusted with the nurturing and education of students, it is important that all employees provide positive and appropriate role models for students in their care.

Ontario law requires that every employee has the right to freedom from harassment by a supervisor or other employee because of sex, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or disability.

PROCEDURES

1.0 Definition

1.1 Harassment

Harassment is defined in Ontario as any course of comments or conduct consisting of words or actions that disparage or humiliate a person in relation to one of the prohibited grounds as outlined in the 'Rationale' stated above.

Harassment is also defined as any course of vexatious comment or conduct that is known or ought to be known to be unwelcome.

1.2 Sexual Harassment

Any course of vexatious comment or conduct including sexual remarks or physical contact that is known or ought reasonably to be known to be unwelcome.

1.3 Race & Religious Harassment

Any derogatory comments, taunts, jokes or jeers about race, creed, colour, national or ethnic origin.

1.4 Workplace Harassment

Any unwelcome conduct, which is intimidating, coercive or malicious.

2.0 Process

Any employee or student who believes that he/she is being harassed by a person affiliated with the Board, should proceed as follows:

- a) Politely but firmly request whoever is perpetrating the harassment to stop, and,
- b) Prepare and maintain a written record of the details and reactions of the person confronted, and,
- c) Advise the Principal or Supervisor if the harassment continues.

3.0 Reporting

The Principal or Supervisor shall initially investigate each and every complaint in a timely manner.

The appropriate Supervisory Officer is to be informed of the complaint and actions being pursued.

4.0 Investigating

Within ten (10) working days of the complaint, the person investigating in consultation with the appropriate Supervisory Officer, shall:

- a) Inform the party complained about, that the allegations are being investigated,
- b) Interview all parties in order to establish a perspective re the situation,
- c) Assure the complainant that his/her job security is not in jeopardy,
- d) Ensure that the parties involved are separated, if possible, and,
- e) Interview employees and any other possible witnesses to determine if racial harassment has occurred.

5.0 Discipline

If allegations are found to have substance, the Board representative **may impose discipline as appropriate and consistent with the circumstances.** ~~will:~~

- ~~a) Issue a warning letter to the responsible party,~~
- ~~b) Ask the harasser to apologize to the complainant,~~
- ~~c) Continue to monitor the situation making it clear that such monitoring is being undertaken.~~
- ~~d) Place letter in the employee's file.~~

6.0 Other

If the allegations are found to have no substance, the investigator shall:

- a) Review the matter with each party,
- b) Confirm the substance of each interview, in writing, and,
- c) Inform the parties that copies of the report(s) will be placed on file.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	WORKPLACE VIOLENCE AND HARASSMENT	
<i>Applicable Policy</i>	WORKPLACE VIOLENCE	720
	WORKPLACE HARASSMENT	717
<i>Board Approved:</i>		<i>Review by: December 2016</i>

GENERAL

In accordance with our Superior Greenstone District School Board Policy 717 Workplace Harassment and Policy 720 Workplace Violence, this Management Guideline provides a mechanism for dealing with violence and harassment occurring in the working and learning environment.

The Superior Greentons DSB is committed to the prevention of workplace violence and harassment and promotion of violence/harassment free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence/harassment in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

DEFINITIONS

“workplace violence” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“domestic violence” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“workplace harassment” is engaging in a course of vexatious comment or conduct against a worker in the workplace that is known or ought reasonably to be known or to be unwelcome.

“worker” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“workplace” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

1.0 Risk Assessment

1.1 General

The risk of violence or harassment occurring in the workplace is linked to a number of factors, including the nature of the workplace, the type of work, or conditions of the work.

Examples include, but are not limited to:

- Location of the workplace
- Parking

- Access to workplace
- Handling cash
- Working alone

1.2 Responsibilities/Duties of the Board, Principals and Worker

SGDSB staff shall identify the risks of workplace violence or harassment occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence or harassment taking place in a given workplace. A suggested rating scale follows in *Appendix A*.

1.2.1 Duties of the Employer

- to provide information and instruction to the worker in regards to workplace violence and harassment
- create policies and procedures to be followed by all staff
- to provide training on policies and procedures to all staff
- to take every precaution reasonable to protect the worker from violence and harassment
- to conduct a workplace violence risk assessment

1.2.2 Duties of the Principal

- to advise the staff of the existence of any potential or actual threat or occurrence of violence to the worker
- provide the worker with written instructions as to the measures that need to be taken for their protection
- take every precaution reasonable in the circumstance for the protection of the worker
- to review and assess risk factors as they arise

1.2.3 Duties of the Worker

- work in compliance with the provisions of the Occupational Health and Safety Act and the Regulations
- report to his/her principal any threats/or possible threats of violence / harassment to himself/herself or any other worker
- to complete the workplace violence risk assessment survey

Schools/site employees must be surveyed to determine the extent to which they feel their workplace is safe (*Appendix B – Survey*). The aggregate results of these surveys will be used to identify issues related to workplace violence. Following the initial survey used for the implementation of this procedure, follow-up surveys will be conducted annually and/or as deemed necessary.

1.3 Minimizing Risks

Workplaces need to be appraised for the following characteristics:

1.3.1 Workplace Location

- risk of workplace violence occurring due to the nature of the community in which the workplace is located
- working in the community in which the workplace is located, working in the community (off site locations),
- working alone or in isolation, physical attributes of the workplace,
- areas on the periphery of the workplace (parking lots, portable in playing fields),
- controls on entry to the workplace, use of the workplace by non-employees (community groups).

1.3.2 General Workplace

- risk of workplace violence occurring due to the characteristics of the general workplace population, including staff, students, parents and the general public.

1.3.3 Specific Workplace

- risk of workplace violence occurring due to individual students, clients, or employees who create specific risk of workplace violence (students, clients, or employees with a history of violence).

2.0 Records

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone DSB may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

3.0 Reporting Workplace Violence

Individuals, who believe that they have been subjected to or have witnessed workplace violence, including domestic violence, must file a report and provide a copy to their immediate supervisor. Where the immediate supervisor is at issue, the report should be directed to the appropriate Supervisory Officer.

The Report to be completed is the INJURY / ILLNESS / HARASSMENT / VIOLENT /AGGRESSIVE INCIDENT INVESTIGATION FORM. (See Appendix C)

4.0 Misuse of the Reporting Procedures

It is expected that all reports submitted under the above referenced Policies will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

4.1 Reprisals

Where a report is filed by an employee in good faith, the worker who filed the report shall not be subject to any reprisals by anyone in the employ of the SGDSB or not in the employ of the SGDSB if said individual is a student, parent, guardian, community members or other.

Should a worker who filed a report in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated immediately following its reporting to the appropriate authority.

Should the individual who commits a reprisal against an employee who filed a report in good faith also be an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to disciplinary action in accordance with the appropriate Collective Agreement and the SGDSB policies governing such matters.

Should the individual who commits a reprisal against an employee who filed a report in good faith be someone other than an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with the Policies and Procedures of the SGDSB and school whereat the employee who was subject to the proven reprisal works.

5.0 ***Investigation and Resolution***

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (SGDSB representation) and support from Human Resources at any stage of the investigation process. Supervisory personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- a) Take appropriate measures to ensure the safety of the worker;
- b) Notify the worker(s), the accused, and witness(es) that they are entitled to support and assistance (SGDSB representation/Federation) throughout this process;
- c) Ensure that the accused have a copy of the report;
- d) Interview the worker(s) separately;
- e) Inform the accused of the allegation and provide an opportunity for response;
- f) Interview the accused separately;
- g) Interview the witness(es) separately;
- h) Determine whether the alleged workplace violence/harassment did or did not occur based on the results of the investigation;
- i) Provide a written summary of the finding and conclusions to the worker and to the accused and give them an opportunity to respond to same; and
- j) Take appropriate actions to resolve the situation.

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

5.1 Outcome of Investigation

In the event a complaint is not substantiated, no further action will be taken but will be kept on file as per the section on records (*B. RECORDS*). However, there may be a need to restore a positive learning/working environment; steps may be taken to meet such needs.

Follow-up possibilities:

- Voluntary Counselling for the parties;
- Application of strategies to restore a positive learning/working environment;
- Specific information and instruction for the worker and/or accused;
- Workshops for the staff and/or others in the school/site regarding responsibilities
- Permanent separation of accused and worker from each other;
- Restorative measures

5.2 Appeal of Decision

The grounds for appeal are:

- The person conducting the investigation failed to comply with this procedure;
- New evidence becomes known after the final decision but before the expiry of the twenty school days limitation period for requesting an appeal.

In the event a worker or accused has one or both of the specific concerns listed above, a request, in writing within twenty school days of the receipt of the decision of the person conducting the investigation, may be made to the Director or designate to convene an appeal.

The Director or designate will affirm or amend the final decision, or require that a new investigation be undertaken.

5.3 Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to

resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between parties.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. Mediation is voluntary and the worker and accused may choose to withdraw at any time. The person conducting the investigation will request approval from the Superintendent of Education and/or Coordinator of Human Resources. Human Resources may act as a mediator or assign a trained individual.

Meetings required for mediation sessions shall be schedule as soon as possible. When matters are resolved through mediation, the worker, accused and a SGDSB representative will sign a memorandum of agreement outlining the terms to which they have agreed. If mediation is unsuccessful the investigation process will continue.

6.0 Disciplinary Actions

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

Canada's Criminal Code deals with matters such as violent acts, threats and behaviours. The police may be contacted when an act of violence or criminal harassment has occurred in the workplace or when someone in the workplace is threatened with violence.

Actions must be determined, as appropriate, for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass notice, or other remedies as provided by the common law and /or the appropriate legislation. The involvement of the appropriate Superintendent is recommended in these cases.

7.0 Work Refusal

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger.

The *Occupational Health and Safety Act* is specific about the requirements to be followed when a worker indicates he/she is refusing to work. A worker must notify his/her supervisor if he or she is refusing to do work. If a worker indicates he/she is refusing to work, the Principal/Supervisor needs to determine if the work refusal meets the criteria defined by Section 43(3) of the Occupational Health & Safety Act.

A worker may refuse to work or do particular work with respect to workplace violence if he or she has reason to believe that:

- Workplace violence is likely to endanger himself or herself

7.1 Steps to Follow - (see Appendix D- Flow Chart)

If the nature of the work refusal meets these requirements, the Principal/ Supervisor must:

- a) Immediately contact the site specific Occupational Health & Safety worker representative or member and indicate you are dealing with a work refusal. [O.H.S.A. – Section 43(4)]
- b) Document the work refusal including, but not limited to, the workers complaint, time, date, relevant information, and any outcome of the refusal.
- c) Notify your Superintendent of Education/Immediate Supervisor.

- d) Take the necessary steps to ensure the safety of workers.
- e) Pending the investigation the worker must stay in a safe place and be available to the investigator. The worker may be assigned other work while the work refusal is being investigated. If another worker is asked to work in the worker's place, that worker should be informed of work refusal.

Upon conclusion of the investigation of the work refusal, if the nature of the work refusal does NOT meet the requirement therefore this incident does not constitute a legitimate work refusal situation, in which case, the worker should be informed as such and be instructed to return to work.

If the worker engaged in a workplace work refusal that meets the requirements that the workplace violence is likely to endanger him or herself, then steps should be taken to rectify the situation so that it is deemed safe to return to work. Once the steps are taken, the worker (complainant) should be informed of the steps taken and directed to return to the work area. If the worker continues to refuse to work, the SGDSB appropriate Union/Association representative from the Joint Occupational Health and Safety Committee, or the worker should contact the Ministry of Labour.

8.0 *Disclosing People with a Violent History*

SGDSB is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

8.1 Domestic Violence

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act* as workplace violence.

If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker. (OHSA, 32.0.4)

8.2 Notification

Workers who have information that they or a fellow worker is subject to domestic violence that may expose them or their fellow workers to physical injury in the workplace shall inform their supervisor. Where the supervisor may be party to the domestic violence, the worker shall inform the Superintendent of Education and/or Coordinator of Human Resources.

The Supervisor will treat all such reports in confidence, and only disclose to Human Resources or others who need to know, information that is necessary for the protection of the workers in the workplace.

8.3 Fact Finding

Supervisors who are informed there is a worker who may be subject to domestic violence in the workplace must make a determination as to the extent of the threat to workplace safety as he or she would in any other case involving a threat to workplace safety. In making this determination, the supervisor may need to interview both the source of the information about the threat and the worker(s) who may be subject to the risk of domestic violence in the workplace. It may also require more detailed investigations conducted by the Superintendent of Education and/or Coordinator of Human Resources or designate. It is the responsibility of the supervisor to make this contact.

The supervisor may request reasonable documentation from the worker in such

circumstances to assess the risks and to put in place precautions to protect the worker. Such documentation may include a copy of a court order, police report or photograph of the alleged perpetrator.

The employer will make available information about supports available for victims of domestic violence. Such supports may include the Employee Assistance Program, community counselling, support groups, shelters and the police. When possible, supervisors will remind potential victims of domestic violence in the workplace of these resources.

In all circumstances, a supervisor must tell the victim that if they feel at risk of physical harm whether inside or outside the workplace or at home, the worker should contact the police.

8.4 Actions

If the threat of domestic violence is from a co-worker or from someone outside of the workplace, the supervisor, under advice from Human Resources, must take steps to ensure the victim and other workers are protected. Such steps may include, but are not limited to, warnings, employee transfers, informing police and requesting restraining orders.

9.0 *Role of the Joint Occupational Health And Safety Committee*

Joint health and safety committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

For example, their role during a work refusal [Section 43] is the same for workplace violence as it is for any other workplace hazard. These committees and health and safety representatives should also be able to recognize risks of workplace violence in the course of carrying out their regular functions such as inspecting workplaces.

An employer may wish to consult with his or her workplace's joint health and safety committee or health and safety representative when developing workplace violence and workplace harassment policies and programs.

Employers must advise the joint health and safety committee or health and safety representative of the results of an assessment of workplace violence risks [Section 32.0.3(3)(a)] or the results of a reassessment [Section 32.0.3(5)]. For more information, see Section 2.3 - Assessing the Risks of Workplace Violence.

Employers must also inform the committee or health and safety representative if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence [Sections 51(1) and 52(1)]. For more information, see Section 2.9 - Notices.

10.0 *Information And Instruction*

10.1 General Information for all Staff

An employer shall provide a worker with information and instruction that is appropriate for the worker on the contents of the policy and program with respect to workplace violence/harassment and any other prescribed information or instruction. (OHSA 2009, 32.0.5 (2))

10.2 Workplace Violence and Harassment Procedure Posting

The Workplace Violence & Harassment Management Guideline shall be in written form and shall be posted on all workplace Occupational Health & Safety bulletin boards.

11.0 Workplace Violence/Harassment Prevention Procedure Reassessment and Review

Re-assessment of workplace violence and harassment prevention is an on-going process that includes:

- Review and monitor effectiveness of controls, procedures and measures in place
- Review of all incidents of workplace violence and harassment that are reported

The Workplace Violence & Harassment Management Guideline must be reviewed annually.

RATING SCALE

A rating scale is provided to determine the likelihood of violence in the workplace, and to assist in deciding the nature of the controls to be put in place. The rating scale rates the risk of workplace violence as low, moderate, or high, according to the following definitions, which rely on a combination of frequency and severity.

Low: One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk of workplace violence is minimal. The risk of workplace violence is not related to normal part of the work routine, and/or there is minimal potential for intervention or first aid to be required.

Moderate: One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace

Violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

High: One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.

SURVEY

Superior-Greystone District School Board

EMPLOYEE SURVEY – WORKPLACE VIOLENCE PROGRAM

The School Board recognizes that workplace violence represents a real risk. The Board also recognizes that the risk can be minimized or avoided by assessing the risks, putting preventive measures in place to control them, as well as by implementing processes to obtain immediate assistance in case of violence or to report incidences of violence and by keeping staff abreast of potential dangers in the workplace.

In order to identify these risks, the School Board asks that all employees complete the following survey.

The School Board assures all employees that information provided in this survey will be kept strictly confidential. Furthermore, it is left to the discretion of the employee to provide his or her name. However, the location (school, administrative office or satellite office) must be provided, in order to be able to identify developing trends or if an issue is directly related to that place of employment.

Location:	Job Title:
Name of Employee (optional):	
Sex:	Male <input type="checkbox"/> Female <input type="checkbox"/>

1. You and Your Workplace

QUESTIONS	YES	NO	COMMENTS (if NOT, explain)
1. Generally, do you feel safe where you work?			
2. Is workplace violence a concern?			
3. In general, do you work alone? (example: night janitor)			
4. In your opinion are there adequate measures in place to protect you? If not, please indicate what areas require improvement:			

QUESTIONS	YES	NO	COMMENTS (if NOT, explain)
<ul style="list-style-type: none"> Lighting 			
<ul style="list-style-type: none"> Security checks and protocols (identification checks, sign in sheets, etc. 			
<ul style="list-style-type: none"> Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.) 			
<ul style="list-style-type: none"> Security of parking lots 			
<ul style="list-style-type: none"> Communication procedures (for example when and how to call for help) 			
<ul style="list-style-type: none"> Layout of work area (visual obstructions, unsecured objects and furniture, unable to view unlocked entrance) 			
5. Have you ever witnessed a violent incident in your workplace, between:			If YES, explain:
a) Students			
b) Student and staff			
c) Staff			
d) Others			
6. Do you have access to your workplace after work hours?			
7. Do you sometimes go in to work on weekends?			
If yes, is your supervisor aware of this?			
8. Do you take any particular measures to ensure your personal safety?			Specify:

9. Since you have been an employee of the School Board

QUESTIONS	YES	NO	COMMENTS
9. Have you ever been the victim or target of a violent incident in your workplace?			

ATTENTION: If you answered 'yes' to the above question, please complete section 3. Otherwise, go directly to section 4 (Preventive Measures).

10. Victim of a violent incident

10. What kind of violent incident were you subjected to?	Who was the aggressor?	Please Check ✓	Many Times (more than five)	Sometimes	Once
			Indicate the Frequency		
a) Physical <i>Explanation: Physical force. For example: Hitting or pushing someone violently</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
b) Threats <i>Statement/behavior interpreted as a threat to exercise physical violence. For example: intimidation, anticipating a danger of physical injury.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
c) Verbal <i>Aggressive statement expressed by insults in a loud and offensive tone of voice.</i>	A student				
	A parent				
	A colleague				
	A stranger				

	Other				
--	-------	--	--	--	--

QUESTIONS	YES	NO	COMMENTS
11. Following the violent incident, did you inform your supervisor or the police of the incident?			
12. Were you satisfied with the measures taken by your employer following this incident?			

11. Preventative measures

QUESTIONS	YES	NO	COMMENTS
13. Does the employer have a written workplace violence policy and program for your workplace?			
14. Have procedures for violence prevention been put in place to ensure the safety of employees?			
15. Do you know where to find these procedures?			
16. Are you aware of the procedure for reporting a violent incident?			
17. Do you find that the measures in place are adequate?			
18. Do you know how to obtain immediate assistance in case of violence in the workplace?			
19. Does the employer keep you informed of potential risks in the workplace?			
20. Do you know if the policy with respect to workplace violence is posted?			

12. Workplace Incident Reporting and Follow-up

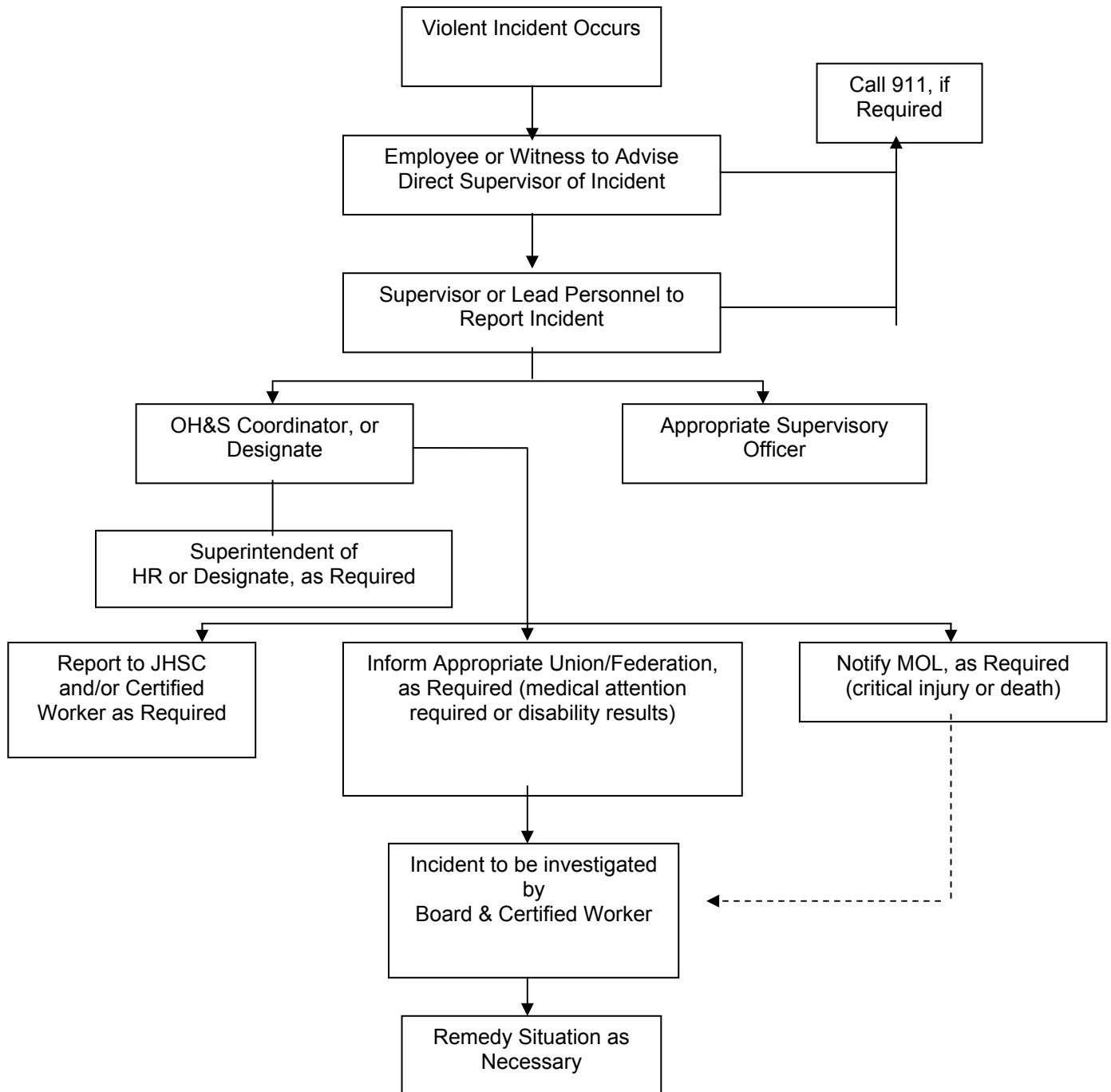
QUESTIONS	YES	NO	COMMENTS
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QUESTIONS	YES	NO	COMMENTS
21.Are you required to report threats and violence at your workplace? If yes, can you do so without fear of retaliation (revenge or punishment)?			
22.Is there a system for reporting threats and violence at your workplace? If yes, is it easy to understand and follow?			
23.Are you satisfied that the incidents were investigated properly?			
24.Are you satisfied that suitable corrective action has been taken?			
25.Are police and emergency services called immediately when a criminal incident occurs?			
26.Are support programs in place to help you if you are directly or indirectly affected by workplace violence?			
27.Can you summon immediate assistance when workplace violence occurs or is likely to occur?			

13. Working in a Rural and Remote Community

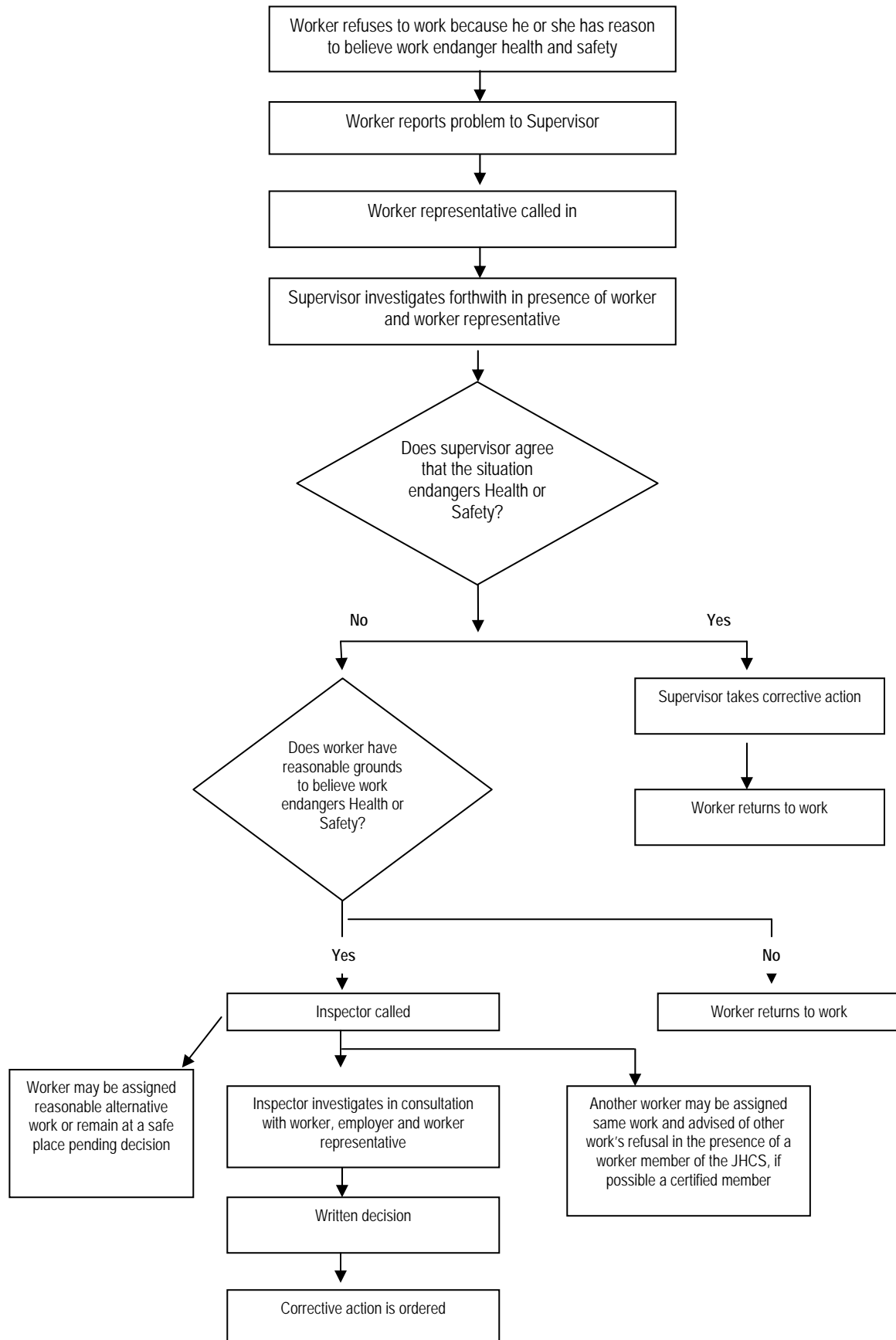
QUESTIONS	YES	NO	COMMENTS
28.Do you work at times of increased vulnerability, such as late at night, early in the morning, or at very quiet times of day?			
29.Does your school site have procedures for opening, closing or securing the workplace prior to starting and at the end of work periods?			
30.Has information been provided and reviewed with you to protect you from the risks of working alone?			
31.Do you have procedures to follow when dealing with aggressive or violent students or members of the public?			

APPENDIX C



APPENDIX D:

Work Refusal Process



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name WORKPLACE VIOLENCE
Management Guideline Applies

720

Board Approved:

Reviewed: September 27, 2011

Review by: December 2016

POLICY

The Superior-Greenstone District School Board is committed to the prevention of workplace violence and promotion of violence free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

DEFINITIONS

“**workplace violence**” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“**domestic violence**” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“**worker**” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“**workplace**” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

PROCEDURES

1.0 Risk Assessment

Superior-Greenstone District School Board staff shall identify the risks of workplace violence occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence taking place in a given workplace. A suggested rating scale follows in *Appendix A*. Duties of the Employer, Principal and Worker are outlined in the “Management Guidelines”.

2.0 Records

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked “PRIVATE AND CONFIDENTIAL” and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone District School Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

3.0 Misuse of the Reporting Procedures

It is expected that all reports submitted under this Policy will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

4.0 Investigation and Resolution

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (Superior-Greenstone District School Board representation) and support from Human Resources at any stage of the investigation process. The steps to be followed in the investigative process, the Outcome of Investigation, the Appeal Process and Mediated Resolution are outlined in "Management Guidelines."

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

5.0 Disciplinary Actions

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

6.0 Work Refusal

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger

7.0 Disclosing People with a Violent History

Superior-Greenstone District School Board is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

8.0 Role of the Joint Occupational Health & Safety Committee

Joint Health and Safety Committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	WORKPLACE VIOLENCE AND HARASSMENT	
<i>Applicable Policy</i>	WORKPLACE VIOLENCE	720
	WORKPLACE HARASSMENT	717
<i>Board Approved:</i>		<i>Review by: December 2016</i>

GENERAL

In accordance with our Superior Greenstone District School Board Policy 717 Workplace Harassment and Policy 720 Workplace Violence, this Management Guideline provides a mechanism for dealing with violence and harassment occurring in the working and learning environment.

The Superior Greentons DSB is committed to the prevention of workplace violence and harassment and promotion of violence/harassment free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence/harassment in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

DEFINITIONS

“workplace violence” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“domestic violence” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“workplace harassment” is engaging in a course of vexatious comment or conduct against a worker in the workplace that is known or ought reasonably to be known or to be unwelcome.

“worker” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“workplace” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

1.0 Risk Assessment

1.1 General

The risk of violence or harassment occurring in the workplace is linked to a number of factors, including the nature of the workplace, the type of work, or conditions of the work.

Examples include, but are not limited to:

- Location of the workplace
- Parking

- Access to workplace
- Handling cash
- Working alone

1.2 Responsibilities/Duties of the Board, Principals and Worker

SGDSB staff shall identify the risks of workplace violence or harassment occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence or harassment taking place in a given workplace. A suggested rating scale follows in *Appendix A*.

1.2.1 Duties of the Employer

- to provide information and instruction to the worker in regards to workplace violence and harassment
- create policies and procedures to be followed by all staff
- to provide training on policies and procedures to all staff
- to take every precaution reasonable to protect the worker from violence and harassment
- to conduct a workplace violence risk assessment

1.2.2 Duties of the Principal

- to advise the staff of the existence of any potential or actual threat or occurrence of violence to the worker
- provide the worker with written instructions as to the measures that need to be taken for their protection
- take every precaution reasonable in the circumstance for the protection of the worker
- to review and assess risk factors as they arise

1.2.3 Duties of the Worker

- work in compliance with the provisions of the Occupational Health and Safety Act and the Regulations
- report to his/her principal any threats/or possible threats of violence / harassment to himself/herself or any other worker
- to complete the workplace violence risk assessment survey

Schools/site employees must be surveyed to determine the extent to which they feel their workplace is safe (*Appendix B – Survey*). The aggregate results of these surveys will be used to identify issues related to workplace violence. Following the initial survey used for the implementation of this procedure, follow-up surveys will be conducted annually and/or as deemed necessary.

1.3 Minimizing Risks

Workplaces need to be appraised for the following characteristics:

1.3.1 Workplace Location

- risk of workplace violence occurring due to the nature of the community in which the workplace is located
- working in the community in which the workplace is located, working in the community (off site locations),
- working alone or in isolation, physical attributes of the workplace,
- areas on the periphery of the workplace (parking lots, portable in playing fields),
- controls on entry to the workplace, use of the workplace by non-employees (community groups).

1.3.2 General Workplace

- risk of workplace violence occurring due to the characteristics of the general workplace population, including staff, students, parents and the general public.

1.3.3 Specific Workplace

- risk of workplace violence occurring due to individual students, clients, or employees who create specific risk of workplace violence (students, clients, or employees with a history of violence).

2.0 **Records**

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone DSB may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

3.0 **Reporting Workplace Violence**

Individuals, who believe that they have been subjected to or have witnessed workplace violence, including domestic violence, must file a report and provide a copy to their immediate supervisor. Where the immediate supervisor is at issue, the report should be directed to the appropriate Supervisory Officer.

The Report to be completed is the INJURY / ILLNESS / HARASSMENT / VIOLENT /AGGRESSIVE INCIDENT INVESTIGATION FORM. (See Appendix C)

4.0 **Misuse of the Reporting Procedures**

It is expected that all reports submitted under the above referenced Policies will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

4.1 Reprisals

Where a report is filed by an employee in good faith, the worker who filed the report shall not be subject to any reprisals by anyone in the employ of the SGDSB or not in the employ of the SGDSB if said individual is a student, parent, guardian, community members or other.

Should a worker who filed a report in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated immediately following its reporting to the appropriate authority.

Should the individual who commits a reprisal against an employee who filed a report in good faith also be an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to disciplinary action in accordance with the appropriate Collective Agreement and the SGDSB policies governing such matters.

Should the individual who commits a reprisal against an employee who filed a report in good faith be someone other than an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with the Policies and Procedures of the SGDSB and school whereat the employee who was subject to the proven reprisal works.

5.0 ***Investigation and Resolution***

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (SGDSB representation) and support from Human Resources at any stage of the investigation process. Supervisory personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- a) Take appropriate measures to ensure the safety of the worker;
- b) Notify the worker(s), the accused, and witness(es) that they are entitled to support and assistance (SGDSB representation/Federation) throughout this process;
- c) Ensure that the accused have a copy of the report;
- d) Interview the worker(s) separately;
- e) Inform the accused of the allegation and provide an opportunity for response;
- f) Interview the accused separately;
- g) Interview the witness(es) separately;
- h) Determine whether the alleged workplace violence/harassment did or did not occur based on the results of the investigation;
- i) Provide a written summary of the finding and conclusions to the worker and to the accused and give them an opportunity to respond to same; and
- j) Take appropriate actions to resolve the situation.

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

5.1 Outcome of Investigation

In the event a complaint is not substantiated, no further action will be taken but will be kept on file as per the section on records (*B. RECORDS*). However, there may be a need to restore a positive learning/working environment; steps may be taken to meet such needs.

Follow-up possibilities:

- Voluntary Counselling for the parties;
- Application of strategies to restore a positive learning/working environment;
- Specific information and instruction for the worker and/or accused;
- Workshops for the staff and/or others in the school/site regarding responsibilities
- Permanent separation of accused and worker from each other;
- Restorative measures

5.2 Appeal of Decision

The grounds for appeal are:

- The person conducting the investigation failed to comply with this procedure;
- New evidence becomes known after the final decision but before the expiry of the twenty school days limitation period for requesting an appeal.

In the event a worker or accused has one or both of the specific concerns listed above, a request, in writing within twenty school days of the receipt of the decision of the person conducting the investigation, may be made to the Director or designate to convene an appeal.

The Director or designate will affirm or amend the final decision, or require that a new investigation be undertaken.

5.3 Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to

resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between parties.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. Mediation is voluntary and the worker and accused may choose to withdraw at any time. The person conducting the investigation will request approval from the Superintendent of Education and/or Coordinator of Human Resources. Human Resources may act as a mediator or assign a trained individual.

Meetings required for mediation sessions shall be schedule as soon as possible. When matters are resolved through mediation, the worker, accused and a SGDSB representative will sign a memorandum of agreement outlining the terms to which they have agreed. If mediation is unsuccessful the investigation process will continue.

6.0 Disciplinary Actions

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

Canada's Criminal Code deals with matters such as violent acts, threats and behaviours. The police may be contacted when an act of violence or criminal harassment has occurred in the workplace or when someone in the workplace is threatened with violence.

Actions must be determined, as appropriate, for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass notice, or other remedies as provided by the common law and /or the appropriate legislation. The involvement of the appropriate Superintendent is recommended in these cases.

7.0 Work Refusal

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger.

The *Occupational Health and Safety Act* is specific about the requirements to be followed when a worker indicates he/she is refusing to work. A worker must notify his/her supervisor if he or she is refusing to do work. If a worker indicates he/she is refusing to work, the Principal/Supervisor needs to determine if the work refusal meets the criteria defined by Section 43(3) of the Occupational Health & Safety Act.

A worker may refuse to work or do particular work with respect to workplace violence if he or she has reason to believe that:

- Workplace violence is likely to endanger himself or herself

7.1 Steps to Follow - (see Appendix D- Flow Chart)

If the nature of the work refusal meets these requirements, the Principal/ Supervisor must:

- a) Immediately contact the site specific Occupational Health & Safety worker representative or member and indicate you are dealing with a work refusal. [O.H.S.A. – Section 43(4)]
- b) Document the work refusal including, but not limited to, the workers complaint, time, date, relevant information, and any outcome of the refusal.
- c) Notify your Superintendent of Education/Immediate Supervisor.

- d) Take the necessary steps to ensure the safety of workers.
- e) Pending the investigation the worker must stay in a safe place and be available to the investigator. The worker may be assigned other work while the work refusal is being investigated. If another worker is asked to work in the worker's place, that worker should be informed of work refusal.

Upon conclusion of the investigation of the work refusal, if the nature of the work refusal does NOT meet the requirement therefore this incident does not constitute a legitimate work refusal situation, in which case, the worker should be informed as such and be instructed to return to work.

If the worker engaged in a workplace work refusal that meets the requirements that the workplace violence is likely to endanger him or herself, then steps should be taken to rectify the situation so that it is deemed safe to return to work. Once the steps are taken, the worker (complainant) should be informed of the steps taken and directed to return to the work area. If the worker continues to refuse to work, the SGDSB appropriate Union/Association representative from the Joint Occupational Health and Safety Committee, or the worker should contact the Ministry of Labour.

8.0 *Disclosing People with a Violent History*

SGDSB is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

8.1 Domestic Violence

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act* as workplace violence.

If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker. (OHSA, 32.0.4)

8.2 Notification

Workers who have information that they or a fellow worker is subject to domestic violence that may expose them or their fellow workers to physical injury in the workplace shall inform their supervisor. Where the supervisor may be party to the domestic violence, the worker shall inform the Superintendent of Education and/or Coordinator of Human Resources.

The Supervisor will treat all such reports in confidence, and only disclose to Human Resources or others who need to know, information that is necessary for the protection of the workers in the workplace.

8.3 Fact Finding

Supervisors who are informed there is a worker who may be subject to domestic violence in the workplace must make a determination as to the extent of the threat to workplace safety as he or she would in any other case involving a threat to workplace safety. In making this determination, the supervisor may need to interview both the source of the information about the threat and the worker(s) who may be subject to the risk of domestic violence in the workplace. It may also require more detailed investigations conducted by the Superintendent of Education and/or Coordinator of Human Resources or designate. It is the responsibility of the supervisor to make this contact.

The supervisor may request reasonable documentation from the worker in such

circumstances to assess the risks and to put in place precautions to protect the worker. Such documentation may include a copy of a court order, police report or photograph of the alleged perpetrator.

The employer will make available information about supports available for victims of domestic violence. Such supports may include the Employee Assistance Program, community counselling, support groups, shelters and the police. When possible, supervisors will remind potential victims of domestic violence in the workplace of these resources.

In all circumstances, a supervisor must tell the victim that if they feel at risk of physical harm whether inside or outside the workplace or at home, the worker should contact the police.

8.4 Actions

If the threat of domestic violence is from a co-worker or from someone outside of the workplace, the supervisor, under advice from Human Resources, must take steps to ensure the victim and other workers are protected. Such steps may include, but are not limited to, warnings, employee transfers, informing police and requesting restraining orders.

9.0 ***Role of the Joint Occupational Health And Safety Committee***

Joint health and safety committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

For example, their role during a work refusal [Section 43] is the same for workplace violence as it is for any other workplace hazard. These committees and health and safety representatives should also be able to recognize risks of workplace violence in the course of carrying out their regular functions such as inspecting workplaces.

An employer may wish to consult with his or her workplace's joint health and safety committee or health and safety representative when developing workplace violence and workplace harassment policies and programs.

Employers must advise the joint health and safety committee or health and safety representative of the results of an assessment of workplace violence risks [Section 32.0.3(3)(a)] or the results of a reassessment [Section 32.0.3(5)]. For more information, see Section 2.3 - Assessing the Risks of Workplace Violence.

Employers must also inform the committee or health and safety representative if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence [Sections 51(1) and 52(1)]. For more information, see Section 2.9 - Notices.

10.0 ***Information And Instruction***

10.1 General Information for all Staff

An employer shall provide a worker with information and instruction that is appropriate for the worker on the contents of the policy and program with respect to workplace violence/harassment and any other prescribed information or instruction. (OHS 2009, 32.0.5 (2))

10.2 Workplace Violence and Harassment Procedure Posting

The Workplace Violence & Harassment Management Guideline shall be in written form and shall be posted on all workplace Occupational Health & Safety bulletin boards.

11.0 Workplace Violence/Harassment Prevention Procedure Reassessment and Review

Re-assessment of workplace violence and harassment prevention is an on-going process that includes:

- Review and monitor effectiveness of controls, procedures and measures in place
- Review of all incidents of workplace violence and harassment that are reported

The Workplace Violence & Harassment Management Guideline must be reviewed annually.

RATING SCALE

A rating scale is provided to determine the likelihood of violence in the workplace, and to assist in deciding the nature of the controls to be put in place. The rating scale rates the risk of workplace violence as low, moderate, or high, according to the following definitions, which rely on a combination of frequency and severity.

Low: One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk of workplace violence is minimal. The risk of workplace violence is not related to normal part of the work routine, and/or there is minimal potential for intervention or first aid to be required.

Moderate: One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace

Violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

High: One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.

SURVEY

Superior-Greystone District School Board

EMPLOYEE SURVEY – WORKPLACE VIOLENCE PROGRAM

The School Board recognizes that workplace violence represents a real risk. The Board also recognizes that the risk can be minimized or avoided by assessing the risks, putting preventive measures in place to control them, as well as by implementing processes to obtain immediate assistance in case of violence or to report incidences of violence and by keeping staff abreast of potential dangers in the workplace.

In order to identify these risks, the School Board asks that all employees complete the following survey.

The School Board assures all employees that information provided in this survey will be kept strictly confidential. Furthermore, it is left to the discretion of the employee to provide his or her name. However, the location (school, administrative office or satellite office) must be provided, in order to be able to identify developing trends or if an issue is directly related to that place of employment.

Location:	Job Title:
Name of Employee (optional):	
Sex:	Male <input type="checkbox"/> Female <input type="checkbox"/>

2. You and Your Workplace

QUESTIONS	YES	NO	COMMENTS (if NOT, explain)
12. Generally, do you feel safe where you work?			
13. Is workplace violence a concern?			
14. In general, do you work alone? (example: night janitor)			
15. In your opinion are there adequate measures in place to protect you? If not, please indicate what areas require improvement:			

QUESTIONS	YES	NO	COMMENTS (if NOT, explain)
<ul style="list-style-type: none"> Lighting 			
<ul style="list-style-type: none"> Security checks and protocols (identification checks, sign in sheets, etc. 			
<ul style="list-style-type: none"> Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.) 			
<ul style="list-style-type: none"> Security of parking lots 			
<ul style="list-style-type: none"> Communication procedures (for example when and how to call for help) 			
<ul style="list-style-type: none"> Layout of work area (visual obstructions, unsecured objects and furniture, unable to view unlocked entrance) 			
16. Have you ever witnessed a violent incident in your workplace, between:			If YES, explain:
e) Students			
f) Student and staff			
g) Staff			
h) Others			
17. Do you have access to your workplace after work hours?			
18. Do you sometimes go in to work on weekends?			
If yes, is your supervisor aware of this?			
19. Do you take any particular measures to ensure your personal safety?			Specify:

20. Since you have been an employee of the School Board

QUESTIONS	YES	NO	COMMENTS
9. Have you ever been the victim or target of a violent incident in your workplace?			

ATTENTION: *If you answered 'yes' to the above question, please complete section 3. Otherwise, go directly to section 4 (Preventive Measures).*

21. Victim of a violent incident

32.What kind of violent incident were you subjected to?	Who was the aggressor?	Please Check ✓	Many Times (more than five)	Sometimes	Once
			Indicate the Frequency		
a) Physical <i>Explanation: Physical force. For example: Hitting or pushing someone violently</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
b) Threats <i>Statement/behavior interpreted as a threat to exercise physical violence. For example: intimidation, anticipating a danger of physical injury.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
c) Verbal <i>Aggressive statement expressed by insults in a loud and offensive tone of voice.</i>	A student				
	A parent				
	A colleague				
	A stranger				

	Other				
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QUESTIONS	YES	NO	COMMENTS
33. Following the violent incident, did you inform your supervisor or the police of the incident?			
34. Were you satisfied with the measures taken by your employer following this incident?			

22. Preventative measures

QUESTIONS	YES	NO	COMMENTS
35. Does the employer have a written workplace violence policy and program for your workplace?			
36. Have procedures for violence prevention been put in place to ensure the safety of employees?			
37. Do you know where to find these procedures?			
38. Are you aware of the procedure for reporting a violent incident?			
39. Do you find that the measures in place are adequate?			
40. Do you know how to obtain immediate assistance in case of violence in the workplace?			
41. Does the employer keep you informed of potential risks in the workplace?			
42. Do you know if the policy with respect to workplace violence is posted?			

12. Workplace Incident Reporting and Follow-up

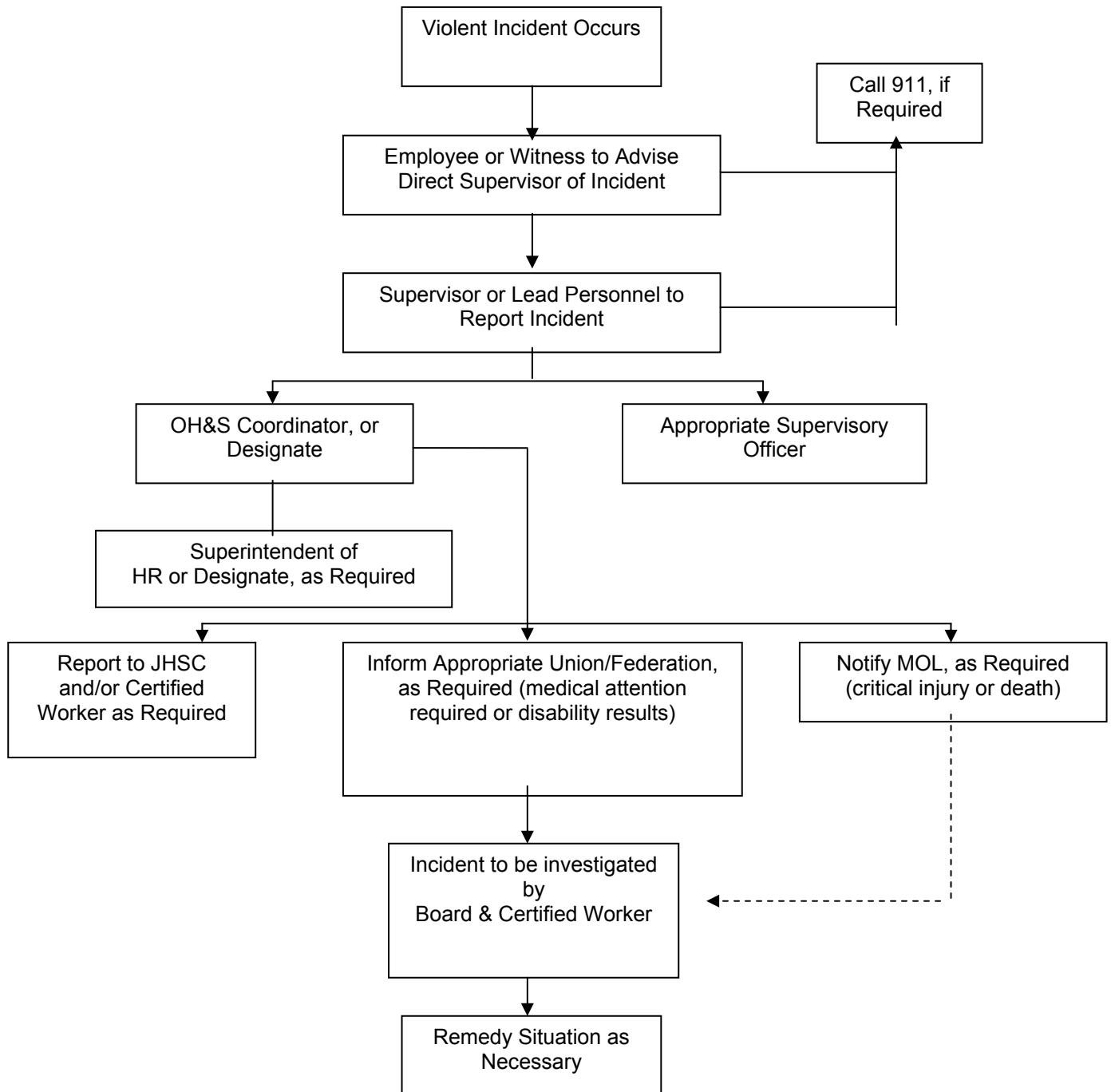
QUESTIONS	YES	NO	COMMENTS
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QUESTIONS	YES	NO	COMMENTS
43.Are you required to report threats and violence at your workplace? If yes, can you do so without fear of retaliation (revenge or punishment)?			
44.Is there a system for reporting threats and violence at your workplace? If yes, is it easy to understand and follow?			
45.Are you satisfied that the incidents were investigated properly?			
46.Are you satisfied that suitable corrective action has been taken?			
47.Are police and emergency services called immediately when a criminal incident occurs?			
48.Are support programs in place to help you if you are directly or indirectly affected by workplace violence?			
49.Can you summon immediate assistance when workplace violence occurs or is likely to occur?			

13. Working in a Rural and Remote Community

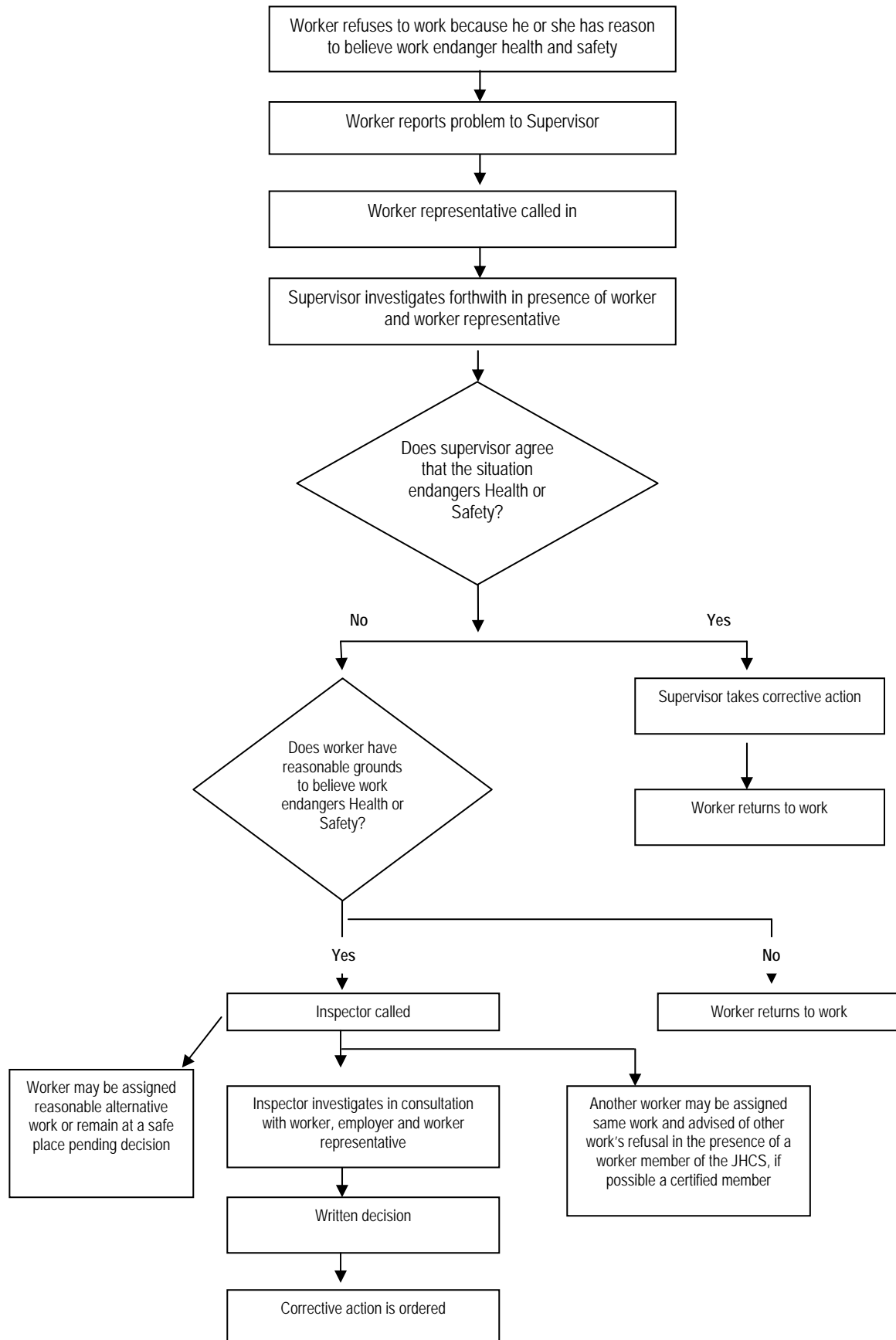
QUESTIONS	YES	NO	COMMENTS
50.Do you work at times of increased vulnerability, such as late at night, early in the morning, or at very quiet times of day?			
51.Does your school site have procedures for opening, closing or securing the workplace prior to starting and at the end of work periods?			
52.Has information been provided and reviewed with you to protect you from the risks of working alone?			
53.Do you have procedures to follow when dealing with aggressive or violent students or members of the public?			

APPENDIX C



APPENDIX D:

Work Refusal Process



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name COOPERATION WITH OTHER BOARDS 205

Board Approved: March 21, 2006 *Reviewed:* January 27, 2006 *Review by:* December 2016
March 12, 1999 December 2011

POLICY

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

PROCEDURES

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

Policy Statement

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

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

1.0. Rationale

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

Policy of the Board should:

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

2.0. **Guidelines**

2.1 Board Policy Statements may be:

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

2.2 Each board policy shall:

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

2.3 Board policies should:

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Management Guideline	META: Policy Initiation, Identification, Development, Implementation and Review		
Applicable Policy	META: Policy Initiation, Identification, Development, Implementation and Review		214
Board Approved:	December 4, 2007	Reviewed: May 30, 2011	Review by: December 2016

Policy Process – Identification/Development/Implementation/Review

1.0 Responsibility for Policy Identification/Development/Review

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

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

1.2 Senior administration responsibilities include:

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

1.3 Stakeholder review will include:

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

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

2.0 Implementation of Policy

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

3.0 Policy Format

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION		
<i>Policy Name</i>	INTERNAL AUDITS <i>Management Guideline Applies</i>		305
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i>	
<i>June 25, 1999</i>	<i>December 6, 2005</i>	<i>December 2016</i> <i>December 2040</i>	

POLICY

It is the policy of the Superior-Greenstone District School Board to periodically review various aspects of the Board's operation for improvement of the system and for compliance with generally accepted accounting principles (GAAP), with Ministry of Education and Training Acts and Regulations and with Board policies, procedures and managerial guidelines.

PROCEDURES

1.0 Annual Audit Plan

- 1.1 In January of each year, the Manager of Accounting Services will meet with senior management in order to develop the Annual Audit Plan. Prior to this meeting, senior managers will seek Trustee input.
- 1.2 The Annual Audit Plan will be communicated to the system immediately thereafter.
- 1.3 The Annual Audit Plan will identify the schools to be visited during the coming months and any specific areas to be reviewed in addition to the basic audit, as outlined below.

2.0 Basic Audit for Schools

- 2.1 A review of school procedures in the following areas shall form the basic school audit:
 - enrolment
 - inventory of moveable items
 - purchasing / invoice processing; and,
 - cash handling
- 2.2 The Manager of Accounting Services or designates will conduct the internal school audit at a time mutually agreed upon with the School Principal
- 2.3 Upon completion of the School Audit, the Manager of Accounting Services or designate will review the findings with the Principal and will provide an opportunity for the Principal to comment on those findings.

3.0 Basic Audit for the Board Office

Although the Board Office is already subject to an annual audit by external auditors, a review of internal controls will be made by the Superintendent of Business or designate.

4.0 Reporting

- 4.1 Upon completion of all audits, the Manager of Accounting Services will prepare a draft report, which will be shared with the principals involved and their comments will be incorporated into the final report.
- 4.2 The final report will be presented to the Audit Committee at its June meeting.
- 4.3 The findings and system improvements, which have been developed with the principals will be shared with other schools within the system.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION
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<i>Management Guideline</i>	INTERNAL AUDIT GUIDELINE
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<i>Applicable Policy</i>	INTERNAL AUDITS	305
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<i>Board Approved:</i> _____ August 10, 1999	<i>Reviewed:</i> _____ December 6, 2005	<i>Review by:</i> December 2016 December 2010
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The Internal Audit Guidelines have been developed to assist Superior-Greenstone District School Board administrative staff in performing internal audits.

1.0 Random Sample Selection

- 1.1 When a sample is required, the sample will be selected randomly.
- 1.2 In some of the tests, one item is to be selected randomly from the population. In this case, simply select one.
- 1.3 In some of the tests, a number of items are to be randomly selected from the population. In this case, random number tables should be used to select the sample.

2.0 Review of Existing Policy

- 2.1 Contact the principal to arrange a time to conduct the audit.
- 2.2 During the initial phone contact, determine the school staff responsibility for the maintenance of attendance records, enrolment registers, October Reports, and invoice processing.
- 2.3 Meet with the school principal and staff at the prearranged time to complete the audit.
- 2.4 Complete the appropriate Audit Forms and record findings on additional sheets as required. These forms will ensure that there is common review of areas within each school.
- 2.5 Once the audits have been completed, review the results with the principal. Have the principal sign the forms in order to indicate that the results were reviewed and then countersign. Also discuss communications between the Board Office and the school in the areas of enrolment, inventory, invoice processing and cash handling.
- 2.6 Once the audit process is complete, return the original Audit Forms to the Manager of Accounting Services.

<i>Section</i>	FACILITIES & GROUNDS		
<i>Policy Name</i>	UNAUTHORIZED VEHICLES ON BOARD PROPERTY		402
<i>Board Approved:</i>	<u>March 12, 1999</u>	<i>Reviewed:</i> February 20, 2007 October 28, 2002	<i>Review Prior To:</i> December 2016

The Superior-Greenstone District School Board retains the right, as property owner, to control access to any of its facilities and grounds, specifically the operation of motorized vehicles therein.

1.0 Board Discourages Use

2.0 Safety Priority

3.0 Provisions for Parking

4.0 Advisory

5.0 Restricting Users

The Principal or designate of the facility shall have the authority to restrict the use of the designated parking area, including the banning of persons who persistently fail to comply with the stated requirements.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name SMOKING

405

Board Approved: _____
March 12, 1999

Reviewed: _____
April 25, 2006

Review Prior To: December 2016
~~December 2014~~

POLICY

The Superior-Greenstone District School Board places as a first priority the health and safety of students and staff.

PROCEDURES

1.0 Health Risk

The Board believes that smoking poses a significant health risk to the smoker, and there is evidence that non-smokers exposed to side-stream smoke are also at risk.

2.0 Obligation

As a concerned employer, the Board has a responsibility to provide a healthy working environment for its staff and students.

3.0 Model

Lifetime smoking habits are often formed during the school years and therefore, the school has a responsibility to encourage non-smoking through the formal classroom instruction and by example.

4.0 Rights

The right of a non-smoker to protect his/her health shall prevail over the wish of an employee or student to smoke.

5.0 Prohibited

For these reasons it is the policy of the Board not to permit smoking on any Board-owned property at any time. This shall include schools, offices and Board-operated vehicles.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name BORROWING OF EQUIPMENT

407

Board Approved: _____
March 12, 1999

Reviewed: _____
April 25, 2006

Review Prior To: December 2016
~~December 2011~~

POLICY

The Superior-Greenstone District School Board acknowledges that its own resources may not always be sufficient to provide various pieces of equipment.

In the spirit of cooperation with community partners, the Board will allow the borrowing of such equipment on a short-term basis.

PROCEDURES

1.0 Authority to Borrow

The Principal of a school, or the Manager of Plant Services, shall be the only employees with the authority to authorize the borrowing of equipment.

2.0 Damage to Borrowed Equipment

In the event of damage of borrowed equipment while in the possession of the Board, the cost of repairs will be provided by the school or department that borrowed it.

3.0 Wilful Damage

If this damage has occurred as a result of negligence or wilfulness on the part of a staff member or student, the costs involved will be assessed to, and paid for by, the student or his/her parents, or the staff member responsible.

4.0 Accidental Damage

If this damage occurs through no fault of the staff member, student or teacher, the school or department that borrowed it ~~Board~~ will cover cost of repair.

5.0 Loss of Equipment

In the event of loss of borrowed equipment, if not through negligence, the Board will reimburse the owners at the replacement cost for the item(s).

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	VISITORS TO SCHOOL		501
<i>Board Approved:</i>	<u>March 12, 1999</u>	<i>Reviewed:</i>	<u>June 20, 2006</u>
		<i>Review by::</i>	<u>December 2016</u> December 2011

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

1.0 Permission to Be on Premises

2.0 Posted Notices

3.0 Checking In

4.0 Salespersons or Agents

Salespersons or agents shall not interfere with normal school routines.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name ONTARIO STUDENT RECORDS

502

Board Approved: _____
 March 12, 1999

Reviewed: _____
 April 25, 2006

Review by: December 2016
 ~~December 2011~~

POLICY

Ontario School Records (OSR) and other information about students, is confidential and is not available to persons without appropriate authorization.

PROCEDURES

1.0 OSRs

OSRs will be maintained in each school in accordance with the applicable regulations.

2.0 Release of OSR

Information gathered in an OSR may only be released as provided in the regulations governing this matter.

3.0 Release of Other Information

Any other information concerning students may only be released to individuals or agencies that can satisfy the Principal or as their authority to receive the requested information.

4.0 Individual Authority

Individual employees within a school are not authorized to release any information on students without the concurrence of the Principal.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name INTERVIEWING STUDENTS

503

Board Approved: _____
March 12, 1999

Reviewed: _____
January 20, 2003
June 20, 2006

Review by: December 2016
~~December 2011~~

POLICY

The Superior-Greenstone District School Board acknowledges its responsibility to act in the best interests of a student in the absence of his/her parent(s) or guardian(s).

DEFINITIONS

“In Loco Parentis”– The legal doctrine under which an individual assumes parental rights, duties, and obligations without going through the formalities of legal adoption.

PROCEDURES

1.0 Contacting Parent

Before a student, who is a minor, is interviewed at the school by any outside authority (i.e. police), the prior consent of a parent or guardian must be sought.

2.0 In Loco Parentis

Where a parent or guardian cannot be contacted to obtain this consent, it should be insisted that the Principal, Vice-Principal or a teacher be present during the interview.

3.0 Waived or Invoked

Where a parent or guardian can be contacted but is unable to attend at the school, #2 above can be waived or invoked at the direction of the parent or guardian.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name STUDENT QUESTIONNAIRES

511

Board Approved: _____
March 12, 1999

Reviewed: _____
April 25, 2006

Review by: December 2016
~~December 2011~~

POLICY

The Superior-Greenstone District School Board will permit the administering of questionnaires or surveys to students in its schools provided its established criteria are met.

PROCEDURES

1.0 Prior Approval

The Board requires that any questionnaire or survey to students in schools under its jurisdiction must receive prior approval of the school's Principal.

2.0 Purpose and Source

Any questionnaire or survey must clearly state its purpose and its source, identifying the agency or individual conducting the inquiry.

3.0 Use of Information

The use that the information thus gathered will be put to must be clearly specified.

4.0 Student Identification

No questionnaire or survey may require that a student identify himself/herself other than in broad terms (i.e. grade level, sex, age, etc.)

5.0 Advance Copy

Where an external agency is requesting permission to conduct a survey or issue a questionnaire, a copy must be provided in advance to the school Principal and the appropriate Supervisory Officer.

6.0 Approvals for External Agencies

External agencies requesting permission to administer questionnaires or conduct surveys must have approval of a Supervisory Officer as well as the school Principal.

7.0 Voluntary Involvement

Unless otherwise directed by a senior administrator, involvement in the administering of questionnaires or surveys is voluntary on the part of teachers and students.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name STUDENT EXCHANGES

512

Board Approved: _____
March 12, 1999

Reviewed: _____
April 25, 2006

Review by: December 2016:
~~December 2011~~

POLICY

The Superior-Greenstone District School Board supports the concept of student exchanges.

PROCEDURES

1.0 Policy and Regulation

Any implementation of a student exchange program is to be done in accordance with Board policy and Ministry regulation.

2.0 Encouraged School-by-School

Programs are to be encouraged on a school-by-school basis where interest is expressed.

3.0 No Financial Support

Financial support will not be provided by the Board to students involved in an exchange.

4.0 Required Approvals

Any program contemplated must be approved by the Principal of the school and a Supervisory Officer PRIOR TO announcement.

5.0 Exchanges Beyond Ontario

Exchanges beyond Ontario should be conducted through an approved agency such as OSEF (Ontario Student Exchange Foundation), SEVEC (Society for Educational Visits and Exchanges in Canada), a local Rotary Club or other agencies or groups approved as per #4 above.

6.0 Sponsors Requirements

Schools involved in exchanges should endeavour to follow the guidelines and procedures of the sponsors, so long as these are not in conflict with #1 above.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name SCHOOL DISMISSAL 519

<i>Board Approved:</i> _____	<i>Reviewed:</i> _____	<i>Review by:</i> December 2016
August 10, 1999	June 20, 2006	December 2011

POLICY

It is the policy of the Superior-Greenstone District School Board that dismissal at the end of terms, or prior to major holiday (Christmas, March, and summer Breaks), will be at the regular time for all classes and staff.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name BOARD MEMBER CODE OF ETHICS

213

Board Approved:
March 29, 2004

Reviewed: May 30, 2011

Review by: December 2016
~~December 2009~~

POLICY

The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfil its obligation and discharge its fiduciary duties.

As a member of the local school board, representing all the citizens of the community and with a responsibility to the electorate through the democratic process, trustees recognize:

- That fellow citizens have entrusted trustees, through the electoral process, with the educational development of the children and youth of the community.
- That trustees are the students' advocates and their first and greatest concern is the best interest of each and every one of these students without distinction as to who they are or what their background may be.
- That trustees are educational and community leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the large measure upon the quality of education provided in their public schools and which should fit the needs of every learner.
- That a strong and effective public education system, responsive to the needs of our students is the cornerstone of a democratic society.

DEFINITIONS

"fiduciary duty" means legal responsibility for what belongs to another, which is trusteeship

PROCEDURES

1.0 Member's Responsibility

- 1.1 Members recognize that the expenditure of school funds is a public trust, and will endeavour to see that the funds are expended efficiently and in the best interests of all students in Ontario, and to that end, provide the finest possible school program, school staff and school facilities within the Superior-Greenstone DSB.
- 1.2 Members will not use the position for personal advantage or to the advantage of any other individual apart from the total interest of the school board, and will resist outside pressure to so use the position and will be governed by the Municipal Conflict of Interest Act.
- 1.3 Members will act with integrity, and do everything possible to maintain the dignity of the office of a school board trustee.

- 1.4 Members will carry out their duties objectively, and consider all information and opinions presented to the board in making any decisions, without bias.
- 1.5 Members will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
- 1.6 Members will accept that authority rests with the board and that individuals have no authority outside the board. Trustees will abide by the majority decisions of the board once they are made, but shall be free to repeat the opinion that they upheld when the decision was made. Once the vote is taken, trustees are collectively responsible for the board's decision.
- 1.7 Members will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board trustees or their opinions.
- 1.8 Members will communicate and conduct their relationships with staff, the community or other school boards and the media in a manner that focuses on all of the facts about their schools.
- 1.9 Members will not divulge confidential information obtained in the capacity as a board member.
- 1.10 Member confidentiality in regard to information obtained in the capacity as a board member survives a board member's term of office.
- 1.11 Members will endeavour to participate in trustee professional development opportunities to enhance their ability to fulfil the obligations of a school board member.
- 1.12 Members will not conduct themselves in a manner, which is intended to be to the detriment of our board or any other public school board in Ontario.

2.0 Public Concerns

- 2.1 Trustees receiving public complaints or concerns about the system should refer the person or persons to the appropriate staff, principal, or board official as follows:
 - Teacher
 - Principal
 - Superintendent
 - Director, or designate
- 2.2 No action will be taken on anonymous correspondence other than to refer it to the appropriate official.

3.0 Sanctions, Censures, and/or Barring Members

- 3.1 The Board may by resolution duly passed in accordance with board policy or its board bylaws or regulation, affect a sanction, censure, or bar a member-from board meeting proceedings in whole or in part, as specifically outlined in the Superior-

Greenstone DSB Board Bylaws, section entitled: Enforcement of Code of Conduct and the Municipal Conflict of Interest Act.

References:

The Education Act

The Freedom of Information and Protection of Privacy Act

The Municipal Conflict of Interest Act

OPSBA: Good Governance, A Guide for Trustees, School Boards, Directors of Education and Communities

SGDSB Bylaws, October 19, 2010

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS LOWER THAN 50 PERCENT (<i>Management Guideline Applies</i>)	537

| *Board Approved:* | *Reviewed: May 30, 2011* | *Review Prior To: December 2016* |

POLICY

The Superior-Greenstone District School Board is committed to enabling every student to reach their potential and succeed;

The Superior-Greenstone District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

BACKGROUND

The Ministry of Education's new policy document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* will direct the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's *Growing Success* policy contains fundamental principles that will guide the expected practices and procedures for all students in all SGDSB schools.

FUNDAMENTAL PRINCIPLES FROM GROWING SUCCESS

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to interests, learning styles and preference, needs, and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Schools have the responsibility to:

- Implement practices aligned with the fundamental principles in the Ministry of Education's *Growing Success* policy;
- Ensure that reported grades accurately reflect student achievement of the curricular, overall expectations of the subject, course, or as identified in a student's Individual Education Plan (IEP);
- Ensure that students with special education needs are provided with accommodated, modified and/or alternate program, as outlined and monitored in their IEPs
- Ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- Promote a culture of student ownership and a voice in their learning;
- Promote academic honesty;
- Ensure that students are responsible for providing evidence of their learning within established timelines;
- Ensure that there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- Ensure that the determination of interventions and consequences will take into consideration the following factors: grade level, maturity, pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- Ensure that the mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curricular overall expectations;
- Assess the ongoing effectiveness of interventions and consequences to determine further interventions required to support student success.

REFERENCES

Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%

Policy 536: Equity and Inclusive Education

Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010

SGDSB: Learning For All, 2009

SGDSB: On Your Own, 2010

SGDSB: Guidelines to Assessment and Evaluation of Student Achievement:2003

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENT	
<i>Management Guideline</i>	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSES ASSIGNMENT, MARKS BELOW 50 PERCENT	
<i>Applicable Policy</i>	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS BELOW 50 PERCENT	537
<i>Board Approved:</i>		<i>Review by: December 2016</i>

DEFINITIONS

“Cheating” - is defined as “any effort to defraud, deceive, or elude someone else”. Examples may include: taking a test or an examination in a dishonest way through improper access to answers, or giving or obtaining assistance without acknowledgement (www.dictionary.com).

“professional judgement” - being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction’ (*Growing Success*, p. 152).

“plagiarism” - the use or close imitation of the language and thought of another without attribution, in order to represent it as one’s own original work (*Growing Success*, p. 151).

Plagiarism usually takes one of four forms:

1. Using a quotation or sentence verbatim (word-for-word) without citing the source;
2. Paraphrasing another’s ideas, style or language or restating those ideas in your own words, style and language without acknowledging the original source;
3. Submitting any work by another student and claiming it as your own (where both students are contributing to the act of plagiarism);
4. Using without acknowledging the original source: diagrams, charts, internet graphics, questionnaires, etc. (*On Your Own 2010*, p.41).

“assessment” - the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

“evaluation” - the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

GUIDELINES

1.0 Determining a Report Card Grade Below 50%

1.1 Context

The lowest mark to be reported on the provincial report card below 50% can be as low as 0%. Where a mark is below 50%, the teacher will ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, with emphasis on more recent achievement of

expectations. Where the situation warrants, the teacher will review the individual student's calculated grade using his or her professional judgement. The teacher will also ensure that there has been ongoing communication with the student, the parent and/or guardian, the school administration and key school staff (which may include, but is not limited to members of the Student Success Team and/or Program Development Team, the appropriate Program Leaders, Guidance, Special Education Resource Teacher and Student Success Teacher).

1.2 Use of Code "I" - Grades 7-10

Code "I" is to be given after consultation with the school administration. Code "I" may be used on rare occasions in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the students. For example:

- the student has enrolled in the school very recently (less than six weeks);
- there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code "I" may not be used in Grade 11 and 12.

1.3 Use of Code "R" - Grades 1-8

The code "R" represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. For achievement below level 1 in Grades 9 to 12, percentage marks below 50% are assigned. Both "R" and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. "R" and percentage marks below 50% indicate the need for the development of strategies by the teacher to address the student's specific learning needs in order to support his or her success in learning.

1.4 Roles and Responsibilities

Where the mark to be recorded is below 50% (Mid-Term and Final Report Card for Grades 9-12 and Formal Report Cards for Grades 7-8) the following roles and responsibilities are outlined below.

1.4.1 Teachers will:

- a) communicate with parent(s)/guardian(s) in a timely manner when the mark on the report card is less than 50%;
- b) use professional judgement to ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, *with emphasis on more recent achievement of curriculum expectations*;
- c) communicate early and frequently with students, parents and/or guardians, school administration and key school staff (which may include members of the Student Success Team and/or Program Development Team, Program Leader, Guidance Staff, Learning Support Teacher and/or Student Success Teacher);
- d) develop next steps and a plan for improvement in collaboration with the student;
- e) complete Credit Recovery Profile and Course Placement Forms, and submit a mark breakdown for any student with a mark below 50% to the Program Leader and the school administration;

- f) make recommendations for students who may benefit from Credit Rescue, Credit Recovery, Summer School or repeating the course;
- g) assist in the implementation of intervention strategies.

1.4.2 Students will:

- a) communicate with their teacher, to develop next steps and a plan for improvement;
- b) commit to follow through on intervention strategies and/or a plan for improvement such as seeking extra help, completing missed/alternative assignments;
- c) act on the recommendations provided by the school with respect to IEP recommendations, Credit Rescue, Credit Recovery, Summer School or course repetition.

1.4.3 Parent(s)/Guardian(s) will:

- a) be encouraged to communicate with the teacher and student to determine reasons for the unsuccessful grade and collaboratively develop next steps and a plan for improvement;
- b) be encouraged to support their child(ren) to follow through with plan and/or strategies for improvement.

1.4.4 Program Development Team/Student Success Team/Program Leaders will:

- a) communicate with and support students and teachers throughout the development and implementation of a plan for improvement;
- b) review whether students require Special Education services, additional classroom teacher support and/or support from the Student Success Team.

1.4.5 Principals will:

- a) review all marks where a mark is below 50%, and where appropriate, review the mark breakdown;
- b) be prepared to communicate with students, parents and school staff,
- c) collaborate with the teacher to respond to concerns to resolve outstanding issues;
- d) support improvement plans.

1.4.6 Superintendents will:

- a) collaborate with the school administration to respond to any concerns.

2.0 Academic Dishonesty - Cheating and Plagiarism

2.1 Context

In our schools, we strive to help students develop integrity, a strong work ethic, responsibility and the knowledge and skills needed for success beyond school. Academic dishonesty hinders students from developing these attributes and cannot be condoned in our schools.

As a school board, we aim to work collectively with stakeholders to “develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others” (*Growing Success*, p. 42).

It is essential that students and parents are aware of board policies as they relate to academic dishonesty. Academic dishonesty policies will be communicated through various means such as student planners, the board and school websites, newsletters, course overviews and the school code of conduct.

Academic dishonesty is often indicative of other concerns for a student, such as a student's understanding of the assignment, academic inability to complete the work, time management or personal issues outside of school. Teachers are encouraged to discuss student issues with staff at the school including School Administration, Guidance, Learning Support Teachers, Student Success Team, social workers and counsellors.

Education of students and parents is the most effective manner in which to prevent plagiarism and cheating. "Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned"

(*Growing Success*, p. 42).

2.2 Consequences for cheating and plagiarizing

Growing Success outlines that the severity of consequences for academic dishonesty will be based on, but not limited to, the following mitigating factors:

- the grade level of the student and course type;
- the maturity level of the student;
- the number or frequency of incidents;
- the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgement. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

For all cases of plagiarism and cheating, teachers will communicate information to the parents/guardians about the infraction and the consequences.

Specific actions which will be taken are as follows:

- teachers will discuss the individual situation with the student;
- the principal (and program leader when appropriate) will be informed;
- with repeated incidents, the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s).

Consequences will be based on the factors outlined above and may include the following:

- redoing part/all of the assignment;
- completing an alternate assignment;
- loss of marks;
- a mark of zero.

2.3 Roles and Responsibilities

2.3.1 Teachers will:

- a) clearly communicate expectations and consequences related to cheating and plagiarism to students and parents;
- b) communicate information to parent(s)/guardian(s) about the infraction and the consequences for all cases of plagiarism and cheating;
- c) ensure students understand the definition of plagiarism and cheating and the consequences to their learning;
- d) explicitly teach strategies for citing sources properly and for avoiding plagiarism in all courses as outlined in *On Your Own*, 2010;
- e) design and structure assignments aligned with the curriculum expectations that guide students through the research and completion process;
- f) whenever possible, have students complete assignments for evaluation and tests/exams under the supervision of the teacher;

- g) provide meaningful class time for the completion of assignments;
- h) consider the use of anti-plagiarism software, if appropriate (e.g., www.turnitin.com).

2.3.2 Students will:

- a) recognize the inappropriateness of academic dishonesty and accept the related consequences;
- b) provide proof, when requested, of his/her work and research (e.g., process work);
- c) understand that tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned;
- d) be aware of assignment and test expectations;
- e) seek assistance when necessary;
- f) review work before submission to ensure that plagiarism has not occurred.

2.3.3 Parent(s)/Guardian(s) will:

- a) be informed of the definitions of cheating and plagiarism, how they are addressed and the potential consequences;
- b) be encouraged to help children set reasonable goals in keeping with the requirements of each course;
- c) be encouraged to monitor homework and assignment completion.

2.3.4 Principals will:

- a) clearly communicate expectations and consequences related to cheating and plagiarism;
- b) provide professional development about plagiarism and cheating to staff, and encourage the use of a range of prevention and detection strategies in classes;
- c) work collaboratively with the teacher to address and resolve any concerns that arise;
- d) assume final responsibility for making decisions in cases of unresolved issues regarding cheating and plagiarism.

2.3.5 Superintendents will:

- a) communicate system expectations related to plagiarism and cheating to school communities;
- b) provide opportunities for professional development for staff and resource acquisition related to plagiarism and cheating prevention and detection;
- c) support the school administration in working through the process of addressing any concerns that arise related to plagiarism and cheating as required.

3.0 **Late and Missed Assignments - Grades 7-12**

3.1 Context

The purpose of assessment and evaluation is to improve student learning.

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and in the school, but also for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form provided by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late (*Growing Success*, p. 43).

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement (*Growing Success*, p. 43).

The following Guiding Principles are intended to support professional judgement.

3.2 Guiding Principles

- 3.2.1 Teachers will communicate timelines for both the submission of, and the return of, marked assignments to students and, where appropriate, to parents in a timely manner;
- 3.2.2 Consequences for late or missed assignments will be reflected in the student's learning skills and, when appropriate, after other steps have been taken, in the deduction of marks, up to and including the full value of the assignment;
- 3.2.3 Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement;
- 3.2.4 Following attempts to support the student (strategies outlined below), a zero may be assigned when there is no evidence of learning. (see Appendix C for complete list of Guiding Principles)

3.3 Deduction of Marks

For major assignments in a specific course, teachers **may**, after considering mitigating factors, impose mark deductions. Using their professional judgement, where that judgement is employed in helping to determine what will most benefit student learning, a teacher may deduct marks for late assignments so long as the deductions do not affect the Level of Achievement earned on the assignment submitted for evaluation.

An assignment not submitted may result in a mark of zero (0). Alternative arrangements may be provided for the evaluation of the expectation(s).

Teachers will communicate to students the expectations and timelines of each major assignment in each course/subject at the beginning of the semester/term.

See the 'Implementation Framework for Late and Missed Assignments' (Appendix A) for additional information.

3.4 Roles and Responsibilities

- 3.4.1 Teachers will:
 - a) maintain ongoing communication with students, parents, teacher colleagues and their principal;
 - b) use the appropriate strategies, based on their professional judgement, to help students provide the required evidence of their achievement;
 - c) use a number of strategies, as outlined above;

- d) in the absence of summative evaluative data, formative assessments may be used to determine grades, where appropriate;
- e) in collaboration with students, will establish deadlines for submission of assignments for evaluation and clearly communicate those deadlines to students, and, where appropriate, to parents;
- f) at the determined date of submission, and for purposes of timely feedback on student performance, communicate an expected time of return for assessed work;
- g) ensure that the needs of exceptional students are met, consistent with the strategies outlined in their Individual Education Plans (IEPs);
- h) work with the Learning Support Teacher to address any accommodations and/or modifications as outlined in the IEP;
- i) provide Assessment for Learning opportunities (diagnostic and formative) before the Assessment of Learning (summative), in order to demonstrate progress of achievement of the curriculum expectations (see Appendix B);
- j) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.4.2 Students will:

- a) be encouraged to discuss assignments with their teachers and parent(s)/guardian(s);
- b) be responsible for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form approved by the teacher;
- c) understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- d) use class time productively;
- e) in extenuating circumstances, request an extension from the teacher before the due date.

3.4.3 Parent(s)/Guardian(s) will:

- a) be encouraged to maintain ongoing communication with their child's teacher, and the principal, if required;
- b) be encouraged to support students to submit their completed assignments on time.

3.4.4 Principals will:

- a) ensure that assessment and evaluation policies and practices are communicated and followed by all teachers and students;
- b) provide support for staff, including professional development, to ensure a consistent common process throughout the school (divisions and departments);
- c) assume final responsibility for making decisions in cases of unresolved issues regarding late and/or incomplete assignments;
- d) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.4.5 Superintendents will:

- a) maintain ongoing communication with principals, and with parent(s)/guardian(s) as required;
- b) provide support for schools, including professional development for principals and teachers, to ensure a consistent common process throughout the board;
- c) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.5 Grades 1-6

Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or failing to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits (*Growing Success*, p. 44).

3.6 Grades 7-8

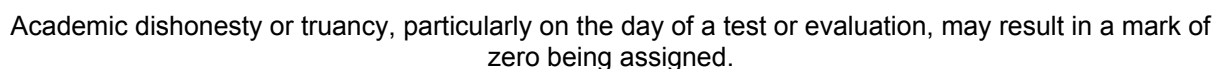
Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

Teachers of students in grades 7 and 8 need to ensure that the progression of consequences which may lead to the deduction of marks and/or a mark of zero are followed.

REFERENCES

- Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%
- Policy 536: Equity and Inclusive Education
- Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- SGDSB: Learning For All, 2009
- SGDSB: On Your Own, 2010
- SGDSB: Guidelines to Assessment and Evaluation of Student Achievement:2003

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ASSESSMENT AND EVALUATION FRAMEWORK



Academic dishonesty or truancy, particularly on the day of a test or evaluation, may result in a mark of zero being assigned.

The Purpose Of Assessment, The Nature Of Assessment For Different Purposes, And The Uses Of Assessment Information		
Purpose of Classroom Assessment	Nature of Assessment	Use of Information
Assessment For Learning “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)	Diagnostic Assessment: <ul style="list-style-type: none"> occurs before instruction begins so that teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	The Information Gathered: <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so that teachers can plan instruction and assessment that are differentiated and personalized, and work with students to set appropriate goals.
	Formative Assessment: <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills. 	The Information Gathered: <ul style="list-style-type: none"> is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
Assessment As Learning “Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors; however, teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)	Formative Assessment: <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher. 	The information gathered: <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
Assessment Of Learning “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)	Summative Assessment: <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	The information gathered: <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

List of Guiding Principles

1. Communication among all stakeholders (teachers, students, parent(s)/guardian(s), principal) is key to the success of the assessment and evaluation process;
2. Descriptive, frequent and timely feedback are critical for the improvement of student learning. Teachers will communicate evaluation criteria to the student at the point of distribution of the assignment;
3. Grades are used to report evidence of achievement of course expectations, not to reward or punish;
4. Teachers will use a variety of strategies to allow students to demonstrate evidence of their learning;
5. Meaningful class time to work on graded assignments will be provided;
6. Teachers will use a variety of strategies to ensure students submit their assignments for evaluation and meet timelines;
7. Assignments should be designed to allow students to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills as identified in the achievement charts;
8. Teachers are to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time;
9. Teachers must ensure that multiple strategies are used. To support their professional judgement, careful consideration will be given to mitigating factors, such as:
 - i) the grade level of the student;
 - ii) the maturity level of the student;
 - iii) the number and frequency of incidents;
 - iv) the individual circumstances of the situation.

These strategies may include:

- a) asking the student to clarify the reason for not completing the assignment;
- b) helping students develop better time-management skills;
- c) collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- e) planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- f) maintaining ongoing communication with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- g) in secondary schools, referring the student to the Student Success team or teacher;
- h) taking into consideration legitimate reasons for missed deadlines;
- i) setting up a student contract;
- j) using counseling or peer tutoring to try to deal positively with problems;
- k) holding teacher-student conferences;
- l) reviewing the need for extra support for English language learners;
- m) reviewing whether students require special education services;
- n) requiring the student to work with a school team to complete the assignment;

- o) for First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family;
 - p) understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
 - q) providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
 - r) deducting marks for late assignments, up to and including the full value of the assignment.
- (*Growing Success*, p. 43)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name PURCHASING

303

Board Approved:

June 22, 2010

May 18, 2010

Sept. 7, 2004

Reviewed:

May 31, 2010

April 26, 2010

March 20, 2007

Review Before: December 2016

~~June 2014:~~

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 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.

2.0 Supply Chain Code of Ethics

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

3.0 Broader Public Sector (BPS) Procurement Directive

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Directive, attached as Appendix B.

4.0 Authorization to Purchase Goods & Services

Authorization to purchase goods and services in accordance with this policy is granted by the Board to Administration within the limits of the approved budgets and in accordance with the Approval Authority Schedule as set out below.

In the event that budgets have not been approved by the Board prior to the commencement of a fiscal year, the Administration is authorized to make only those purchases which are necessary for the continuation of existing programs and services.

Approval Authority Schedule

Position Title	Purchase Limit
Board of Trustees approval required	Over \$500,000
Director of Education, Superintendent of Business	\$500,000
Manager of Plant Services or designate*	\$100,000
Superintendent of Education, Manager of Accounting Services	\$50,000
Coordinator of IT	\$25,000
Principal/Vice-principal, Student Success Lead, School Effectiveness Lead, Co-ordinator of HR	\$5,000

*Designate is assigned to cover vacation/leave periods only.

5.0 Competitive Procurement Thresholds

The purchasing process which must be used is determined by the total value of goods and services to be purchased. In the case of a multi-year lease or contract, the total payments over the life of the lease or contract including extensions shall be used to determine the total value.

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.

For Goods and Non-Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
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. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
More than \$5,000 but less than \$100,000	Purchases amounting to more than \$5,000 but less than \$100,000 will be made by purchase order after obtaining at least 3 written quotes (where possible). <i>A record of these quotes must be kept with the purchase order.</i>
\$100,000 and more	Purchases of \$100,000 or more will be made by Tender/RFP/RFQ issued by the department responsible. Supporting documentation will be held on file by the department. <i>All documents will be kept on file.</i>

For Consulting Services		
Procurement Method	Total Purchase Amount	Delegated Purchasing Authority Level
Invitational Competitive - Where possible, at least 2 written proposals are to be obtained from consultants clearly stating contract amount and service description prior to submitting a purchase order for approval. <i>A record of these quotes must be kept with the purchase order.</i>	Less than \$100,000	Director of Education Superintendent of Business
Open Competitive - Formal requests for proposals are to be issued by the department. <i>Supporting documentation will be held on file in the department.</i>	\$100,000 and more	Director of Education Superintendent of Business
Non-Competitive (exemption based only)*	Less than \$100,000	Director of Education
	\$100,000 and more	Board of Trustees

*The BPS Directive outlines only certain situations when this is allowable.

Note: Consulting services are defined as “the provision of expertise or strategic advice that is presented for consideration and decision making.” Consulting services for the purpose of this policy excludes services that are required by legislation or regulation to be provided by the following licensed professionals: medical doctors, dentists, nurses, pharmacists, veterinarians, engineers, land surveyors, architects, accountants, lawyers and notaries.

6.0 ***Non-Authorized Purchases***

Goods purchased in the name of the Superior-Greystone 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 ***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.

9.0 *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.

10.0 *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.

11.0 *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.

12.0 *Superintendent of Business*

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

Ontario Broader Public Sector (BPS)

Supply Chain Code of Ethics

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

1. *Personal Integrity and Professionalism*

Individuals involved with Supply Chain 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 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 a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2. *Accountability and Transparency*

Supply Chain Activities must be open and accountable. In particular, 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. *Compliance and Continuous Improvement*

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.



Broader Public Sector Procurement Directive

**Issued By
Management Board of Cabinet**

Effective April 1, 2011

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PREAMBLE

The broader public sector (BPS) Procurement Directive (Directive) replaces the BPS Supply Chain Guideline issued by the Ministry of Finance in 2009.

1. PURPOSE

The purpose of the Directive is:

- To ensure that publicly funded goods and services, including construction, consulting services, and information technology are acquired by BPS organizations through a process that is open, fair, and transparent;
- To outline responsibilities of BPS organizations throughout each stage of the procurement process; and
- To ensure that procurement processes are managed consistently throughout the BPS.

2. APPLICATION AND SCOPE

This Directive applies to all designated broader public sector organizations as provided for under section 12 of the *Broader Public Sector Accountability Act, 2010*. This Directive will be applied using a phased-in approach as outlined in the table below. The “timeline” column provides the date on which the Directive begins to apply while the “sector” column identifies the BPS group(s) to which the Directive applies. The sector groups are specified under Part I of the *Broader Public Sector Accountability Act, 2010*.

Timeline	Sector
April 1, 2011	<ul style="list-style-type: none">• Hospitals• School boards• Colleges• Universities• Community Care Access Corporations• Children’s Aid Society
January 1, 2012	<ul style="list-style-type: none">• Publicly funded organizations that received public funds of 10 million dollars or more in the previous fiscal year of the Government of Ontario

3. PRINCIPLES

This Directive is based on the five key principles that allow Organizations to achieve value for money while following a procurement process that is fair and transparent to all stakeholders:

- **Accountability**
Organizations must be accountable for the results of their procurement decisions and the appropriateness of the processes.
- **Transparency**
Organizations must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results.
- **Value for Money**
Organizations must maximize the value they receive from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total lifecycle cost.
- **Quality Service Delivery**
Front-line services provided by Organizations, such as teaching and patient care, must receive the right product, at the right time, in the right place.
- **Process Standardization**
Standardized processes remove inefficiencies and create a level playing field.

4. KEY DEFINITIONS

In this Directive,

“Goods and services” means any goods, construction, and services, including but not limited to IT and consulting services;

“Members of an Organization” means all trustees, members of the board of directors, senior executives, and employees of the Organization, or their equivalent;

“Organization” means every organization that is in scope for the purposes of this Directive;

“Supply Chain Activities” means all activities directly or indirectly related to the Organization’s planning, sourcing, procurement, moving, and payment processes.

5. EXEMPTIONS, EXCEPTIONS, AND NON-APPLICATIONS UNDER TRADE AGREEMENTS

Where an exemption, exception, or non-application clause exists under the *Agreement on Internal Trade* (AIT) or other trade agreement, Organizations may apply this clause when conducting procurement.

An Organization asserting that procurement is subject to an exemption, exception, or non-application clause under a trade agreement must formally establish applicability of this clause.

6. VALUE OF PROCUREMENT

When determining the value of procurement for approval purposes as outlined in this Directive, Organizations should not take into consideration applicable sales taxes.

7. MANDATORY REQUIREMENTS

7.1 SUPPLY CHAIN CODE OF ETHICS (CODE)

The Code does not supersede codes of ethics that Organizations have in place, but supplements such codes with supply chain-specific standards of practice.

Organizations must formally adopt the Code in accordance with their governance processes. The policy intent is to establish that the conduct of all Members of an Organization involved with Supply Chain Activities must be in accordance with the Code.

The Code must be made available and visible to all Members of the Organization, as well as suppliers and other stakeholders involved with Supply Chain Activities.

Ontario Broader Public Sector (BPS) Supply Chain Code of Ethics

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

I. Personal Integrity and Professionalism

Individuals involved with Supply Chain 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 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.

II. Accountability and Transparency

Supply Chain Activities must be open and accountable. In particular, 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.

III. Compliance and Continuous Improvement

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

7.2 PROCUREMENT POLICIES AND PROCEDURES (MANDATORY REQUIREMENTS)

Organizations must comply with the requirements set forth in this Directive.

7.2.1 *Mandatory Requirement #1: Segregation of Duties*

Organizations must segregate at least three of the five functional procurement roles: Requisition, Budgeting, Commitment, Receipt and Payment. Responsibilities for these roles must lie with different departments or, at a minimum, with different individuals.

Where it is not feasible to segregate these roles, i.e., for smaller Organizations, adequate compensating controls approved by an external auditor must be put in place.

7.2.2 *Mandatory Requirement #2: Approval Authority*

7.2.2.1 Goods and non-consulting services

Organizations must establish an approval authority schedule (AAS) for procurement of goods and non-consulting services. The AAS must identify, for each of the functional procurement roles identified in Section 7.2.1, authorities that are allowed to approve procurements for different dollar thresholds. The AAS must be approved by the board of directors of the Organization or its equivalent.

Prior to commencement, any procurement of goods and non-consulting services must be approved by an appropriate authority in accordance with the AAS of the Organization.

Prior to commencement, any non-competitive procurement of goods or non-consulting services must be approved by an authority one level higher than the AAS requirements for competitive procurement.

7.2.2.2 Consulting services

Prior to commencement, any procurement of consulting services must be approved in accordance with the Procurement Approval Authority Schedule for Consulting Services below.

Procurement Approval Authority Schedule (AAS) for Consulting Services		
Procurement Method	Procurement Value	Approval Authority
Invitational Competitive	\$0 up to but not including \$100,000	Organization's AAS for goods and non-consulting services
Open Competitive	Any value	Organization's AAS for goods and non-consulting services
Non-competitive*	\$0 up to but not including \$1,000,000	President, CEO or equivalent
	\$1,000,000 or more	Board of Directors or equivalent

*Exemption-based only

Organizations must not reduce the overall value of procurement (e.g., dividing a single procurement into multiple procurements) in order to circumvent the approval requirements of the organizational AAS or the Procurement AAS for Consulting Services.

7.2.3 Mandatory Requirement #3: Competitive Procurement Thresholds

Organizations must conduct an open competitive procurement process where the estimated value of procurement of goods or services is \$100,000 or more. The exemptions must be in accordance with the applicable trade agreements.

Organizations must competitively procure consulting services irrespective of value. The exemptions must be in accordance with the applicable trade agreements.

Goods, Non-Consulting Services and Construction		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100	Petty cash	Recommended
\$100 up to but not including \$3,000	Procurement card (P-card)	Recommended
\$3,000 up to but not including \$10,000	Purchase order	Recommended
\$10,000 up to but not including \$100,000	Invitational competitive procurement (minimum of three suppliers are invited to submit a bid)	Recommended
\$100,000 or more	Open competitive process	Required
Consulting Services		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100,000	Invitational or open competitive process	Required
\$100,000 or more	Open competitive process	Required

Organizations must not reduce the overall value of procurement (e.g., dividing a single procurement into multiple procurements) in order to circumvent competitive procurement thresholds.

7.2.4 Mandatory Requirement #4: Information Gathering

Where results of informal supplier or product research are insufficient, formal processes such as a Request for Information (RFI) or Request for Expression of Interest (RFEI) may be used if warranted, taking into consideration the time and effort required to conduct them.

A response to RFI or RFEI must not be used to pre-qualify a potential supplier and must not influence the chances of the participating suppliers from becoming the successful proponent in any subsequent opportunity.

7.2.5 Mandatory Requirement #5: Supplier Pre-Qualification

The Request for Supplier Qualification (RFSQ) enables Organizations to gather information about supplier capabilities and qualifications in order to pre-qualify suppliers for an immediate product or service need or to identify qualified candidates in advance of expected future competitions.

Terms and conditions of the RFSQ document must contain language that disclaims any obligation of the Organization to call on any supplier to provide goods or services as a result of pre-qualification.

7.2.6 *Mandatory Requirement #6: Posting Competitive Procurement Documents*

Calls for open competitive procurements must be made through an electronic tendering system that is readily accessible by all Canadian suppliers.

7.2.7 *Mandatory Requirement #7: Timelines for Posting Competitive Procurements*

Organizations must provide suppliers a minimum response time of 15 calendar days for procurement of goods and services valued at \$100,000 or more.

Organizations must consider providing suppliers a minimum response time of 30 calendar days for procurements of high complexity, risk, and/or dollar value.

7.2.8 *Mandatory Requirement #8: Bid Receipt*

Bid submission date and closing time must be clearly stated in competitive procurement documents. Organizations must set the closing date of a competitive procurement process on a normal working day (Monday to Friday, excluding provincial and national holidays).

Submissions that are delivered after the closing time must be returned unopened.

7.2.9 *Mandatory Requirement #9: Evaluation Criteria*

Evaluation criteria must be developed, reviewed and approved by an appropriate authority prior to commencement of the competitive procurement process.

Competitive procurement documents must clearly outline mandatory, rated, and other criteria that will be used to evaluate submissions, including weight of each criterion.

Mandatory criteria (e.g., technical standards) should be kept to a minimum to ensure that no bid is unnecessarily disqualified.

Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria.

All criteria must comply with Section 7.2.14, Non-discrimination, of the Directive.

The evaluation criteria are to be altered only by means of addendum to the competitive procurement documents.

Organizations may request suppliers to provide alternative strategies or solutions as a part of their submission. Organizations must establish criteria to evaluate alternative strategies or solutions prior to commencement of the competitive procurement process. Alternative strategies or solutions must not be considered unless they are explicitly requested in the competitive procurement documents.

7.2.10 Mandatory Requirement #10: Evaluation Process Disclosure

Competitive procurement documents must fully disclose the evaluation methodology and process to be used in assessing submissions, including the method of resolving tie score.

Competitive procurement documents must state that submissions that do not meet the mandatory criteria will be disqualified.

7.2.11 Mandatory Requirement #11: Evaluation Team

Competitive procurement processes require an evaluation team responsible for reviewing and rating the compliant bids.

Evaluation team members must be made aware of the restrictions related to utilization and distribution of confidential and commercially sensitive information collected through the competitive procurement process and refrain from engaging in activities that may create or appear to create a conflict of interest.

Evaluation team members must sign a conflict-of-interest declaration and non-disclosure of confidential information agreement.

7.2.12 Mandatory Requirement #12: Evaluation Matrix

Each evaluation team member must complete an evaluation matrix, rating each of the submissions. Records of evaluation scores must be retained for audit purposes.

Evaluators must ensure that everything they say or write about submissions is fair, factual, and fully defensible.

7.2.13 Mandatory Requirement #13: Winning Bid

The submission that receives the highest evaluation score and meets all mandatory requirements set out in the competitive procurement document must be declared the winning bid.

7.2.14 Mandatory Requirement #14: Non-Discrimination

Organizations must not discriminate or exercise preferential treatment in awarding a contract to a supplier as a result of a competitive procurement process.

7.2.15 Mandatory Requirement #15: Executing the Contract

The agreement between the Organization and the successful supplier must be formally defined in a signed written contract before the provision of supplying goods or services commences.

Where an immediate need exists for goods or services, and the Organization and the supplier are unable to finalize the contract as described above, an interim purchase order may be used. The justification of such decision must be documented and approved by the appropriate authority.

7.2.16 Mandatory Requirement #16: Establishing the Contract

The contract must be finalized using the form of agreement that was released with the procurement documents.

In circumstances where an alternative procurement strategy has been used (i.e., a form of agreement was not released with the procurement document), the agreement between the Organization and the successful supplier must be defined formally in a signed written contract before the provision of supplying goods or services commences.

7.2.17 Mandatory Requirement #17: Termination Clauses

All contracts must include appropriate cancellation or termination clauses. Organizations should seek legal advice on the development of such clauses.

When conducting complex procurements, organizations should consider, as appropriate, the use of contract clauses that permit cancellation or termination at critical project life-cycle stages.

7.2.18 Mandatory Requirement #18: Term of Agreement Modifications

The term of the agreement and any options to extend the agreement must be set out in the competitive procurement documents. An approval by an appropriate authority must be obtained before executing any modifications to the term of agreement.

Extending the term of agreement beyond that set out in the competitive procurement document amounts to non-competitive procurement where the extension affects the value and/or stated deliverables of procurement.

7.2.19 Mandatory Requirement #19: Contract Award Notification

For procurements valued at \$100,000 or more, Organizations must post, in the same manner as the procurement documents were posted, contract award notification. The notification must be posted after the agreement between the successful supplier and the Organization was executed. Contract award notification must list the name of the successful supplier, agreement start and end dates, and any extension options.

7.2.20 Mandatory Requirement #20: Supplier Debriefing

For procurements valued at \$100,000 or more, Organizations must inform all unsuccessful suppliers about their entitlement to a debriefing.

Organizations must allow unsuccessful suppliers 60 calendar days following the date of the contract award notification to request a debriefing.

7.2.21 Mandatory Requirement #21: Non-Competitive Procurement

Organizations should employ a competitive procurement process to achieve optimum value for money. It is recognized, however, that special circumstances may require Organizations to use non-competitive procurement.

Organization may utilize non-competitive procurement only in situations outlined in the exemption, exception, or non-application clauses of the AIT or other trade agreements.

Prior to commencement of non-competitive procurement, supporting documentation must be completed and approved by an appropriate authority within the Organization.

7.2.22 Mandatory Requirement #22: Contract Management

Procurements and the resulting contracts must be managed responsibly and effectively.

Payments must be made in accordance with provisions of the contract. All invoices must contain detailed information sufficient to warrant payment. Any overpayments must be recovered in a timely manner.

Assignments must be properly documented. Supplier performance must be managed and documented, and any performance issues must be addressed.

To manage disputes with suppliers throughout the life of the contract, Organizations should include a dispute resolution process in their contracts.

For services, organizations must:

- Establish clear terms of reference for the assignment. The terms should include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, approval requirements, and knowledge transfer requirements.
- Establish expense claim and reimbursement rules compliant with the Broader Public Sector Expenses Directive¹ and ensure all expenses are claimed and reimbursed in accordance with these rules.
- Ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.

7.2.23 Mandatory Requirement #23: Procurement Records Retention

For reporting and auditing purposes, all procurement documentation, as well as any other pertinent information must be retained in a recoverable form for a period of seven years.

Organizations must have a written policy for handling, storing and maintaining the suppliers' confidential and commercially sensitive information.

7.2.24 Mandatory Requirement #24: Conflict of Interest

Organizations must monitor any conflict of interest that may arise as a result of the Members' of the Organization, advisors', external consultants', or suppliers' involvement with the Supply Chain Activities. Individuals involved with the Supply Chain Activities must declare actual or

¹ As set out in the *Broader Public Sector Accountability Act, 2010* (s.10)

potential conflicts of interest. Where a conflict of interest arises, it must be evaluated and an appropriate mitigating action must be taken.

7.2.25 Mandatory Requirement #25: Bid Dispute Resolution

Competitive procurement documents must outline bid dispute resolution procedures to ensure that any dispute is handled in an ethical, fair, reasonable, and timely fashion. Bid dispute resolution procedures must comply with bid protest or dispute resolution procedures set out in the applicable trade agreements.

8. OTHER RELATED POLICIES

Organizations must conduct procurement activities according to the law in Ontario, including contract law, the law of competitive processes, privacy legislation, accessibility legislation and any other legislation as may be applicable.

Organizations may also be subject to various trade agreements, including but not limited to the Agreement on Internal Trade (AIT) and the Ontario–Quebec Trade and Cooperation Agreement (Ontario–Quebec Agreement).

9. DEFINITIONS

“Accountability” means the obligation of an employee, agent or other person to answer for or be accountable for, work, action or failure to act following delegated authority.

“Agreement” means the formal written document that will be entered into at the end of the procurement process.

“Approval Authority” means the authority delegated by the Organization to a person designated to occupy a position to approve on its behalf one or more procurement functions within the plan-to-pay cycle up to specified dollar limits subject to the applicable legislation, regulations and procedures in effect at such time.

“Award” means the notification to a proponent of acceptance of a proposal, quotation or tender that brings a contract into existence.

“Bid” means a proposal, quotation or tender submitted in response to a solicitation from a contracting authority. A bid covers the response to any of the three principal methods of soliciting bids, i.e., Request for Proposal, Request for Tender and Request for Quotation.

“Bid Protest” means a dispute raised against the methods employed or decisions made by a contracting authority in the administration of a proposal, tender, or quotation process.

“Chief Executive Officer” means the head of operations at Organizations.

“Competitive Procurement” means a set of procedures for developing a procurement contract through a bidding or proposal process. The intent is to solicit fair, impartial, competitive bids.

“Conflict of Interest” means a situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity. An apparent conflict of interest is one in which a reasonable person would think that the professional’s judgment is likely to be compromised.

“Construction” means construction, reconstruction, demolition, repair or renovation of a building, structure or other civil engineering or architectural work and includes site preparation, excavation, drilling, seismic investigation, the supply of products and materials, the supply of equipment and machinery if they are included in and incidental to the construction, and the installation and repair of fixtures of a building, structure or other civil engineering or architectural work, but does not include professional consulting services related to the construction contract unless they are included in the procurement.

“Consultant” means a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

“Consulting Services” means the provision of expertise or strategic advice that is presented for consideration and decision-making.

“Contract” means an obligation, such as an accepted offer, between competent parties upon a legal consideration, to do or abstain from doing some act. It is essential to the creation of a contract that the parties intend that their agreement shall have legal consequences and be legally enforceable. The essential elements of a contract are an offer and an acceptance of that offer; the capacity of the parties to contract; consideration to support the contract; a mutual identity of consent or consensus ad idem; legality of purpose; and sufficient certainty of terms.

“Designated broader public sector organization” means an Organization to which section 12 of the *Broader Public Sector Accountability Act, 2010* applies.

“Electronic Tendering System” means a computer-based system that provides suppliers with access to information related to open competitive procurements.

“Evaluation Criteria” means a benchmark, standard or yardstick against which accomplishment, conformance, performance and suitability of an individual, alternative, activity, product or plan is measured to select the best supplier through a competitive process. Criteria may be qualitative or quantitative in nature.

“Evaluation Matrix” means a tool allowing the evaluation team to rate supplier proposals based on multiple pre-defined evaluation criteria.

“Evaluation Team” means a group of individuals designated/responsible to make award recommendation. The evaluation team would typically include representatives from the Organization and subject matter expert(s). Each member participates to provide business, legal, technical and financial input.

“Goods” means moveable property (including the costs of installing, operating, maintaining or manufacturing such moveable property) including raw materials, products, equipment and other physical objects of every kind and description whether in solid, liquid, gaseous or electronic form, unless they are procured as part of a general construction contract.

“Goods and Services/Goods or Services” means all goods and/or services including construction, consulting services and information technology.

“Organizations” means all organizations listed in Application and Scope, Section 2.

“Information Technology” means the equipment, software, services and processes used to create, store, process, communicate and manage information.

“Invitational Competitive Procurement” means any form of requesting a minimum of three (3) qualified suppliers to submit a written proposal in response to the defined requirements outlined by an individual/organization.

“Non-discrimination” means fairness in treating suppliers and awarding contracts without prejudice, discrimination or preferred treatment.

“Offer” means a promise or a proposal made by one party to another, intending the same to create a legal relationship upon the acceptance of the offer by the other party.

“Procurement” means acquisition by any means, including by purchase, rental, lease or conditional sale, of goods or services.

“Procurement Card (P-Card)” means an organizational credit card program primarily used for low-cost, non-inventory, non-capital items, such as office supplies. The card allows procurement or field employees to obtain goods and services without going through the requisition and authorization procedure. P-cards may be set up to restrict use to specific purchases with pre-defined suppliers or stores, and offer central billings.

“Procurement Policies and Procedures (PPP)” means a framework and mandatory requirements to govern how Organizations conduct sourcing, contracting and purchasing activities, including approval segregation and limits, competitive and non-competitive procurement, conflict of interest and contract awarding.

“Procurement Value” means the estimated total financial commitment resulting from procurement, taking into account optional extensions.

“Purchase Order (PO)” means a written offer made by a purchaser to a supplier formally stating the terms and conditions of a proposed transaction.

“Request for Expressions of Interest (RFEI)” means a document used to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when a BPS organization wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. A response to a

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 Information (RFI)” means a document issued to potential suppliers to gather general supplier, service or product information. It is a procurement procedure whereby suppliers are provided with a general or preliminary description of a problem or need and are requested to provide information or advice about how to better define the problem or need, or alternative solutions. A response to an RFI must not pre-qualify a potential supplier and must not influence their chances of being the successful proponent on any subsequent opportunity.

“Request for Proposal (RFP)” means a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor.

“Request for Supplier Qualifications (RFSQ)” means a document used to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. Organizations must ensure that the terms and conditions built into the RFSQ contain specific language that disclaims any obligation on the part of the Organization to call on any supplier to provide goods or services as a result of the pre-qualification.

“Requisition” means a formal request to obtain goods or services made within an Organization, generally from the end-user to the procurement department.

“Segregation of Duties” means a method of process control to manage conflict of interest, the appearance of conflict of interest, and errors or fraud. It restricts the amount of power held by any one individual. It puts a barrier in place to prevent errors or fraud that may be perpetrated by one individual.

“Services” means intangible products that do not have a physical presence. No transfer of possession or ownership takes place when services are sold, and they (1) cannot be stored or transported, (2) are instantly perishable, and (3) come into existence at the time they are bought and consumed.

“Supplier/Vendor” means any person or organization that, based on an assessment of that person’s or organization’s financial, technical and commercial capacity, is capable of fulfilling the requirements of procurement.

“Supply Chain Activities” means all activities whether directly or indirectly related to organizational plan, source, procure, move, and pay processes.

“Trade Agreements” means any applicable trade agreement to which Ontario is a signatory.

“Supplier Debriefing” means a practice of informing a supplier why their bid was not selected upon completion of the contract award process.

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

Date: October 17, 2011

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

FROM: Darlene Keenan, Chair of the Audit Committee

SUBJECT: Report of the Audit Committee Meeting held September 28, 2011

Following the audit committee meeting held on September 28, 2011, the audit committee recommends to the Board of Trustees the approval of the following:

- The Five-Year Regional Internal Audit Plan (Superior-Greenstone DSB Regional Internal Audit Plan and SGDSB Inherent Heat Plan attached);
- The Superior-Greenstone DSB Internal Audit Report for 2011 (attached).

At the meeting, the Board's external auditors also presented their plan for the 2011 audit. The Deloitte Audit Plan for 2011 is also attached for your information.

Respectfully submitted,

Darlene Keenan
Chair of the Audit Committee

Attachments:

SGDSB Regional Internal Audit Plan
SGDSB Inherent Heat Map
SGDSB Internal Audit Report for 2011
Deloitte Audit Plan for 2011

SUPERIOR GREENSTONE DISTRICT SCHOOL BOARD
5 YEAR INTERNAL AUDIT PLAN

YEAR 1			
AUDIT 1	AUDIT 2	AUDIT 3	
Payroll and Compensation Benefits	Treasury	Procurement and Accounts Payable Purchasing Cards Expense Reports	
<i>REASONING</i>	<i>REASONING</i>	<i>REASONING</i>	
Payroll represents around 80% of school board expenses High potential risk based on risk assessment	Includes all cash management for the board High potential risk based on risk assessment	New guidelines for expense reporting and procurement are in place, to which compliance is required Reaches all departments Large potential financial impact and reputational impact	
YEAR 2			
AUDIT 1	AUDIT 2		
Budget Planning, Development and Control	High Needs Special Education		
<i>REASONING</i>	<i>REASONING</i>		
Intricate process that generally does not have a lot of formal documentation Overall highest potential risk based on risk assessment	Annual deficits appear to be the norm Quickly inflating costs		
YEAR 3			
AUDIT 1	AUDIT 2	AUDIT 3	AUDIT 4
Recruitment and Retention Hiring	Ministry Reporting	Grant and Non-Grant Revenue Management	Facility Requirement Forecasting/ Capital Planning
<i>REASONING</i>	<i>REASONING</i>	<i>REASONING</i>	<i>REASONING</i>
Ongoing processes that are timely and expensive Highest potential HR risk processes based on risk assessment	Due to the potential for very large financial impact, strong policies in this area need to be confirmed Segregation of duties in this area are a concern for smaller boards High potential risk based on risk assessment	Require strong policies around revenue management to ensure efficient use of resources High potential risk based on risk assessment	Large and complex process High potential risk based on risk assessment
YEAR 4			
AUDIT 1	AUDIT 2	AUDIT 3	
Risk Management	Monitoring and Reporting Outcomes	Network and Applications Access Mgmt Manage IT Security	
<i>REASONING</i>	<i>REASONING</i>	<i>REASONING</i>	
Increased emphasis on disaster recovery Ensure sufficient management of liability High potential risk based on risk assessment	Accurate tracking and reporting of outcomes is essential in assessing the overall performance of the board/system	Ever improving technology requires school boards to ensure protection of sensitive information is maintained as well as appropriate use of school board IT resources	
YEAR 5			
AUDIT 1	AUDIT 2		
Enrolment Attendance	Manage Service Delivery		
<i>REASONING</i>	<i>REASONING</i>		
Largest impact on school board funding High potential for manipulation Highest potential risk in instruction and school processes	Crux of the transportation process Highest potential risk in the transportation process		

School Board Audit Universe:

Superior-Greenstone DSB

For the period:

2010-11

Entity Level Risk Ranking

Medium 59.60%

Overall School Board Process Risk Ranking

Medium 50.79%

Instruction and Schools	Plan and develop programs	41.03%	Plan and provide support services	47.79%	Enrolment	60.42%	Attendance	49.68%	Managing instructional day	45.63%	Monitoring & Reporting outcomes	47.33%
	46.58%	Special Education	39.98%	Special Education - High Needs	50.06%	Coordinate Student organizations & athletics	39.99%	Professional Development	40.63%	Management of Suspensions & Expulsions	49.81%	

Business Services	Budget planning, development & control	74.66%	Management reporting and analysis	39.10%	Ministry reporting	73.11%	Grant and non grant revenue management	71.82%	Fundraising	57.78%	Treasury	69.30%
	61.34%	Facility Procurement	61.57%	Procurement & A/P	66.89%	Purchasing Cards	44.77%	Expense Reporting	48.09%	Risk Management	62.04%	Payroll

Facilities	Facility requirement forecasting/capital planning	73.18%	EDC by law process		Manage facility operations	62.25%	Repairs & Maintenance	37.09%	Custodial services	36.49%	Construction monitoring & management	59.81%
	52.51%	ODA Compliance	46.21%									

Human Resources	Recruiting and retention	66.68%	Hiring	66.56%	Teacher staffing	65.86%	Non teacher staffing allocation	49.20%	Attendance support	44.20%	Compensation & benefits	65.88%
	52.87%	Termination & retirement	42.48%	Manage labour relations	51.95%	Health & Safety	45.78%	Supply Teachers	30.07%			

Information Tech & Comm.	Develop IT strategy	40.60%	Develop & deploy applications	41.05%	Network and application access management	43.99%	Manage IT security	50.04%	Data management	50.95%	Records Management	43.99%
	44.54%	Back up	50.82%	Manage communication system	36.99%	Deploy non-IT resources	42.45%					

Transportation	Define parameters for transportation service	50.90%	Monitor consortium relationship	37.68%	Manage service delivery	52.15%	Transportation to Provincial school					
	46.91%											

Colour Key:

Review of this process identified a **high** level of risk

70.01%++

Review of this process identified a **moderate** level of risk

40.01-70%

Review of this process identified a **low** level of risk

0 - 40%

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Date: September 28, 2011

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

FROM: Dianne Williams, Manager of Accounting Services

SUBJECT: Internal Audit Report for 2011

Background

Our Annual Audit Plan was approved by the Board in January 2011 and under that plan, the following schools were visited: Nipigon-Red Rock High, Red Rock Public and George O'Neill Public.

Dianne Williams completed the cash handling, inventory and purchasing audits and Cathy Tsubouchi completed the enrolment audit. The audits were conducted during May and June. Our findings are summarized in the following section. The findings of the review have been shared with the Principals and Managers who were involved in this year's audit. We would like to thank all those involved in the school audits for their assistance.

In addition to our findings this year, I have included the status of recommendations from last year's Internal Audit Report in Appendix A.

Findings

Enrolment

The enrolment records examined at Red Rock Public School and George O'Neill Public School are being maintained in accordance with the Ministry of Education's regulations.

Generally, the enrolment records at Nipigon-Red Rock High School are being adequately maintained; however, there was one issue discovered during the audit. When a First Nation revises the list of students that they will be supporting and removes a student from the list, the student is automatically recorded as a pupil of the board. There is no follow-up by school staff to verify that the student is qualified to be a pupil of the board.

It is recommended that the process for registering First Nation students be reviewed with school staff and that the process for making in-year changes be reviewed.

Cash Handling

Controls for distribution of Petty Cash funds were in place at all schools visited.

The School Cash fund bank reconciliations are being reviewed by the principals. These reconciliations should be reviewed on a timely basis in order to ensure that there are no unusual items in the school funds. Reconciliations were reviewed in the other schools visited.

Inventory

There was an issue at Nipigon-Red Rock High and Red Rock Public that computer items on the inventory list should have been removed from current inventory list as they have been disposed of. The process for disposal has been properly followed with the disposal list signed off by the Principal

of the school and retained in central files at the Board Office. There appears to be a problem when some items are deleted, they are reappearing on the database for the computer inventory. The IT Manager is looking into this issue and hopes to have resolved in the near future. There were items at Nipigon-Red Rock High, Red Rock Public and George O'Neill Public that could not be located. The items were older equipment: one monitor, one printer and two switches.

It is recommended for the missing items, due to their age, that the IT Department update the disposal list; have the Principal approve, and then remove the items from the current inventory list.

It is recommended that the IT Department replace the current inventory database in order to protect the integrity of the data.

Purchasing

All of the schools visited have procedures in place to monitor purchases. These schools are using purchase orders for small purchases in order to track their budgets more accurately. In addition, procedures are in place to verify that goods have been received prior to authorizing payment. Packing slips are being retained and filed with copies of the purchase order. When required, schools were completing the Summary of Quotation form and also filing it with their copy of the purchase order.

Audit Recommendations

It is recommended that the process for registering First Nation students be reviewed with school staff and that the process for making in-year changes be reviewed.

It is recommended for the missing items, due to their age, that the IT Department update the disposal list; have the Principal approve, and then remove the items from the current inventory list.

It is recommended that the IT Department replace the current inventory database in order to protect the integrity of the data.

Board Recommendations

That the Superior-Greenstone DSB Audit Committee accepts the internal audit recommendations as presented.

Respectfully submitted,

Dianne Williams
Manager of Accounting Services

Cathy Tsubouchi
Superintendent of Business

APPENDIX A

STATUS OF RECOMMENDATIONS FROM THE 2010 INTERNAL AUDIT REPORT

It is recommended that the "Instructions for Use of Computerized Enrolment Registers" be reviewed on an annual basis in order to keep up to date on changes in Ministry enrolment policy and to ensure that there is appropriate training for all staff that handle enrolment recording.

STATUS: This recommendation is being completed on an annual basis.

It is recommended that a referral process to follow when a pupil is absent for 15 consecutive days be developed.

STATUS: This referral process has not been developed.

It is recommended that school administrators review and approve school funds bank reconciliations monthly.

STATUS: This was not an issue this year.

It is recommended that Policy #307 be reviewed on an annual basis with all board office staff.

STATUS: This review is taking place on an annual basis.



Superior Greenstone District School Board 2011 Audit Service Plan



For the year ended August 31, 2011
To be presented to the Audit Committee
on September 28, 2011



Deloitte & Touche LLP
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Canada

Tel: 416-601-6150
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September 15, 2011

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

Dear Audit Committee Members:

Audit service plan for the year ended August 31, 2011

We are pleased to present our audit service plan for Superior Greenstone District School Board (the "Board" or "SGDSB") for the year ended August 31, 2011. This plan describes the Deloitte & Touche LLP ("Deloitte") audit approach, our audit scope and our planned communications with you.

Our audit will include an audit of Superior Greenstone District School Board's consolidated financial statements for the year ended August 31, 2011 prepared in accordance with the basis of accounting prescribed by the Ontario Ministry of Education as disclosed in the consolidated financial statements and conducted in accordance with Canadian Generally Accepted Auditing Standards (GAAS).

Our responsibilities under Canadian GAAS are described in more detail in our audit engagement letter dated September 15, 2011.

We are proud of our relationship with SGDSB. Our objective at Deloitte is to set the standard of excellence and our team is committed to providing an efficient, high-quality audit. We will focus our efforts on higher risk areas and co-ordinate our activities with management and make every effort to achieve audit efficiencies.

We are providing this audit service plan to the Audit Committee on a confidential basis. It is intended solely for the use of the Audit Committee and the Trustees to assist them in discharging their responsibilities with respect to the consolidated financial statements and is not intended for any other purpose. We accept no responsibility or obligation to any third party who may rely on this report.

We look forward to discussing our audit service plan with you and answering any questions you may have.

Yours truly,

A handwritten signature in black ink that reads "Deloitte & Touche LLP". The signature is stylized and cursive.

Chartered Accountants
Licensed Public Accountants

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Appendix B - Communication requirements

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Executive summary

The Deloitte audit approach adheres to applicable professional auditing standards and, accordingly, is risk-based and tailored to address the risks to financial reporting – the audit risks. Our audit approach involves consideration of the following:

Audit service plan – Key elements

Audit scope	<p>The audit planning and the preliminary risk assessment activities we conduct enable us to set the scope of our audit and to design procedures tailored to that scope.</p> <p>As auditors' for Superior Greenstone District School Board (the "School Board" or "SGDSB") we will audit the consolidated financial statements of Superior Greenstone District School Board for the year ended August 31, 2011.</p>
Materiality	<p>Materiality is the magnitude of misstatements, including omissions, in the consolidated financial statements that, individually or in the aggregate, could reasonably be expected to influence the economic decisions of the financial statement users. Deloitte is responsible for providing reasonable assurance that your consolidated financial statements as a whole are free from material misstatement.</p> <p>We will report to the Audit Committee all uncorrected misstatements greater than a clearly trivial amount and any misstatements that are, in our judgment, qualitatively material. In accordance with Canadian GAAS, we request that misstatements be corrected.</p>
Audit risks	<p>Our audit scope reflects the risks that we have identified and our planned audit response to them.</p> <p>The more significant of the risks that we identified as part of our strategic audit planning activities, together with our planned audit response, are set out in the body of this report.</p>

Audit service plan – Key elements

Changes in assurance standards

New Canadian Auditing Standards (CAS) are in effect for the audit of the 2011 consolidated financial statements of the Board. Key matters relevant to the audit are:

- *CAS 450, Evaluation of Misstatements Identified During the Audit*

CAS 450 requires the auditor to request management to correct all uncorrected errors encountered during the audit. If management does not wish to correct the misstatements, the auditor must understand the reasoning behind management's decision. Furthermore, the auditor is also now required to request those charged with governance to correct any uncorrected misstatements and to understand their reasoning for not correcting any misstatements.

Previously, auditors were required to communicate all corrected and uncorrected misstatements to those charged with governance. There was no requirement to ask those charged with governance to correct the misstatements. The correction of misstatements was a decision of management and evaluated by the auditor in relation to the scope of the audit and materiality.

- *CAS 540, Auditing Accounting Estimates*

CAS 540 introduces risk assessment procedures that are not contained in the previous standards. For example, CAS 540 requires the auditor to obtain an understanding of how management makes the accounting estimates and an understanding of the data on which those estimates are based.

CAS 540 also requires the auditor to review the outcome of accounting estimates made in the prior period consolidated financial statements.

CAS 540 focuses the auditor's work effort on accounting estimates that have a risk of material misstatement, particularly those that have high estimation uncertainty.

Where the auditor has determined that an accounting estimate gives rise to a significant risk, CAS 540 requires the auditor to evaluate whether the significant assumptions made by management provide a reasonable basis for the accounting estimate, whether and how management has considered alternative assumptions or outcomes, and why they have rejected them.

- *CAS 550, Related Parties*

In addition to previous requirements, CAS 550 requires the auditor to:

- Determine the susceptibility of material misstatement that could result from the entity's related party relationships and transactions
- Obtain an understanding of the controls established around related party transactions and significant transactions and arrangements outside the normal course of business.
- Treat identified significant related party transactions outside the entity's normal course of business as giving rise to significant risks.

- *CAS 600, Audits of Group Financial Statements (Including the Work of Component Auditors)*

CAS 600 requires that the group engagement partner not accept an engagement, or resign from it, if sufficient appropriate audit evidence cannot be obtained due to management restrictions. This could result in a disclaimer of opinion on the group statements, as opposed to a reservation of opinion under the previous standard.

Audit service plan – Key elements

The auditor will also need to determine four levels of materiality – for group statements as a whole; for particular classes of transactions, account balances or disclosures in the group statements; component materiality; and a threshold for clearly trivial misstatements.

CAS 600 also contains more extensive and specific requirements regarding the nature, timing and extent of procedures to be performed for the group audit (e.g. more extensive requirements under the new standard in obtaining an understanding of the component auditor and its regulatory environment).

For purposes of CAS 600, Superior Greenstone District School Board is considered to be a component of the consolidated financial statements of the Province of Ontario. As such, we are considered to be component auditors and may be required to provide additional information and carry out additional procedures for the Group Auditor which in this case is the Auditor General of Ontario.

- *CAS 800, Audits of financial statements prepared in accordance with a special purpose framework*

For fiscal 2011, the school board's consolidated financial statements must be prepared in accordance with the basis of accounting prescribed by the Ministry of Education. Because this basis of accounting contains certain departures from Canadian public sector accounting standards, we will be auditing in accordance with a special purpose framework.

CAS 800 includes a new structure and wording of the standard report intended to make the report clearer and the communication more transparent.

The date of the auditor's report cannot be earlier than the date that the consolidated financial statements in final form are approved by the Board of Trustees. This represents a significant change from previous standards, under which the date that the auditor's examination was substantially completed was used as the date of the auditor's report.

A sample auditor's report has been attached to the audit engagement letter.

Fraud risk

In determining our audit strategy to address the assessed risks of material misstatement due to fraud, we will:

1. assign and supervise personnel, taking account of the knowledge, skill and ability of individuals with significant engagement responsibilities and the auditor's assessment of the risks of material misstatement due to fraud for the engagement
2. evaluate whether the selection and application of accounting policies by your organization, particularly those related to subjective measurements and complex transactions, may be indicative of fraudulent financial reporting resulting from management's effort to manage results, and
3. incorporate an element of unpredictability in the selection of the nature, timing and extent of our audit procedures.

We will inquire directly of the Audit Committee regarding its views about the risk of fraud and whether the Audit Committee has knowledge of any actual or suspected fraud affecting SGDSB.

If we suspect fraud involving management, we will communicate these suspicions to the Audit Committee and discuss the nature, timing, and extent of audit procedures necessary to complete the audit.

Audit service plan – Key elements

Internal control matters	We will obtain an understanding of internal control relevant to the audit. Although most controls relevant to the audit are likely to relate to financial reporting, not all such controls are relevant to the audit. It is a matter of professional judgment whether a control, individually or in combination with others, is relevant to the audit.
Use of the work of experts	<p>Our audit engagement partners are supported with online resources as well as practice office and national office experts who assist our audit engagement teams when dealing with more complex technical, accounting, auditing and reporting issues.</p> <p>We intend to use the work of the Board's actuary in their determination of the Board's employee future benefits liability. We will review and test any assumptions used, ensure the disclosure in the consolidated financial statements is adequate, and that the actuary is in good standing with the Canadian Institute of Actuaries.</p>
Engagement letter	The terms and conditions of our engagement is included in our engagement letter included in Appendix A.
Complete engagement reporting	<p>We will provide, upon satisfactory completion of the audit, an audit report on the consolidated financial statements of the Board.</p> <p>We will also provide reports to the Audit Committee to assist you in fulfilling your responsibilities, as required by applicable auditing standards. Appendix B summarizes required communications between the Audit Committee and Deloitte.</p>

Other matters






Audit fees	We propose audit fees of \$40,000 for the consolidated financial statements. Our objective is to conduct an efficient audit in accordance with Canadian GAAS. The time we have estimated for our audit assumes an optimum level of assistance from SGDSB staff and our commitment to fulfill our professional responsibilities and duties in an efficient manner. We have carefully considered all elements included within our audit plan and confirm that, in our judgment, all such procedures are appropriate and in line with Canadian GAAS.
Independence	<p>We have developed important safeguards and procedures to protect our independence and objectivity.</p> <p>We are independent of SGDSB and we will formally reconfirm our independence in our final report to the Audit Committee.</p>
Management representations	We will obtain written and oral representations from management to complement our audit procedures. These representations are intended to confirm the information that is provided to us and reduce the possibility of misunderstanding.
New financial reporting standards	We have included, in Appendix C, the Deloitte Standard-setting Activities Digest, which summarizes the standards (both finalized and in development) that we believe are particularly relevant to SGDSB.

Other matters

Client service commitment

Deloitte's client service principles have been designed to help us exceed the expectations of SGDSB and its Audit Committee. These principles are our framework for providing guidance to members of our engagement team and identifying our clients' unique preferences regarding the ways they want to work with us.

We will:

-  make and meet our commitments to you
-  understand your business and what is important to you
-  **provide** value and build trust through technical competence and consistent results
-  **demonstrate** professionalism through effective interaction and communications
-  provide a **no surprises** experience

We invite you to assess our performance against these principles through our Client Feedback process.

The Deloitte risk-based audit approach

A consistent approach that supports a dynamic environment

Deloitte's audit approach is a systematic methodology that enables us to tailor our audit scope and plan to address the unique issues facing SGDSB. Our risk-based audit approach is:

- **Partner-led** – driven by our partners' experience and their detailed knowledge of an organization, with significant partner input at all stages of the audit
- **Focused** – by identifying and designing appropriate audit procedures that focus on risks to the audit process for significant accounts, transactions and disclosures as well as material misstatements to the consolidated financial statements
- **Quality focused** — with a commitment to provide a high level of professional and technical quality, and
- **Dynamic** – tailored to respond to changing circumstances.

There are four key phases within our systematic approach:

- Initial planning
- Assessing and responding to risk of material misstatement
- Developing and executing the audit plan, and
- Reporting and assessing performance.

These steps are not necessarily chronological nor are they mutually exclusive. For example, once we've developed our audit plan and the audit is being performed, we may become aware of a risk that was not identified during the planning phase. Based on that new information, we would reassess our planning activities and adjust the audit plan accordingly.

1. Initial planning

The Deloitte audit approach begins with an extensive planning process that includes:

- assessing your current business and operating conditions
- understanding the composition and structure of your business and organization
- understanding your accounting processes and internal controls
- understanding your information technology systems
- understanding any internal audit activities undertaken to date
- identifying potential engagement risks
- planning the scope and timing of internal control and substantive testing that take into account the specific identified engagement risks, and
- co-ordinating our activities with external parties and experts.

Understanding your business and accounting processes

In addition to the development of our understanding of your business and accounting process, including the Board's internal control framework and use of information technology, our audit will take into account specific items of particular interest raised by the Audit Committee as well as areas of concern identified by the Audit Committee or management.

2. Assessing and responding to engagement risk

Our audit approach combines an ongoing identification of risks with the flexibility to adjust our approach when additional risks are identified. Since these risks may impact our audit objectives, we consider materiality in our planning to focus on those risks that could be significant to your financial reporting.

Risk assessment

The risks that we have identified to date, and which will be addressed when conducting the audit, are summarized in the Audit Scope section below. As we perform our audit, we will update our risk assessment and will inform the Audit Committee and management of significant changes to our risk assessment and any additional risks that are identified.

Consideration of the risk of fraud

Fraudulent acts include the deliberate failure to record transactions, forgery of records and documents, and intentional misrepresentations made to our audit engagement team. Fraud may include intentional acts by management or employees acting on behalf of SGDSB, as well as employee fraud if management or employees are involved in actions that defraud SGDSB. Deloitte does not assume that management is dishonest nor do we assume unquestioned honesty. Rather, in accordance with Canadian GAAS, we exercise professional scepticism and recognize that the conditions we observe and evidential matter we obtain, including that obtained from prior audit engagements, need to be objectively evaluated to determine whether the consolidated financial statements are presented fairly in all material respects.

Maintaining an attitude of professional scepticism means that we carefully consider the reasonableness of the responses we receive to our inquiries from those charged with governance, and evaluate other information obtained from them in light of the evidence we obtain during the audit. We consider whether any misstatement or control deficiency that we identify may be indicative of fraud and what the implications of fraud and significant error are in relation to other aspects of the audit, particularly the reliability of management representations.

The Audit Committee has oversight responsibilities for management's efforts to create a strong internal control environment, including the design and implementation of antifraud programs and controls. Since antifraud controls influence the tone of the entire organization, they will be considered as part of our assessment of the overall Control Environment.

Deloitte's approach to evaluating the **design** and **implementation** of antifraud controls includes:

1. gaining an understanding of SGDSB policies and procedures designed to address fraud risks
2. determining whether the programs are designed to prevent, detect or deter fraud, and
3. performing walkthroughs of significant processes.

Deloitte's approach to evaluating the **operating effectiveness** of antifraud controls includes:

1. analyzing antifraud controls to determine whether they are operating, in all material respects, as designed, and
2. evaluating management's consideration of fraud in its risk assessment process.

As required by professional auditing standards, we also make enquiries of the Audit Committee regarding:

- their views about the risk of fraud,
- their knowledge of any actual suspected or alleged fraud, and
- the role they exercise in the oversight of management's antifraud programs.

Because of the inherent limitations of Internal Control over Financial Reporting, including the possibility of collusion or improper management override of controls, it is possible that material misstatements due to error or fraud may not be prevented or detected on a timely basis. Accordingly, the assurance an auditor provides concerning the lack of misstatements and the lack of material weaknesses arising from fraud is necessarily lower than the assurance provided concerning those arising from an error.

2. Assessing and responding to engagement risk (continued)

Information technology

A key part of our audit planning process involves gaining an understanding of:

1. the way in which that environment supports the control procedures we intend to rely on when conducting our audit, and
2. the computer based information that supports our substantive procedures.

The objective of our review of computer controls is to identify potential areas of risk and assess the relevance, reliability, accuracy and completeness of the data produced by the systems. We may also assess the operating effectiveness of the computer environment and determine the reliability of the financial information used to generate the consolidated financial statements. To accomplish this, we gain an up-to-date understanding of your organization's computer processing environment and our understanding of the relevant general computer controls. We then conduct tests to support our conclusion on the operating effectiveness of controls considered relevant to the audit.

We will assess the design and effectiveness of general computer controls in the following areas:

1. Data centre and network operations
2. System software acquisition, change and maintenance
3. Program change
4. Access security
5. Application system acquisition, development, and maintenance.

3. Developing and executing the audit plan

The performance of an audit includes evaluating the design and testing the operational effectiveness of controls upon which we intent to rely, as well as performing substantive audit procedures.

Audit procedures

The timing of our audit procedures is dependent upon a number of matters including coordination with management for the provision of supporting analysis and other documentation. Generally, we perform our audit procedures to allow sufficient time to surface significant issues early thereby allowing more time for analysis and resolution.

For example, we anticipate performing audit procedures and/or dual purpose tests of controls, account balances and disclosures on significant and complex transactions, or adoption of new accounting pronouncements, as they occur.

Tests of controls

As part of our audit, we review and evaluate certain aspects of the systems of internal control over financial reporting to the extent we consider necessary in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). The main objective of our review of internal controls in an audit is to assist in determining the nature, extent and timing of our audit tests and to establish the degree of reliance which we can place on selected controls. An audit of financial statements is not designed to determine whether internal controls were adequate for management's purposes or to provide assurance on the design or operational effectiveness of internal control over financial reporting.

3. Developing and executing the audit plan (continued)

Tests of controls (continued)

The identification of deficiencies in internal control in an audit is influenced by matters such as our assessment of materiality, our preliminary assessment of the risks of material misstatement, the audit approach used, and the nature, timing and extent of the auditing procedures conducted. For example where we use a substantive approach for a particular financial statement assertion we do not generally perform tests of controls and where we do perform tests of controls we may vary the nature, timing and extent of our testing from year to year. Accordingly, our understanding of controls as a result of the audit procedures we conduct in an audit of financial statements is limited.

We will inform the Audit Committee and management of significant deficiencies that are identified in the conduct of the audit, regardless of whether they were identified by us or management.

Substantive audit procedures

Our substantive audit procedures consist of a tailored combination of analytical procedures and detailed tests of transactions and balances. These procedures take into account the results of our controls testing and are designed to enable us to obtain reasonable assurance that the financial statements are free from material misstatements. To obtain this assurance, misstatements that we identify while performing substantive auditing procedures will be considered in relation to the financial statements as a whole. Any misstatements that we identify, other than those that are clearly trivial, will be reported to management and the Audit Committee. In accordance with Canadian GAAS, we request that misstatements be corrected.

Use of work of experts

Our audit engagement team is supported with online resources as well as practice office and national office experts who will assist the team in dealing with more complex technical, accounting, auditing and reporting issues.

4. Reporting and assessing performance

Perform post-engagement activities

We will analyze the results of the audit procedures performed throughout the year and, prior to rendering our report, we will conclude whether:

- The scope of the audit was sufficient to support our opinion, and
- The misstatements identified during the audit do not result in financial statements being materially misstated.

Material adjustments and control deficiencies

Our audit plan allows for constructive, timely feedback to management regarding matters deserving their attention, including information about material adjustments to the financial statements and/or disclosures and/or control deficiencies in internal control noted in the conduct of the audit.

As discussed, our audit procedures focus on the risks of material misstatement. If there are additional areas of concern or interest to the Audit Committee or management, we will adjust our audit plan to include those areas.

4. Reporting and assessing performance (continued)

Obtain management representations

We will obtain written and oral representations from management to complement our audit procedures. These representations are not a substitute for the application of our audit procedures; instead, they are intended to confirm the information provided to us and reduce the possibility of misunderstanding.

Complete engagement reporting

We will provide, following satisfactory completion of appropriate audit procedures, an audit report on your financial statements.

We also provide reports to the Audit Committee to assist it in fulfilling its responsibilities as required by applicable auditing standards. Deloitte's client service principles include providing management and the Audit Committee with insights into the condition of the business and offering meaningful suggestions for improvement. We will report these insights and suggestions to the appropriate members of management and/or the Audit Committee for their consideration.

To enable us to determine how well we have achieved our client service objectives, including an assessment of the quality of our audit engagement, we actively solicit feedback from our clients. This feedback is obtained either through meetings with members of the Audit Committee and management or their completion of questionnaires.

Your feedback enhances our understanding of your expectations of us through your evaluation of our performance. The information you provide to us allows us to refine our client service objectives to help us remain focused, responsive, and proactive in meeting your needs while fulfilling our professional responsibilities.

Deloitte enjoys a strong reputation for our **commitment to quality**. Key factors supporting that reputation include:

- A strong tone at the top
- A comprehensive ethics and compliance program
- An uncompromising approach to client service
- Communication of and adherence to professional standards and client service principles
- A mature client feedback program
- A multifaceted approach to monitoring independence
- A robust technical consultation approach
- National office consultation regarding areas of high risk or areas that require significant judgment
- Technical training for our professionals
- An annual internal inspection process for audit engagements,
- Continuous improvement based on lessons learned and client feedback.

Audit scope

Designed to obtain reasonable assurance and address the risks of material misstatements.

An audit is designed to search for potential misstatements that, individually or collectively, are material. This is done by determining a specific threshold for each engagement and considering other qualitative factors. The threshold amount is also used to evaluate the significance of uncorrected misstatements (“passed” misstatements and reclassifications) and control deficiencies that are noted during the audit.

Compliance with the applicable financial reporting framework

The audit enables us to express an opinion on whether the financial statements are prepared, in all material respects, in accordance with the applicable financial reporting framework. The audit also includes evaluating the appropriateness of accounting policies and the reasonableness of accounting estimates made by management, and evaluating the overall presentation of the financial statements. Our report on the financial statements and communications required by Canadian GAAS will be in accordance with our findings.

Materiality

Our overall materiality level is used in our assessment of significant accounts where audit effort is necessary and is based on a percentage of budgeted expenses for the Board. We estimate that our materiality for the 2011 audit will be \$743,000 (2010 - \$683,000). We propose the clearly trivial threshold to be \$35,000. We will design our work so as to consider material items appropriately and to detect potential adjustments that, individually or in combination with others, would be material to the financial statements. In accordance with Canadian GAAS, we will request that misstatements be corrected.

If the amount of uncorrected misstatements detected when conducting our audit exceeds that which we anticipated when we planned the audit, we may need to revise the scope of our audit. Should such a situation arise, we will discuss the matter with management on a timely basis in order to agree upon the appropriate course of action.

Risk assessment

We compile information from a variety of sources, including discussions with management and the Audit Committee, to identify risks to SGDSB’s financial reporting process that may require attention. Our preliminary risk assessment took into account:

- key business developments and transactions (internal and external);
- current business, regulatory and accounting pronouncements and developments;
- key management strategies and business plans;
- prior years’ audit results; and
- areas of significant judgment and risk.

Risk assessment (continued)

Our audit planning activities and our preliminary identification of audit risks enables us to set the scope of our audit and to design audit procedures tailored to the identified risks to financial reporting. The table below sets out the more significant risks to financial reporting that we have identified, with management's support, during our preliminary planning activities. The table also includes our proposed response to each risk. Our planned audit response is based on our assessment of the likelihood of a risk's occurrence, the significance should a misstatement occur, our determination of materiality and our prior knowledge of SGDSB.

Significant areas of audit risk	Description of risk	Audit response
Management estimates	<ul style="list-style-type: none"> Requires assumptions and management judgement which can be manipulated to achieve desired financial results 	<ul style="list-style-type: none"> Identify significant estimates. Obtain an understanding of how management makes accounting estimates and understand the data upon which estimates are based. Review management's logic and assumptions to develop estimates. Consider the alternatives that management had when developing the estimates. Review the outcome of accounting estimates made in the prior period consolidated financial statements.
School generated funds	<ul style="list-style-type: none"> The nature of cash transactions at individual schools increase the risk that revenues received are not recorded 	<ul style="list-style-type: none"> Test controls in place over school generated funds. Perform substantive analytic procedures on revenue and expenses.
Implementation of the new Public Sector Accounting Standard PS 3410 Government Transfers	<ul style="list-style-type: none"> The Ministry has provided specific instructions for the implementation of PS 3410 	<ul style="list-style-type: none"> Attend Ministry training for school business officials and auditors. Determine that SGDSB has implemented PS 3410 in accordance with Ministry instructions. Ensure adequate disclosure of the basis of accounting relating to PS 3410.

Audit scope uncertainty

Our audit service plan is based on several assumptions. Circumstances may arise during the engagement that could significantly affect our scope and the extent and timing of our audit procedures. These circumstances may include, but are not limited to, the following:

- the quality of SGDSB's accounting records deteriorates during the current year engagement compared to the prior-year engagement
- a significant level of proposed audit adjustments is identified during our audit
- significant new issues or changes arise, such as:
 - new accounting issues
 - changes in accounting policies or practices from those used in prior years
 - events or transactions not contemplated in our budgets
 - changes in SGDSB's financial reporting process or IT systems
 - changes in SGDSB's accounting personnel, their responsibilities, or their availability
 - changes in auditing standards
 - changes in SGDSB's use of experts or the specialists and / or their work product does not meet the qualifications that Canadian GAAS require for us to be able to use their work
- changes in the audit scope caused by events that are beyond our control

If any of these or similar such circumstances arise during the course of our audit we will discuss them on a timely basis with management and provide the Audit Committee with a report regarding the impact on our audit at its next scheduled meeting. Matters that we consider to be significant and that may be sensitive from a reporting timing perspective will be communicated immediately to the Chair of the Audit Committee.

The Deloitte client service commitment

Seamless and effective delivery focused on your specific needs

SGDSB is important to Deloitte. Your organization is unique and you deserve a customized approach to the services we provide. Our service plan is built on a tailored set of service commitments that guide the delivery of every aspect of our audit services. Our client service assessment, which is central to our philosophy, emphasizes the importance of our listening to your expectations, reassessing your needs based on the feedback you provide to us in the assessment process, and responding with actions and results. We strive to continually raise the bar by improving processes and adding value while delivering an effective and efficient audit.

Our approach to client service excellence

At Deloitte, our objective is to execute our audit in a way that meets our professional standards and also creates a positive client experience.

Our client service principles are the framework for providing guidance, coaching members of our engagement team, and identifying our clients' unique preferences regarding the ways they want to work with us. These principles enable our engagement teams to focus on client service excellence.

Our client service principles:

We will:

make and meet our commitments to you by...

- working with you to clearly define your expectations
- delivering what is agreed upon
- being easily accessible to you
- providing valuable responses to all your inquiries
- ensuring timeliness and accuracy in our billings

understand your business and what is important to you by...

- anticipating your needs
- understanding the unique characteristics of your business industry and operating circumstances

- **provide** value and build trust through technical competence and consistent results by...
 - instilling confidence and trust in the quality of our work
 - providing up-to-date professional expertise
 - providing value to your enterprise
 - providing insights into the condition of the business and meaningful suggestions for improvement
- **demonstrate** professionalism through effective interaction and communications by...
 - keeping you informed of project status
 - performing as a well organized team
 - working collaboratively with you
- provide a **no surprises** experience by...
 - proactively addressing issues
 - providing timely communication of changes to fees
 - effectively managing changes to the service team

At the conclusion of our audit, or at any time during the engagement, we invite you to assess our performance against these principles through our client feedback process.

Appendix A - Engagement letter



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

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September 15, 2011

Private and confidential

Ms. Darlene Keenan
Chair, Audit Committee
Superior Greenstone District School Board
P.O. Bag A
12 Hemlo Drive
Marathon, ON P1T 2E0

Ms. Cathy Tsubouchi
Superintendent of Business
Superior Greenstone District School Board
P.O. Bag A
12 Hemlo Drive
Marathon, ON P1T 2E0

Dear Ms. Keenan and Ms. Tsubouchi:

Deloitte & Touche LLP ("Deloitte" or "we" or "us") is pleased to serve as your auditors for the year ended August 31, 2011. Mr. Trevor Ferguson will be responsible for the services that we perform for the Superior Greenstone District School Board (the "Board"). He will, as considered necessary, call upon other individuals with specialized knowledge, either in this office or elsewhere in our firm to assist in the performance of our services.

In addition to the consolidated financial statement audit we are engaged to provide under this engagement letter, we would also be pleased to assist the Board on issues as they arise throughout the year. Hence, we hope that you will call Mr. Ferguson whenever you believe Deloitte can be of assistance. We will perform this engagement subject to the terms and conditions set forth herein and in the accompanying appendices.

The objective and scope of the audit

You have requested that we audit the Financial Statements of the Board (the "Financial Statements"), which comprise the consolidated statement of financial position as at August 31, 2011, and the consolidated statements of operations, changes in net debt, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on the Financial Statements.

Appendix A provides further information about the objective and scope of the audit.

The responsibilities of the auditor

We will conduct our audit in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the Financial Statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Financial Statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the Financial Statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the Financial Statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Canadian GAAS.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the Financial Statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the Financial Statements that we have identified during the audit.

The audit of the Financial Statements by Deloitte does not relieve management or the Audit Committee of their respective responsibilities.

Appendix A provides more information about Deloitte's responsibilities in respect of the audit.

The responsibilities of management and identification of reporting framework

Our audit will be conducted on the basis that management, under the oversight of the Audit Committee, acknowledge and understand that they have responsibility:

- For the preparation and fair presentation of the Financial Statements in accordance with the basis of accounting prescribed by the Ontario Ministry of Education as disclosed in the Financial Statements ("Financial Reporting Framework");
- For such internal control as management determines is necessary to enable the preparation of Financial Statements that are free from material misstatement, whether due to fraud or error; and
- To provide us with:
 - Access to all information of which management is aware that is relevant to the preparation of the Financial Statements such as records, documentation and other matters;
 - Additional information that we may request from management for the purpose of the audit; and
 - Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit.

We look forward to full cooperation from your staff during our audit.

Management's responsibilities in connection with this engagement are further described in Appendix B.

Audit Committee's responsibilities and auditor communications

As auditors of the Board, we report directly to the Audit Committee as it is directly responsible for the oversight of our work. We acknowledge that the Audit Committee is also responsible for recommended our appointment and compensation. The Audit Committee is also responsible for reviewing and approving the Board's hiring policies regarding current and former partners and employees of Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited, its member firms and the affiliates of Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited and its member firms.

In accordance with Canadian GAAS, we are required to communicate with the Audit Committee about various matters in connection with our audit.

The Audit Committee's responsibilities and our communications with the Audit Committee are described in Appendix C.

Inclusion of Deloitte reports in documents and public oral statements or references to Deloitte in other documents and on electronic sites

If the Board intends to publish or otherwise reproduce in any document our report on the Board's Financial Statements, or otherwise make reference to Deloitte in a document that contains other information in addition to the audited Financial Statements (e.g., an annual report), thereby associating Deloitte with such document, the Board agrees that its management will provide Deloitte with a draft of the document to read and obtain our written consent for the inclusion or incorporation by reference of our report, or the reference to Deloitte, in such document before the document is printed and distributed. No other form of document is to be considered to signify our consent. The inclusion or incorporation by reference of our report in any such document would constitute the re-issuance of our report. Management agrees to provide adequate notice of the preparation of any such public documents. The Board also agrees that it will notify us and obtain our written approval prior to including our report or Financial Statements with which we are associated on an electronic site. Further, it is agreed that in any electronic distribution, for example on the Board's website, management is solely responsible for the accurate and complete reproduction of our report and the subject matter on which we reported.

This engagement letter, and our agreement to perform the services described in this engagement letter, does not constitute our consent to the use of our report in, or our agreement to be associated with any such documents published or reproduced by or on behalf of the Board. Any request by the Board to re-issue our report, to consent to its inclusion or incorporation by reference in another document, or to agree to its inclusion on an electronic site, will be considered based on the facts and circumstances existing at the time of such request.

Fees

Our fees for the audit will be \$40,000 plus applicable taxes (such as Harmonized Sales Tax). These fees are based upon our understanding of the engagement scope as outlined in this letter. All invoices shall be due and payable when rendered.

Deloitte will monitor all work and assess fees (time and expenses) as they are incurred throughout the engagement. If circumstances arise, such as those described in Appendix D, and as a result the fees for any of the services outlined are likely to be greater than indicated due to the need for additional work, we will contact you to discuss the reason and seek your approval for this additional work.

Reporting

In accordance with Canadian GAAS, we expect to issue a report at the completion of our audit in the form shown in Appendix E. The form and content of our report may need to be amended in the light of our audit findings.

Our ability to express an opinion and the wording of our opinion will, of course, be dependent on the facts and circumstances at the date of our report. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or decline to issue a report as a result of this engagement. If we are unable to complete our audit or if our auditor's report requires modification, the reasons therefor will be discussed with the Audit Committee and the Board's management.

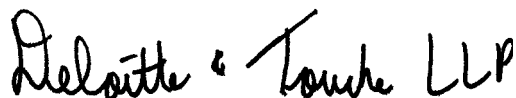
Since the Financial Statements have been prepared in accordance with a special purpose Financial Reporting Framework, our auditor's report will include a separate paragraph after the opinion paragraph indicating that the Financial Statements were prepared in accordance with a special purpose framework to assist the Board in meeting the reporting requirements of the Ontario Ministry of Education and that the Financial Statements may not be suitable for another purpose.

Other matters

This engagement letter, including the appendices A through F attached hereto and made a part hereof, constitutes the entire agreement between the parties with respect to this engagement and supersedes all other prior and contemporaneous agreements or understandings between the parties, whether written or oral, relating to this engagement.

Please sign and return the attached copy of this letter to indicate your acknowledgement of, and agreement with, the arrangements for our audit of the Financial Statements including our respective responsibilities.

Yours truly,

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

Chartered Accountants
Licensed Public Accountants

Enclosure

The services and terms set forth in this contract are acknowledged and approved by the Audit Committee of the **Superior Greenstone District School Board**:

Signature

Title

Date

The services and terms set forth in this contract are accepted and agreed to by the **Superior Greenstone District School Board** management:

Signature

Title

Date

Appendix A

The objective and scope of a financial statement audit and the responsibilities of the auditor

Superior Greenstone District School Board
August 31, 2011

The objective and scope of a financial statement audit

We will plan and perform the audit to obtain reasonable assurance about whether the Financial Statements as a whole are free from material misstatement, whether due to fraud or error. The Financial Statements subject to audit are those of the Board, prepared by management, with oversight from the Audit Committee. The audit will enable us to express an opinion on whether the Financial Statements are presented fairly, in all material respects, in accordance with the Financial Reporting Framework. The audit also includes evaluating the appropriateness of accounting policies and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the Financial Statements. Our report on the Financial Statements and communications required by Canadian GAAS will be in accordance with our findings.

It is important to recognize that there are inherent limitations of an audit, where most of the audit evidence obtained is of a persuasive, rather than a conclusive nature. These limitations arise from the nature of financial reporting, the nature of audit procedures and the need for the audit to be conducted within a reasonable period of time and at a reasonable cost.

Financial reporting involves judgment by management in applying the requirements of the Financial Reporting Framework to the facts and circumstances of the Board. Many financial statement items will involve a degree of uncertainty, and there may be a range of acceptable interpretations or judgments that may be made.

The audit procedures we perform will be selected based on our judgment, including the assessment of the risks of material misstatement of the Financial Statements, whether due to fraud or error. Because of the nature of fraud, including attempts at concealment and forgery, an audit designed and executed in accordance with Canadian GAAS may not detect a material fraud.

The performance of the audit within a reasonable period of time and at a reasonable cost requires us to plan the audit so that it will be performed in an effective manner, with audit effort directed to areas most expected to contain risks of material misstatement, whether due to fraud or error, and using selective testing and other means of examining populations for misstatements and drawing conclusions thereon.

Internal control over financial reporting

An independent audit conducted by Deloitte in accordance with Canadian GAAS is not a substitute for the maintenance of internal control necessary for the preparation of financial statements by management. Management's acknowledgment of its responsibility for the maintenance of internal control necessary for the preparation of financial statements does not imply that Deloitte will find that the internal control maintained by management has achieved its purpose or will be free of deficiencies.

We obtain an understanding of internal control relevant to the audit however, not all controls are relevant to every audit. We evaluate the design of controls relevant to the audit and determine whether they have been implemented. We are not, however, required to determine whether relevant controls are operating effectively. Although it is not required by generally accepted auditing standards, we may decide that for a particular engagement, it makes sense to rely on the effective operation of some controls in determining the substantive procedures we will perform. In this case, we would go beyond evaluating the design of

relevant controls and determining whether they have been implemented, to also test whether the controls on which we intend to rely are operating effectively. Accordingly, while generally accepted auditing standards require us to report to the Audit Committee any significant deficiencies that have come to our attention, we may not be aware of all material weaknesses in internal control that do, in fact, exist.

Appendix B

Management's responsibilities

Superior Greenstone District School Board

August 31, 2011

Financial statements and the effectiveness of internal control over financial reporting

The Board's internal control, including its accounting books and records or accounting systems, will reflect the needs of management, the complexity of its businesses, the nature of its risks and relevant laws or regulation. Management must determine what internal control is required, including how it is designed, implemented and maintained to achieve the Board's objectives. Internal control, no matter how effective, can provide the Board with only reasonable assurance about achieving its financial reporting objectives due to the inherent limitations of internal control.

The preparation and overall accuracy of the Financial and their fair presentation in accordance with the Financial Reporting Framework together with all required disclosures concerning internal control over financial reporting, is the responsibility of the Board's management. Among other things, management has the responsibility for:

1. Identifying the purpose for which the Financial Statements have been prepared and the intended users;
2. Determining that the applicable financial reporting framework is acceptable in view of the nature of the Board and the objective of the Financial Statements, or that is required by law or regulation;
3. Establishing and maintaining effective internal control over financial reporting necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error and informing Deloitte of weaknesses identified in the design or operation of internal control over financial reporting;
4. Informing Deloitte of any changes in the Board's internal control over financial reporting that occurred during the year that have materially affected, or are reasonably likely to materially affect, the Board's internal control over financial reporting;
5. Identifying and ensuring that the Board complies with the laws and regulations applicable to its activities and informing us of any known material violations of such laws or regulations;
6. Adjusting the Financial Statements to correct material misstatements;
7. Safeguarding assets;
8. Providing to us all information of which management is aware that is relevant to the preparation of the Financial Statements including, but not limited to, all financial records and related data including information on the recognition, measurement and disclosure of specific items, and copies of all minutes of meetings of trustees and committees of trustees;
9. Providing additional information that we may request from management for the purpose of the audit;
10. Providing us with unrestricted access to persons within the Board from whom we determine it necessary to obtain evidence; and
11. Informing Deloitte of facts that may affect the Financial Statements, of which management may become aware during the period from the date of the auditor's report to the date the Financial Statements are issued.

Management is responsible to ensure that the presentation and disclosure in the Financial Statements are in accordance with the basis of accounting used and the notes to the Financial Statements appropriately describe the applicable financial reporting framework. If the Financial Statements are prepared in accordance with the provisions of a contract, such financial statement notes should also describe any significant interpretations of the contract.

Representation letter

As the Financial Statements are being prepared in accordance with a special purpose framework, we will ask management to confirm that the Financial Statements are being prepared for the Superior Greenstone District School Board to meet the requirements of the Ontario Ministry of Education. Management will be asked to confirm the steps taken to determine that the use of the Financial Reporting Framework is acceptable under the circumstances.

We will make specific inquiries of the Board's management about the representations embodied in the Financial Statements and internal control over financial reporting. As part of our audit procedures, we will request that management provide us with a representation letter acknowledging management's responsibility for the preparation of the Financial Statements in accordance with the Financial Reporting Framework and that the Financial Statements are fairly presented in accordance therewith.

We will ask management to affirm their belief that the effects of any uncorrected financial statement misstatements aggregated by us during the current audit engagement and pertaining to all the periods presented, are immaterial, both individually and in the aggregate, to the Financial Statements taken as a whole and that management has provided us with all relevant information and access as agreed in this engagement letter and has recorded and reflected all transactions in the Financial Statements.

We will require certain written representations from management in accordance with Canadian GAAS and will request additional representations to support other audit evidence relevant to the Financial Statements or one or more specific assertions therein. Those written representations are to be provided in the form of a representation letter addressed to Deloitte, as near as practicable to, but not after, the date of the auditor's report on the Financial Statements. Such representations will be for all financial statements and periods referred to in the Independent Auditor's Report.

We will ask management to acknowledge that these special purpose Financial Statements were prepared to comply with the reporting requirements of the Ministry of Education and may not be suitable for another purpose.

The responses to inquiries and related written representations of management required by Canadian GAAS are part of the evidential matter that we will rely on as auditors in forming our opinion on the Board's Financial Statements.

Independence matters

For purposes of the following two paragraphs, "Deloitte" shall mean Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited, its member firms and the affiliates of Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited and its member firms.

Independence matters as a result of restrictions on providing certain services

In connection with our engagement, Deloitte, management, and the Audit Committee will assume certain roles and responsibilities in an effort to assist Deloitte in maintaining independence and ensuring compliance with Canadian independence rules. Deloitte will communicate to its partners and employees that the Board is an attest client. Management of the Board will ensure that the Board, together with its subsidiaries and other entities that comprise the Board for purposes of the Financial Statements, has policies and procedures in place for the purpose of ensuring that neither the Board nor any such subsidiary or other entity will act to engage Deloitte or accept from Deloitte any service.

Independence matters relating to hiring

Deloitte must assess threats to independence created when a former Deloitte partner or member of the engagement team is employed by management. In order to assist Deloitte in maintaining independence, management should notify Mr. Trevor Ferguson where substantive employment conversations have been had with a former or current Deloitte partner or engagement team member.

Fraud and error

Management is responsible for:

1. Designing and implementing programs and controls to prevent and detect fraud and error;
2. Informing us about all known or suspected fraud affecting the Board involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the Financial Statements;
3. Informing us of its knowledge of any allegations of fraud or suspected fraud affecting the Board received in communications from employees, former employees, or others;
4. Informing us of any information it might have regarding any concerns or allegations of potential errors in the selection of accounting policies or the recording of transactions affecting the Board that have been communicated to it by employees, former employees, or others, whether written or oral;
5. Informing us of its assessment of the risk that the Financial Statements may be materially misstated as a result of fraud; and
6. Communicating its belief that the effects of any uncorrected financial statement misstatements aggregated during the audit are immaterial, both individually and in the aggregate, to the Financial Statements taken as a whole.

Related parties

The Board agrees that it will provide us with the identity of the Board's related parties, including changes from the previous period, the nature of the relationships between the Board and these related parties and whether the Board entered into any transactions with these related parties during the period and if so, the type and purpose of the transactions.

Appendix C

Audit Committee responsibilities and auditor communications

Superior Greenstone District School Board

August 31, 2011

Audit Committee responsibilities

The Audit Committee is responsible for the oversight of the financial reporting process, including management's preparation of the Financial Statements and monitoring of the Board's internal control related to financial reporting and oversight of our work.

Communications with the Audit Committee

Canadian GAAS require that we communicate with the Audit Committee about a number of matters that are relevant to the financial reporting process.

Planned scope and timing of the audit

Our audit plan which has been communicated to you, provides an overview of the planned scope and timing of the audit.

Significant Findings from the Audit

We will communicate our views about significant qualitative aspects of the Board's accounting practices, including accounting policies, accounting estimates and financial statement disclosures. Should the need arise, we will communicate to the Audit Committee why we would consider a significant accounting practice that may be acceptable under the Financial Reporting Framework, not to be the most appropriate to the particular circumstances of the Board.

We will communicate, in writing, any significant deficiencies in internal control that we identify on the basis of the audit work performed. The purpose of our audit is to express an opinion on the Financial Statements. While the audit will include consideration of internal control relevant to the preparation of the Financial Statements in order to design audit procedures appropriate in the circumstances, it was not performed to express an opinion on the effectiveness of internal control.

In addition, we will communicate:

- any significant matters arising from the audit in connection with the Board's related parties;
- any events or conditions identified that may cast doubt on the Board's ability to continue as a going concern;
- any significant difficulties encountered during the audit;
- any significant matters arising from the audit that were discussed or subject to correspondence with management;
- written representations we are requesting;
- any material uncorrected inconsistencies or misstatements in fact we identify from reading the financial and non-financial information that are included in a document containing audited financial statements and our auditor's report; and
- any other matters that in our professional judgment are significant to the oversight of the financial reporting process.

Independence communications

In accordance with Canadian GAAS and professional standards, we will disclose to the Audit Committee, in writing, all relationships between Deloitte and the Board and its related entities, that in our professional judgment may reasonably be thought to bear on our independence and confirm to the Audit Committee in such letter whether, in our professional judgment, we are independent of the Board within the meaning of the rules of professional conduct/code of ethics of our profession. For purposes of this paragraph, "Deloitte" shall mean Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited, its member firms and the affiliates of Deloitte & Touche LLP, Deloitte Touche Tohmatsu Limited and its member firms.

Fraud, error and illegal acts

If items of the following nature come to our attention, and in our judgment need to be reported to those charged with governance, we will report them directly to the Audit Committee:

1. Any fraud that involves management;
2. Any fraud involving employees who have significant roles in internal control;
3. Any fraud of which we become aware that has resulted or could result in a material misstatement of the Financial Statements;
4. Any other matters related to fraud, which in our judgment, are relevant to the responsibilities of the Audit Committee;
5. Instances of identified or suspected non-compliance with laws and regulations, other than when the matters are clearly inconsequential;
6. Individual uncorrected misstatements identified by us during the audit that were determined by management to be immaterial, both individually and in the aggregate, to the Financial Statements taken as a whole;
7. Uncorrected misstatements related to prior periods in the relevant classes of transactions, account balances or disclosures and the Financial Statements taken as a whole;
8. Questions regarding the honesty and integrity of management;
9. Matters that may cause future Financial Statements to be materially misstated; and
10. Significant misstatements resulting from error that were corrected by management.

We will also be making inquiries of the Audit Committee of any actual, suspected or alleged fraud affecting the Board and whether the Board is in compliance with laws and regulations that may have a material effect on the Financial Statements.

We will inform the appropriate level of management of the Board and determine that the Audit Committee is adequately informed with respect to illegal acts that have been detected or have otherwise come to our attention in the course of our audit, unless the illegal acts are clearly inconsequential.

The matters communicated will be those that we identify during the course of our audit. Our audit would not identify all matters that may be of interest to management or the Audit Committee in discharging its responsibilities. Communication with the appropriate level of authority in the organization's management and with those charged with governance will be determined by the type and significance of the matter to be communicated.

We will also make inquiries of the Audit Committee as to whether any subsequent events have occurred that may affect the Financial Statements, including matters discussed at meetings of the Audit Committee after August 31, 2011.

Appendix D

Circumstances affecting timing and fee estimate

Superior Greenstone District School Board

August 31, 2011

The fees quoted for the audit are based on certain assumptions. Circumstances may arise during the engagement that may significantly affect the targeted completion dates and our fee estimate. As a result, additional fees may be necessary. Such circumstances include, but are not limited to, the following:

Audit facilitation

1. Changes to the timing of the engagement at the Board's request. Changes to the timing of the engagement usually require reassignment of personnel used by Deloitte in the performance of services hereunder. However, because it is often difficult to reassign individuals to other engagements, Deloitte may incur significant unanticipated costs.
2. All audit schedules are not (a) provided by the Board on the date requested, (b) completed in a format acceptable to Deloitte, (c) mathematically correct, or (d) in agreement with the appropriate Board records (e.g., general ledger accounts). Deloitte will provide the Board with a separate listing of required schedules, information requests, and the dates such items are needed.
3. Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents).
4. Deterioration in the quality of the Board's accounting records during the current year engagement in comparison with the prior-year engagement.
5. A completed trial balance, referenced to the supporting analyses, schedules and Financial Statements, is not provided timely by the Board.
6. Draft Financial Statements with appropriate supporting documentation are not prepared accurately and timely by the Board's personnel.
7. Electronic files in an appropriate format and containing the information requested are not provided by the Board on the date requested for our use in performing file interrogation. Deloitte will provide the Board with a separate listing of the required files and the dates the files are needed.
8. The engagement team, while performing work on the Board's premises, is not provided with high-speed access to the Internet via the Board's existing network or through a T1, DSL, or cable connection for purposes of conducting the engagement.

Significant issues or changes

1. Significant weaknesses are identified in the Board's internal control that result in the expansion of our audit procedures.
2. A significant level of proposed audit adjustments is identified during our audit.
3. A significant number of drafts of the Financial Statements are submitted for our review or we identify a significant level of deficiencies in the draft Financial Statements.
4. Significant new issues or changes arise as follows:
 - a. New accounting issues.
 - b. Changes in accounting policies or practices from those used in prior years.
 - c. Events or transactions not contemplated in our budgets.
 - d. Changes in the Board's financial reporting process or IT systems.
 - e. Changes in the Board's accounting personnel, their responsibilities, or their availability.
 - f. Changes in auditing standards.
 - g. Change in the Board's use of specialists or the specialists and / or their work product does not meet the qualifications required by Canadian GAAS for our reliance upon their work.
5. procedures necessary to adopt Deferred Capital Contributions as outlined by the Ministry, have not been completed by the Board's personnel.
6. Changes in audit scope caused by events that are beyond our control.

Appendix E

Expected form of audit report

Superior Greenstone District School Board
August 31, 2011

We will provide you with our report on the Financial Statements, which is expected to be in the following form. However, the final form will reflect the results of our audit.

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Superior Greenstone District School Board

We have audited the accompanying Consolidated Financial Statements of Superior Greenstone District School Board, which comprise the consolidated statement of financial position as at August 31, 2011, and the consolidated statements of operations, change in net debt, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information. The Consolidated Financial Statements have been prepared by management based on the financial reporting provisions described in note 1 to the Consolidated Financial Statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these Consolidated Financial Statements in accordance with the basis of accounting described in note 1 to the Consolidated Financial Statements, and for such internal control as management determines is necessary to enable the preparation of Consolidated Financial Statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these Consolidated Financial Statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the Consolidated Financial Statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Consolidated Financial Statements. The procedures selected depend on the auditor's judgment, including the assessment of risks of material misstatement of the Consolidated Financial Statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the Consolidated Financial Statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also included evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the Consolidated Financial Statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

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

adjustments might be necessary to school fundraising revenue, annual surplus, financial assets and accumulated surplus.

Qualified Opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion Paragraph, the Consolidated Financial Statements present fairly, in all material respects, the financial position of the Superior Greenstone District School Board as at August 31, 2011 and the results of its operations and its cash flows for the year then ended in accordance with the basis of accounting described in note 1 to the Consolidated Financial Statements.

Basis of Accounting

Without modifying our opinion, we draw attention to note 1 to the Consolidated Financial Statements which describes the basis of accounting. The Consolidated Financial Statements are prepared to assist Superior Greenstone District School Board to meet the requirements of the Ontario Ministry of Education. As a result, the Consolidated Financial Statements may not be suitable for another purpose.

(To be signed Deloitte & Touch LLP)

Chartered Accountants
Licensed Public Accountants
[Board Approval Date]

Appendix F

General business terms

Superior Greenstone District School Board
August 31, 2011

The following general business terms (the “Terms”) apply to the engagement except as otherwise provided in the specific engagement letter agreement (the “engagement letter”) between Deloitte & Touche LLP (“Deloitte”) and the Superior Greenstone District School Board (“the Client”) to which these Terms are attached.

1. **Timely performance** –Deloitte will not be liable for failures or delays in performance that arise from causes beyond Deloitte’s control, including the untimely performance by the Client of its obligations as set out in the engagement letter.
2. **Right to terminate services** - If the Client terminates the engagement or requests that Deloitte resign from the engagement prior to its completion, the Client will pay for time and expenses incurred by Deloitte up to the termination or resignation date together with reasonable time and expenses incurred to bring the services to a close in a prompt and orderly manner. Deloitte will not be responsible for any loss, cost or expense resulting from such termination or resignation. Should the Client not fulfill its obligations set out herein or in the engagement letter, and in the absence of rectification by the Client within thirty (30) days of notification in writing by Deloitte, upon written notification Deloitte may terminate its services immediately and will not be responsible for any loss, cost or expense resulting from such early termination.
3. **Fees and taxes** - Any fee estimates take into account the agreed-upon level of preparation and assistance from Client personnel. Deloitte undertakes to advise management of the Client on a timely basis should this preparation and assistance not be provided or should any other circumstances arise which cause actual time to exceed that estimate. The Client is responsible for the payment of any applicable federal, provincial or other goods and services or sales taxes, or any other taxes or duties, in connection with the services provided by Deloitte.
4. **Billing** - Invoices will be rendered periodically as agreed in advance. All invoices shall be due and payable when rendered. Interest shall be calculated at a simple daily rate of 0.0493% (equivalent to 18% per annum). Interest shall be charged and payable at this rate on any part of an invoice which remains unpaid from thirty (30) days after the invoice date to the date on which the outstanding invoice is paid. To the extent that as part of the services to be performed by Deloitte as described in the engagement letter, Deloitte personnel are required to perform the services in the United States of America (“U.S. Business”), the Client and Deloitte agree to assign performance of the U.S. Business to Deloitte Canada LLP, an affiliate of Deloitte. All services performed by Deloitte Canada LLP shall be performed under the direction of Deloitte which shall remain responsible to the Client for such services. Deloitte Canada LLP shall invoice the Client with respect to the U.S. Business and Deloitte will invoice for services performed in Canada (“Canadian Business”). Payment for U.S. Business and/or Canadian Business can be settled with one payment to Deloitte.
5. **Governing law** - The engagement will be governed by the laws of the Province where Deloitte’s principal office performing the engagement is located and all disputes related to the engagement shall be subject to the exclusive jurisdiction of the courts of such Province.
6. **Working papers** - All working papers, files and other internal materials created or produced by Deloitte related to the engagement are the property of Deloitte. In the event that Deloitte is requested by the Client or required by subpoena or other legal or regulatory process to produce its files related to this engagement in proceedings to which Deloitte is not a party, the Client will reimburse Deloitte for its professional time and expenses, including legal fees, incurred in dealing with such matters. Deloitte will not return or provide records or information obtained in the course of the engagement to the Client if it is illegal to do so or if Deloitte is requested to withhold the records or information by

law enforcement or other public or regulatory authorities (regardless of whether the engagement has been terminated).

7. **Privacy** - Deloitte and the Client acknowledge and agree that, during the course of this engagement, Deloitte may collect personal information about identifiable individuals ("Personal Information"), either from the Client or from third parties. Deloitte's services are provided on the basis that the Client has obtained any required consents for collection, use and disclosure to us of personal information required under applicable privacy legislation. The Client and Deloitte agree that Deloitte will collect, use and disclose Personal Information on behalf of the Client solely for purposes related to completing this engagement, providing services to the Client and Deloitte shall not collect, use and disclose such Personal Information for Deloitte's own behalf or for its own purposes.
8. **Third parties** - Deloitte's engagement is not planned or conducted in contemplation of or for the purpose of reliance by any third party (other than the Client and any party to whom Deloitte's audit report is addressed) or with respect to any specific transaction. Therefore, items of possible interest to a third party will not be addressed and matters may exist that would be assessed differently by a third party, possibly in connection with a specific transaction.
9. **Confidentiality** - To the extent that, in connection with this engagement, Deloitte comes into possession of Personal Information or any proprietary or confidential information of the Client, Deloitte will not disclose such information to any third party without the Client's consent, except:
 - (a) as may be required or permitted by legal authority, the rules of professional conduct/code of ethics; and
 - (b) to the extent that such information shall have otherwise become publicly available.Except as instructed otherwise in writing, each party may assume that the other approves of properly addressed fax, e-mail (including e-mail exchanged via internet media) and voice mail communication of both sensitive and non-sensitive information and other communications concerning this engagement, as well as other means of communication used or accepted by the other.
10. **Survival of terms** - The agreements and undertakings of the Client contained in the engagement letter, together with the appendices to the engagement letter including these Terms, will survive the completion or termination of this engagement.
11. **Proportionate liability** - The Client and Deloitte acknowledge where the audit is conducted pursuant to a statute governing the Client that contains proportionate liability provisions that apply to an auditor, such as the Canada Business Corporations Act, the terms of the statute shall apply to this engagement. In the event that the Client and Deloitte are not subject to such statutory provisions regarding proportionate liability, the Client agrees that in any action, claim, loss or damage arising out of the engagement, Deloitte's liability will be several and not joint and several and the Client may only claim payment from Deloitte of Deloitte's proportionate share of the total liability based on the degree of fault of Deloitte as finally determined by a court of competent jurisdiction.
12. **Client misrepresentation** - Deloitte shall not be liable to the Client, and the Client releases Deloitte, for all liabilities, claims, damages, costs, charges and expenses incurred or suffered by the Client related to or in any way associated with the engagement that arise from or are based on any deliberate misstatement or omission in any material information or representation provided by or approved by any member of management of the Client, officer of the Client or member of the board of trustees of the Client.
13. **Qualifications** - Notwithstanding anything herein to the contrary, Deloitte may use the name of the Client and the performance of the services in marketing and publicity materials, as an indication of its experience, and in internal data systems.

Appendix B - Communication requirements

The table below summarizes our communication requirements. The communication requirements include all communications required by generally accepted auditing standards and other communications that we anticipate would help to achieve an effective audit.

Required communication

1. Our responsibilities under Canadian GAAS□.
2. Our audit strategy and scope.
3. Management judgments and accounting estimates.
4. Financial statement adjustments.
5. Uncorrected misstatements.
6. Significant accounting policies.
7. Alternative treatments for accounting policies and practices that have been discussed with management during the current audit period.
8. Our views about significant qualitative aspects of SGDSB's accounting practices, including accounting policies, accounting estimates and financial statement disclosures.
9. Disagreements with management.
10. Our views about significant matters that were the subject of consultation with other accountants.
11. Major issues discussed with management prior to our retention.
12. Significant difficulties, if any, encountered during the audit.
13. Significant deficiencies in internal control noted in the conduct of the audit.
14. Material written communications between management and us.
15. All relationships between SGDSB and us that, in our professional judgment, may reasonably be thought to bear on independence.
16. A statement that, in our judgment, the engagement team and others in our firm and, when applicable, network firms have complied with relevant ethical requirements regarding independence.
17. Illegal or possibly illegal acts.
18. Fraud or possible fraud identified through the audit process.
19. Significant transactions inconsistent with ordinary business, including related party transactions.
20. Non-compliance with laws and regulations that come to our attention.

Required communication

21. Limitations placed on our scope.
22. Written representations we are requesting.
23. A discussion of SGDSB's annual audited financial statements with the Audit Committee, including SGDSB's disclosures.

Appendix C - Accounting update (Public sector)

New standards		
Item	Effective date	Description
PS 3410 Government Transfers	Effective for fiscal years beginning on or after April 1, 2012. Earlier adoption is encouraged.	<p>PSAB has issued a new Government Transfers standard, Section PS 3410. The new Section applies to all levels of governments. The main features of this section are as follows:</p> <ul style="list-style-type: none"> • Government transfers should be recognized as an expense by the transferring government in the period the transfer is authorized and all of the eligibility criteria have been met by the recipient; • The recipient should recognize the transfer as revenue when the transfer has been authorized and all eligibility criteria has been met. • If there is no eligibility criteria attached to the transfer, the recipient should recognize the transfer as revenue when it the transfer has been authorized. • When a transfer is authorized and the eligibility criteria is met, the transfer should be recognized as revenue, except when the transfer creates an obligation that meets the definition of a liability as defined in PS 3200. • A liability for a recipient government can only arise when transfer stipulations establish both specific performance requirements not yet met as well as identifiable and enforceable return requirements. • When a liability is recognized, it should be reduced as the liability is settled and an equivalent amount of revenue should be recognized. • Revenue recognition should be consistent with circumstances and evidence used to support the initial recognition of the transfer as a liability. • Revenue recognition may occur as the stipulations are met, or in accordance with the recipient government's actions and communications that determined the use of the transfer, which are consistent with the substance and intent of the transfer stipulations. • If the transfer is a capital transfer, revenue recognition may occur over the related assets useful life or over a lesser period, depending on the terms of a liability. • A transfer that is for the purchase of a non depreciable asset, such as land, should be recognized as revenue when the asset is acquired. <p>The Ministry of Education has provided school boards with specific instructions on the implementation of this new standard on a retroactive basis.</p>

New standards (continued)		
Item	Effective date	Description
PS 3510 Tax Revenue	Effective for fiscal years beginning on or after April 1, 2012. Earlier adoption is encouraged.	<p>PSAB has issued a new Tax Revenue, Section PS 3510. The new Section applies to all levels of governments.</p> <p>The main features of this section are as follows:</p> <ul style="list-style-type: none"> • Taxes are to be recognized as an asset and revenue when they meet the definition of an asset, they are authorized (a defined concept) and the taxable event occurs. • Tax revenue would be recognized by the government that imposes the tax except in purely flow-through arrangements. • A tax is considered authorized when the effective date of the tax has passed and the earlier of the following has occurred: the related legislation, regulations or by-laws have been approved, or, in the case of jurisdictions where the legal framework allows it, the ability to assess and collect tax has been provided through legislative convention. • An asset acquired through a tax transaction is to be measured initially at its realizable value. • Tax revenue should not be reduced by transfers made through a tax system. • Tax revenue should not be grossed up for the amount of tax concessions (which are often referred to as tax expenditures). • Guidance for identifying and distinguishing between tax concessions and transfers made through a tax system is provided.
PS 3260 Liability for contaminated sites.	Effective for fiscal years beginning on or after April 1, 2014.	<p>PSAB issued CICA Public Sector Accounting Handbook Section 3260, Liability for Contaminated Sites. This Section will apply to all governments and government organizations that base their accounting policies on the CICA Public Sector Accounting Handbook.</p> <p>Section PS 3260, Liability for Contaminated Sites, addresses the recognition criteria, measurement and disclosure requirements for reporting liabilities associated with remediation of contaminated sites that either are not in use or resulted from unexpected environmental events (such as a toxic spill or natural disaster). It also provides guidance on each of the recognition criteria, as well as issues related to initial and subsequent measurement based on the principles in Sections PS 3200, Liabilities, PS 3300, Contingent Liabilities, and PS 3390, Contractual Obligations.</p>

New standards (continued)		
Item	Effective date	Description
PS 3450 Financial Instruments	Effective for fiscal years beginning on or after April 1, 2012 for Government Organizations or April 1, 2015 for Governments.	<p>PSAB has issued a new Financial Instrument standard, Section PS 3450. The main features included:</p> <ul style="list-style-type: none"> • Fair value measurement is required for derivatives and portfolio investments that are equity instruments quoted in an active market. • A government can choose to report non-derivative financial assets and/or financial liabilities on a fair value basis if it manages and reports performance of these items on a fair value basis. • A statement of re-measurement gains and losses will be introduced and these will report (a) the unrealized gains and losses associated with financial instruments in the fair value category, (b) amounts reclassified to the statement of operations upon de-recognition or settlement; and (c) other comprehensive income reported when a government includes the results of government business enterprises and government business partnerships in the government's summary financial statements. • A government should disclose information that enables users of financial statement to evaluate the nature and extent of risks arising from financial instruments to which it is exposed at the reporting date. • The proposed standard will be effective for fiscal years beginning on or after April 1, 2012. Early adoption is encouraged. Any adjustment to the carrying amount of applicable assets and liabilities at the beginning of the fiscal year the standard is initially applied should be recognized as an adjustment to the accumulated surplus/deficit at that date.

New standards (continued)		
Item	Effective date	Description
PS 2601 Foreign Currency Translation	Effective for fiscal years beginning on or after April 1, 2012 for Government Organizations or April 1, 2015 for Governments.	<p>PSAB has issued a new Foreign Currency Translation Standard, Section PS 2601.</p> <p>The main features of this standard include the following:</p> <ul style="list-style-type: none"> • All monetary items and those non-monetary items included in the fair value category are translated using the exchange rate on the financial statement date. • A statement of re-measurement gains and losses will be introduced and these will report (a) exchange gains and losses associated with monetary assets and monetary liabilities denominated in a foreign currency that have yet to be settled, (b) amounts reclassified to the statement of operations upon de-recognition or settlement; and (c) other comprehensive income reported when a government includes the results of government business enterprises and government business partnerships in the government's summary financial statements • Hedge accounting provisions in Section PS 2600 are removed. • The scope exclusion for foreign exchange reserves in Section PS 2600.04 are removed. <p>The proposed amendments will be effective for fiscal years beginning on or after April 1, 2012 for Government Organizations and April 1, 2015 for Governments. Early adoption is encouraged. A government adopts standards contained in the Financial Instruments and the amended Foreign Currency standards in the same fiscal period. Any adjustment to the carrying amount of applicable assets and liabilities at the beginning of the fiscal year the amendments are applied should be recognized as an adjustment to the accumulated surplus/deficit at that date.</p> <p>In June 2010, PSAB asked the task force to draft a Re-exposure Draft with a presentation model that would report re-measurement gains and losses outside of the statement of operations. This presentation model is part of the Financial Instrument Exposure Draft which proposes that re-measurement gains and losses be presented on a separate Statement of Re-Measurement Gains and Losses.'</p>

Exposure drafts		
Item	Status	Description
Amendments arising from Financial Instruments and Foreign Currency Standards	Issued exposure draft for comment with responses due October 14, 2011.	<p>As a result of implementing PS 3450 and PS 2601, PSAB has issued two exposure drafts to adopt changes to the existing handbook. The main features of the exposure drafts are as follows:</p> <ul style="list-style-type: none"> Proposed removal of Section PS 3030, Temporary Investments, amendments to Section PS 3040, Portfolio Investments, and related amendments to other Sections as a result of proposed changes to these two Sections Proposed amendments to Section PS 2500, <i>Basic Principles of Consolidation</i>, to address transfer of derivatives among entities in a government reporting entity, and proposed amendments to Section PS 2700, <i>Segment Disclosures</i>, to address re-measurement gains and losses; and proposed clarifications in other Sections.
Handbook Improvements	Issued exposure draft for comment with responses due October 28, 2011	This exposure draft is meant to provide a number of updates to the public sector accounting handbook as a result of changes in both accounting and auditing standards.
Update of Terminology	Issued exposure draft for comment with responses due September 30, 2011	This exposure draft is meant to clarify the applicability of public sector standards to governments and government organizations controlled by the government.

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 82

Date: October 17, 2011

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

FROM: Nancy Petrick, Superintendent of Education

SUBJECT: Student Success: Alternative Education

Background

At the September 16, 2011 Board meeting a request for information on Alternative Education and Independent Learning Centre (ILC) courses was put forth.

Information was collected on the number of students that are enrolled in Alternative Education classes at the secondary level, the mode of delivery (classroom setting, ILC booklets, e-learning), and the reason for enrolment in Alternative Education.

Current Situation

At this time (October 2011) there are approximately 92 students enrolled in Alternative Education programs. Students in Alternative Education programs come from a variety of backgrounds and experiences and benefit from an educational experience that is different from the traditional high school model.

No. of students Enrolled	Approximately 92
Resources	Teacher resources, ILC booklets, e-learning materials, textbook
Delivery Method (Teacher assisted or Independent)	<p>Teacher assisted</p> <ul style="list-style-type: none">• teacher facilitates and coordinates all courses• in class• e-learning <p>Independent</p> <ul style="list-style-type: none">• students work independently and check in with teacher when the need arises• extra courses are taken outside of timetable
Reason for Alternative Education	<ul style="list-style-type: none">• required for post secondary education• 9th credit required for graduation• no available in class option• more U and M level courses required• no available child care• success is achieved working independently• recovery of credit• at risk of dropping out• provide dignity for older students(gr. 12+ students requiring a grade 9 class)• programming for students that have missed school due to illness, incarceration or attendance• provides pre-requisite course for future timetable choices• ability to be flexible• working• love of Art

One of our high schools also enrolls several adults in its Alternative Education program. This provides a pathway for the adults in the local community to acquire the necessary skills and academic upgrading that will lead to the successful completion of their OSSD. The spin-off effect will be significant. Not only will more of our community members have secondary school qualifications, but the confidence and self-esteem gained from this success will have a direct impact upon their children, our students. Furthermore, these adults (i.e. our parents) would now have the opportunity to attend college programming to achieve specialization in areas that are required for gainful employment.

Common success factors that promote student success in Alternative Learning Programs are:

- Alternative programs provide pathways to graduation. Students can plan for success and graduate from their home schools.
- Ongoing intake and flexible program delivery promotes continuity of learning and enhanced student engagement.
- Teachers use differentiated instructional methods to meet students' individual learning needs.
- There is a coordination of support services including access to special education supports and links to community supports
- A focus on individual success planning and frequent progress reporting between the teacher and student enables students to build self confidence.
- It enables students to accelerate credit accumulation toward graduation.

Administrative Summary

That the report entitled, Student Success: Alternative Education is presented to the board for information.

Respectfully submitted by:

Nancy Petrick
Superintendent of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 83
Date: October 17, 2011

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

FROM: David Tamblyn, Director of Education

SUBJECT: Pupil Accommodation Review Committee History (Terrace Bay/Schreiber Area)

Background

Following the presentation on September 16, 2011 of Report No.76 by the Superintendent of Education Nancy Petrick, which recommended the formation of an Accommodation Review Committee (ARC) for the Manitouwadge area, Trustee Cindy Fisher raised a question about a previous report to form an ARC for the Terrace Bay/Schreiber area.

The Director of Education, David Tamblyn responded by saying that the previous report had not formed the basis for the current recommendation for an ARC and he would investigate the status of the previous report and present these findings at the next board meeting.

The following constitutes the history related to the status of Terrace Bay/Schreiber ARC.

- On April 21, 2008 trustees approved report No. 25 recommending the formation of an Accommodation Review Committee for each of the following areas; Schreiber/Terrace Bay 2008-2009, Nipigon/Red Rock 2009-2010, Manitouwadge 2010-2011. This was to be the pupil accommodation plan for the board.
- Additionally, the board passed Resolution No. 119/08 which read:
"That, the SGDSB establish an Area Review Committee for the Schreiber and Terrace Bay area for the 2008-2009 school year".
- On November 17, 2008 trustees approved the recommendation that Superior-Greenstone DSB rescind Resolution No. 119/08 a motion to establish an Area Review Committee for the Schreiber/Terrace Bay area for the 2008-2009 school year. This recommendation was made following the announcement of the B.A. Parker Public School Project. (Motion 256/08, dated November 17, 2008)
- Further to this motion, on November 17, 2008, the board passed motion 257/08 which read:
"That, the SGDSB develops a new rationale for the Pupil Accommodation Plan for the Board".
- In June of 2009, the Ministry of Education issued the Pupil Accommodation Review Guideline as a framework for the pupil accommodation process. The Superior-Greenstone DSB Policy 905, Pupil Accommodation was revised to reflect the change in the process.

Based on the above information we have been advised by the board's lawyer that the school board is no longer bound by the April 2008 Report No. 25.

Administrative Summary

The Report entitled, Pupil Accommodation Review Committee History (Terrace Bay/Schreiber Area) is presented to the board for information.

Respectfully submitted by:

David Tamblyn,
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 84

Date: October 17, 2011

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary as of September 30, 2011

Current Situation

The enrolment of September 30, 2011 is summarized below:

ELEMENTARY SCHOOLS	BUDGET FTE October 31, 2011	ACTUAL FTE September 30, 2011	VARIANCE
B.A. Parker Public School	142.00	141.00	(1.00)
Beardmore Public School	34.50	35.00	0.50
Dorion Public School	38.50	42.50	4.00
George O'Neill Public School	83.00	85.50	2.50
Manitouwadge Public School	50.00	47.50	(2.50)
Margaret Twomey Public School	205.00	212.50	7.50
Marjorie Mills Public School	53.50	51.50	(2.00)
Nakina Public School	22.00	23.00	1.00
Red Rock Public School	32.50	31.50	(1.00)
Schreiber Public School	36.50	39.00	2.50
Terrace Bay Public School	43.00	47.50	4.50
Total Elementary Enrolment	740.50	756.50	16.00
SECONDARY SCHOOLS	BUDGET FTE October 31, 2011	ACTUAL FTE September 30, 2011	VARIANCE
Geraldton Composite High School	247.00	239.75	(7.25)
Lake Superior High School	141.36	132.25	(9.11)
Manitouwadge High School	89.00	101.25	12.25
Marathon High School	214.98	214.50	(0.48)
Nipigon Red Rock High School	203.50	194.75	(8.75)
Total Secondary Enrolment	895.84	882.25	(13.59)
Total Board Enrolment	1,636.34	1,638.75	2.41

Administrative Summary

The report entitled, Enrolment as of September 30, 2011 is presented to the Board for information.

Respectfully submitted,

Cathy Tsubouchi
Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 85

Date: October 17, 2011

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

FROM: Dianne Williams

SUBJECT: Disbursements Report for September 2011

Background

In July 2011, the Board approved the 2011/2012 Operating Budget of \$36,397,425.

2011/2012 Original Budget	\$36,397,425
Various Additional Grants	289,675
Adjusted 2011/2012 Budget	\$36,687,100

Based on the above, average spending for operations should be approximately \$3,057,258 per month. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

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

Current Situation

Total disbursements in the form of cheques written and payrolls for **September 2011** were \$2,875,186.55. While our spending is below average for the month, it is within reason.

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

Administrative Summary

The report entitled Disbursements for September 2011 is presented to the board for information.

Respectfully submitted by:

Dianne Williams
Manager of Accounting Services

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 86
October 17, 2011

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

FROM: David Tamblyn, Director of Education

SUBJECT: Update: 2011 Summer Literacy Learning Program

Background

The Council of Ontario Directors of Education (CODE) supported and coordinated the organization of 2011 Summer Literacy Learning Program for Grades 1, 2, and 3 students on behalf of the Student Achievement Division of the Ministry of Education. The program is part of a research study to determine the impact of a summer literacy program on student achievement levels in reading. The research study is unique in terms of its scope and the size of the data base. The project involves students from school boards from across the province. The program resulted from a study conducted by the Canadian Council on Learning entitled *Summer Learning Loss* in which the authors recommend a literacy program to engage primary students who struggle in reading.

This is the second year Superior-Greenstone DSB has been asked to participate in the program. The program was offered through Margaret Twomey Public School in partnership with the Marathon Public Library. A qualified teacher and two summer students ran the three week program involving 27 students. As the board's facilitator, Carol Vien oversaw the program. A reading assessment test was conducted at the school to determine baseline data for each of the participants in the summer literacy program, which will be followed-up by a post test when the participants return to school in the fall.

Programming

The programming was planned by the summer literacy teacher, Christopher McFarlane, with support from the summer students, library staff and the board facilitator, Carol Vien. The program was based upon weekly themes and activities. Once again, Marathon Public Library was an ideal location for the program as it provided a central location in a facility outside of a school setting. Library CEO, Tamara Needham was very supportive of the program and participated in the planning and organizing of activities.

Although the focus of the program was on literacy, every effort was made to make students feel as though they were not in a traditional classroom setting. In this less structured environment, children enthusiastically took part in a variety of hands-on literacy based activities held both indoors and outdoors. The program was run less like a regular classroom and more like a summer camp. As a result the children were highly engaged in the activities.

Field trips and visits to community partners were an exciting part of the program and provided diverse experiential reading and writing opportunities for participants. Guest speakers shared their expertise with the participants on a variety of topics.

Next Steps

1. Collect Student Data in September 2011
2. Submit Final Report to Ministry of Education/CODE

Administrative Summary

That, the report entitled Update: 2011 Summer Literacy Learning Program is presented to the board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

Carol Vien
Facilitator

Christopher McFarlane
Teacher, Summer Literacy Program

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 87

Date: October 17, 2011

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

FROM: David Tamblyn, Director of Education

SUBJECT: Common Ground-Common Purpose: Roles, Responsibilities and Relationships

Background

On September 16-17, 2011, Trustees and Senior Administration attended a workshop presented by Marilyn Gouthro, through the Ontario Educational Services Corporation. The workshop was entitled Common Ground-Common Purpose: Roles, Responsibilities and Relationships. The first objective of the workshop was to provide the participants with a clear understanding of the legal roles and responsibilities of the individual Trustee, the Board as a whole and the Director of Education. A second objective was to create an understanding of effective governance principles and concepts aligned with improved student achievement. Finally, it was expected to create a better understanding of the perspectives and value that each Trustee brings to the governance process.

Next Steps

The legislation introduced in Bill 177 amends the Education Act as it pertains to board governance. Included in the legislation are provisions outlining the legal roles and responsibilities of the individual Trustee, the Board and the Director of Education. Bill 177 also requires boards to develop a multiyear strategic plan to:

- (i) promote student achievement and well-being,
- (ii) ensure effective stewardship of the board's resources, and
- iii) deliver effective and appropriate educational programs to its pupils.

The legislation introduced in Bill 177 requires boards to re-examine their governance model to ensure that they are in compliance with the legislation.

Timelines

This timeline established in this process are expected to permit:

- o The revision of Policy 801 Role Description of the Director to reflect changes in Bill 177 legislation
- o The creation of a policy on the Role of the Board based on the information presented at the September 16-17, 2011 Trustee Professional Development regarding Bill 177
- o The development of a Multi-year Strategic Plan with an implementation date of September 2012

Administrative Summary

The report entitled Common Ground-Common Purpose: Roles, Responsibilities and Relationships is presented to the Board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 88
Date: October 7, 2011

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

FROM: Barbara Willcocks Student Success Lead

SUBJECT: EQAO Grade 9 Math Assessment Results

Background

The Education Quality and Accountability Office, (EQAO), has administered the provincial assessment in Grade 9 Mathematics since 2004. Each year EQAO provides a report on the assessment results for schools and boards. Both the board and schools consider such results in planning for the improvement of student achievement in Mathematics.

Current Situation

Board and Provincial Results for 2010-2011

	Applied Math – Level 3 and 4	Academic Math – Level 3 and 4
Superior-Greenstone DSB	39 % (82 students)	67% (101 students)
Provincial	42% (44095 students)	83% (99278) students)

Results over Time

The percentage of applied math student scores at Level 3 or above decreased by 4% from 43% in 2009-10 to 39% in 2010-11. The percentage of academic math student scores at Level 3 or above decreased by 10% from 77% in 2009-10 to 66% in 2010-11. In comparing our results provincially, our Board is below the provincial level at the applied level by 3% and was narrowing the gap in achieving provincial results at the academic level in 2009-2010 but the 2010-11 results showed an increase in the gap.

Gender Differences

There is also a gender difference evidenced in the percentage of students scoring at the provincial level for both students studying academic and applied mathematics. In 2010-11 results indicate there is only a 1% between girls and boys in academic math 66% and 67% respectively. In the previous year the percentage scores were identical. Historically, boys have tended to perform better than girls on the EQAO Grade 9 Math assessment but for the past two years this trend has not been reflected in academic math. However, in applied math 41% of the boys achieved level 3 or above compared with 36% of the girls. This is a reduction in the gender gap from the 2009-10 in which there was a 10% difference in the gender gap between male and female, this year the gap was 5%.

Next Steps

- EQAO Grade 9 Math assessment results continues to be an integral part of both the board and school improvement planning, by the System Improvement Planning Team and at the school level by school administrators and teaching staff.

- Sharing and reviewing research on best practices in instruction, assessment, and evaluation will occur with teachers through the “Building Capacity in Assessment *for* Learning” project with the Ministry of Education.
- Within the project co-planning/co-teaching will be used with teachers in Grade 7-12 to support best practices as well as the transition of our students from elementary to secondary.
- Participation in the “Blended Learning” project encourages students to extend their learning with the use of technology outside of the traditional classroom.
- Individual schools will continue to implement intervention strategies for students struggling in Mathematics
- On-line homework assistance to be implemented in the 2011-12 school year to support student learning in mathematics.

Administrative Summary

This report, concerning EQAO Grade 9 Math Assessment Results is presented to the board for information.

Respectfully submitted by:

Barbara Willcocks
Student Success Lead

David Tamblyn
Director of Education

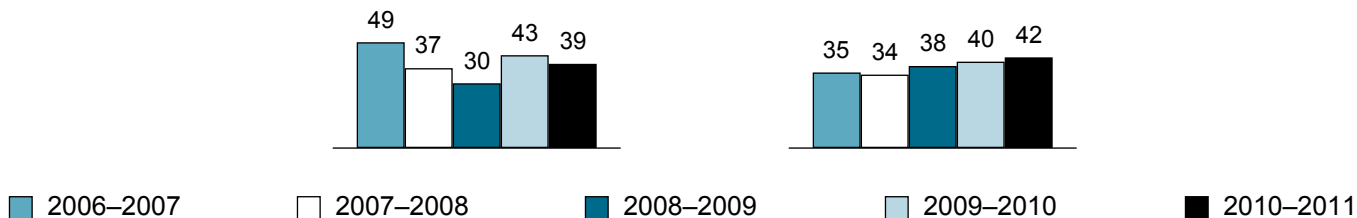
Grade 9 Assessment of Mathematics, 2010–2011

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

Board

Province

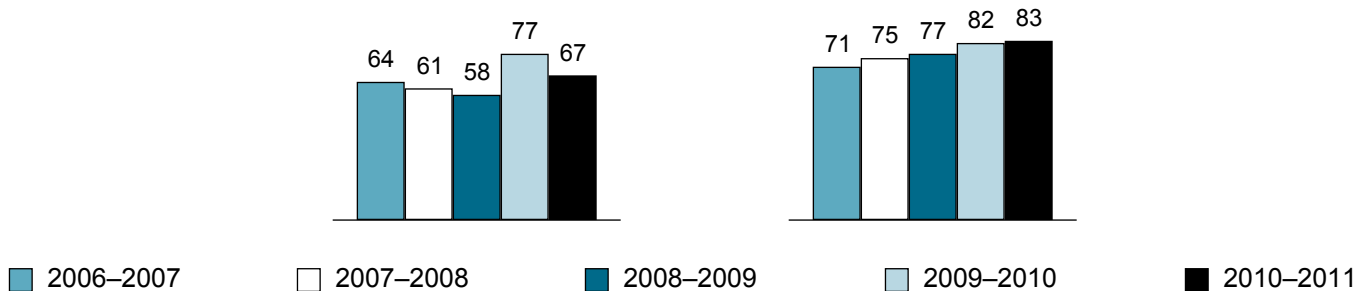


	Total Number of Students				
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
Board	134	114	122	118	82
Province	49 056	47 817	48 482	47 566	44 095

ACADEMIC MATHEMATICS

Board

Province

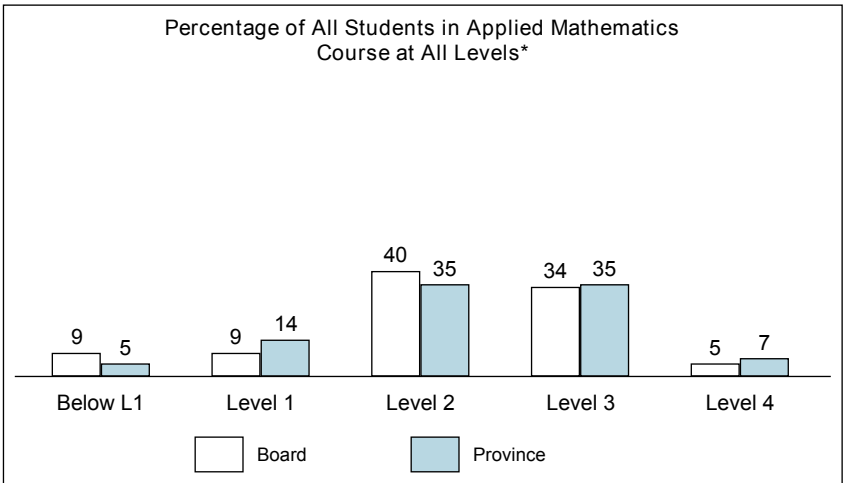


	Total Number of Students				
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
Board	132	115	106	104	100
Province	103 011	100 823	100 992	101 268	99 278

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

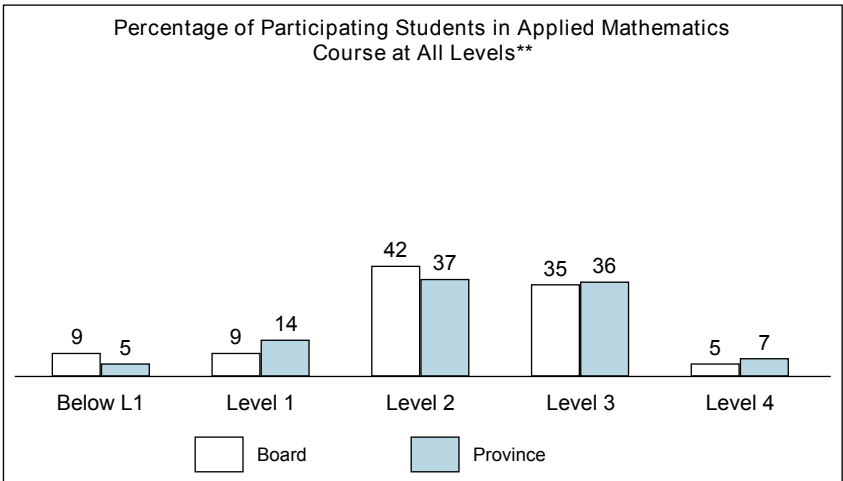
Results for All Students

All Students*			
Number of Students	Board 82		Province 44 095
	#	%	%
Level 4	4	5%	7%
Level 3	28	34%	35%
Level 2	33	40%	35%
Level 1	7	9%	14%
Below Level 1	7	9%	5%
Participating Students	79	96%	95%
No Data	3	4%	5%
At or Above Provincial Standard (Levels 3 and 4) †		39%	42%



Results for Participating Students (excludes "no data" category)

Participating Students**			
Number of Students	Board 79		Province 41 993
	#	%	%
Level 4	4	5%	7%
Level 3	28	35%	36%
Level 2	33	42%	37%
Level 1	7	9%	14%
Below Level 1	7	9%	5%
At or Above Provincial Standard (Levels 3 and 4) †		41%	44%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

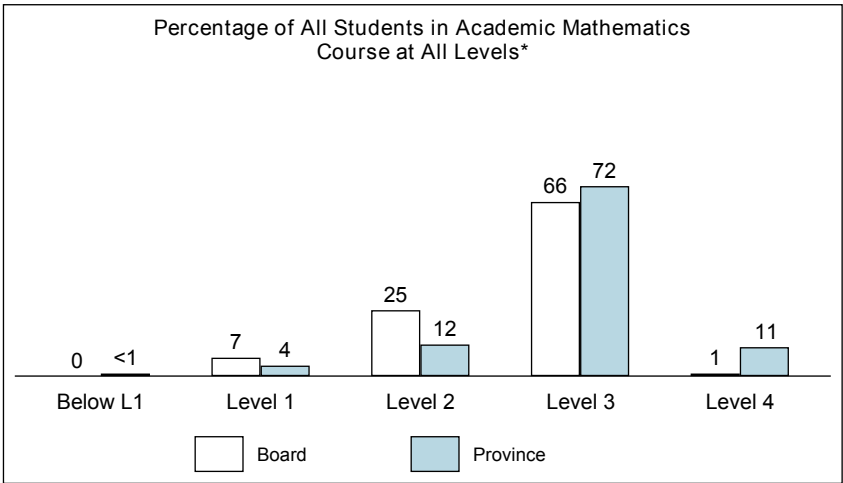
** Because percentages in tables and graphs are rounded, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

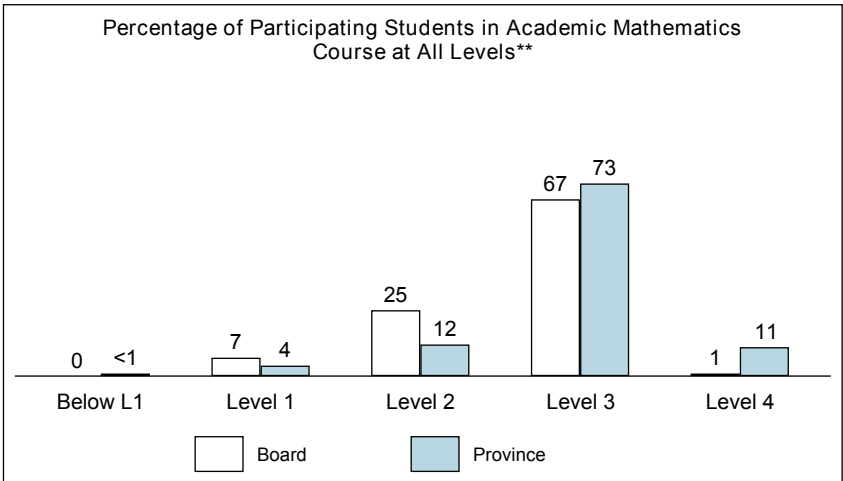
Results for All Students

All Students*			
Number of Students	Board 100		Province 99 278
	#	%	%
Level 4	1	1%	11%
Level 3	66	66%	72%
Level 2	25	25%	12%
Level 1	7	7%	4%
Below Level 1	0	0%	<1%
Participating Students	99	99%	99%
No Data	1	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		67%	83%



Results for Participating Students (excludes "no data" category)

Participating Students**			
Number of Students	Board 99		Province 98 481
	#	%	%
Level 4	1	1%	11%
Level 3	66	67%	73%
Level 2	25	25%	12%
Level 1	7	7%	4%
Below Level 1	0	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		68%	84%



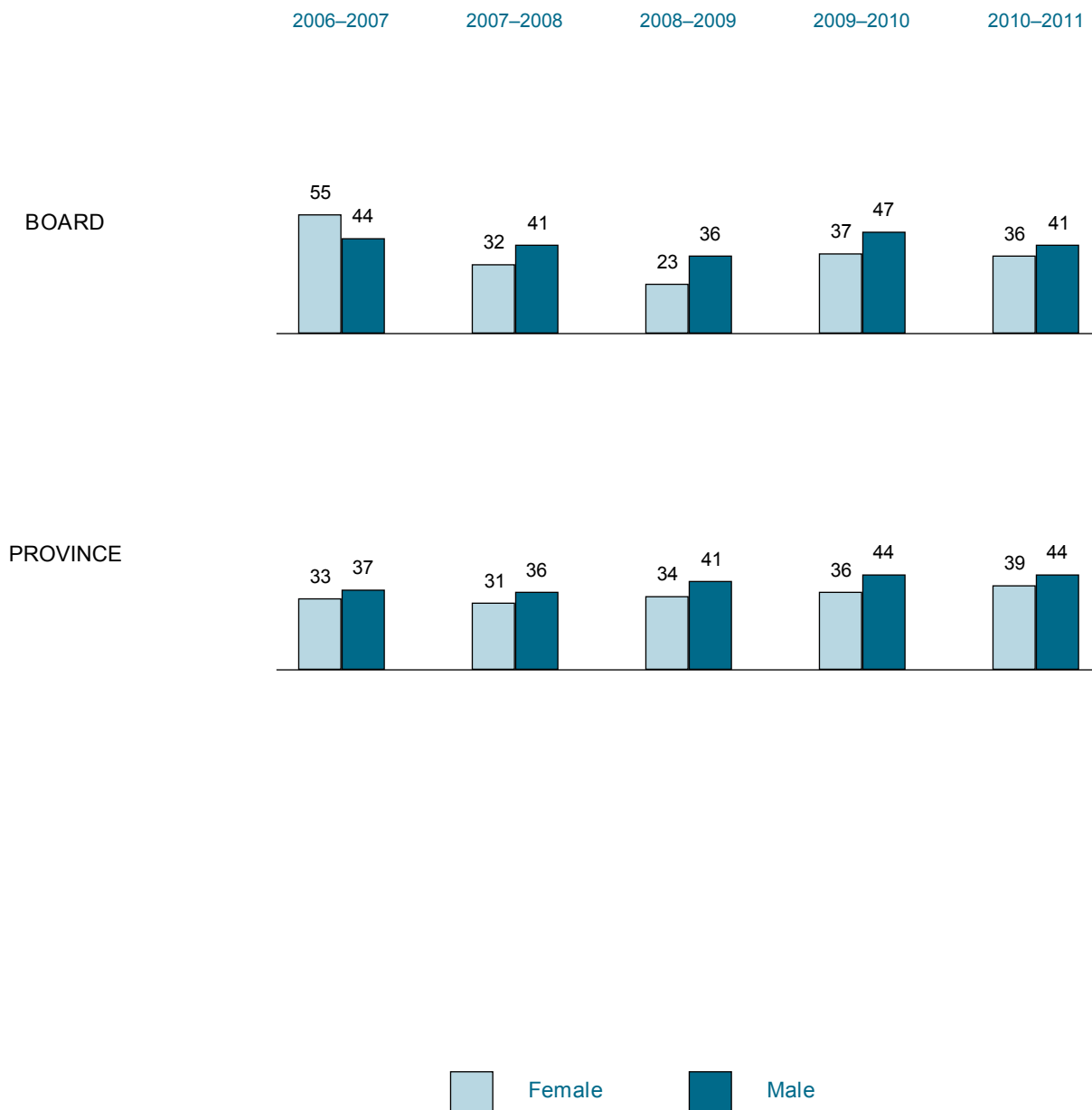
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** Because percentages in tables and graphs are rounded, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): GRADE 9 APPLIED MATHEMATICS



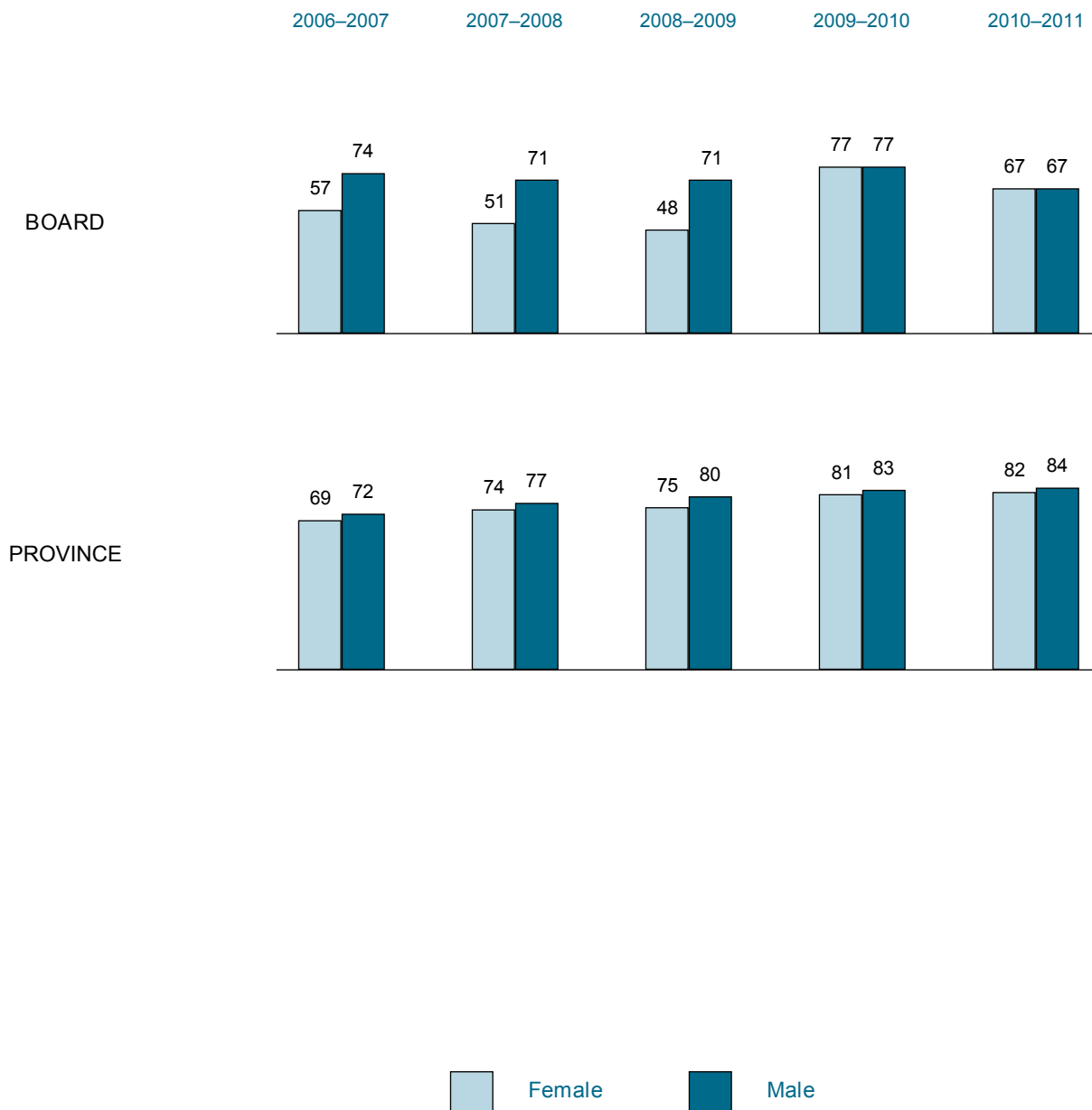
Total Number of Students in Applied Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	56	78	53	61	61	61	41	77	33	49
Province	22 126	26 926	21 626	26 182	21 752	26 730	21 262	26 304	19 721	24 374

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): GRADE 9 ACADEMIC MATHEMATICS



Total Number of Students in Academic Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	79	53	59	56	58	48	57	47	57	43
Province	52 887	50 122	51 367	49 452	51 554	49 438	51 972	49 296	50 814	48 464

† Includes only students for whom gender data were available.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 89
Date: October 17, 2011

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

FROM: Nicole Morden Cormier, School Effectiveness Lead

SUBJECT: Focus on Elementary Mathematics: Provincial and Board Perspectives

Background

Educators in the province of Ontario have identified the need to develop instructional capacity and leadership in the area of mathematics; a need that was responded to by the Ministry of Education with the introduction of the Small and Northern Boards Math Facilitator position in 2009. This need was further recognized in 2010-2012 with the introduction of the Collaborative Inquiry in Mathematics project. The objective of both of these projects is to raise the bar and close the gap in student achievement in mathematics by building knowledge about math instruction with teachers and leaders.

In 2010-2011, these projects have expanded to include nine elementary schools (from a previous four).

Mathematics Achievement Over Time: Percentage Results for All Students at or Above the Provincial Standard

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
Primary Division Math	% Achieving Level 3/4	Number of Students	% Achieving Level 3/4	Number of Students	% Achieving Level 3/4	Number of Students	% Achieving Level 3/4	Number of Students	% Achieving Level 3/4	Number of Students
Board	60	111	50	110	51	98	46	100	48	77
Province	68	132 782	69	131 012	68	128 660	70	125 481	71	127 789
Jr. Division Math										
Board	46	145	53	131	41	102	47	101	48	94
Province	61	146 711	59	145 901	61	140 420	63	136 076	61	134 294

Current Situation

Mathematics Achievement 2010-2011: Percentage Results for All Students at Each Provincial Level

	Exemptions/ Not Enough Information to Score		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)		Provincial Achievement Level Three/Four (B-to A+)	
	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students
Primary Division Math	13	10	3	2	33	26	48	38	4	3	69	124 117
Junior Division Math	8	8	16	15	36	35	36	35	3	3	58	132 308

At this time, provincial data indicates that while 50% of the province's schools scored above Superior-Greenstone District School Board in junior division mathematics, 30% of the province's schools scored below us; thus indicating that we are in the second quartile of achievement. In both the primary and junior division mathematics, it is significant to note that while few students are demonstrating achievement at levels one and four, many students are demonstrating achievement at level two; thus approaching provincial standard. This is also true for students who possess special needs. The gender gap is insignificant in mathematics.

Both the province and the board are engaged in responding to this data. The province has convened a Mathematics Teaching and Learning Work Group to identify what it would take to bring greater depth and coherence to the K-12 mathematics programs. Our district has recognized this Working Group's recommendation to coordinate and strengthen mathematics leadership and we have responded with the formation of a Mathematics Lead Team comprised of teachers, the Math Facilitators, and administrators. This team has collaborated to develop common assessments that they are currently using with students to gain additional information about the learning needs of our students. The Board and schools have embedded mathematics goals into their School Improvement Plans; thus the learning of many teachers will be in the area of math.

Foundational to the learning that the teachers will be engaged in is the belief that mathematics learning must occur in collaborative teams. This collaborative learning will occur through projects such as the Collaborative Inquiry in Math, weekly math teleconferences, co-planning and co-teaching in classrooms and with meetings of the Mathematics Lead Team.

Next Steps

While recognizing the challenge that results from the very small nature of the sample size, the board is committed to responding to the needs of our students. From school level data, the System Improvement Team has developed a goal for mathematics that requires students to be engaged in learning that requires them to think deeply, apply mathematical skills, represent their thinking and communicate that thinking in writing. This will be the focus of the mathematics work that is done in the district this year. The System Improvement Team is also engaged in digging deeper into the math knowledge and skills that our students require additional support in. This specific information will be gained from the EQAO school reports, the common assessments that the schools are engaged in administering and from classroom teachers' data.

Administrative Summary

The report entitled Focus on Elementary Mathematics: Provincial and Board Perspectives is presented to the board for information.

Respectfully submitted by:

Nicole Morden Cormier
School Effectiveness Lead

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 90

Date: October 17, 2011

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – October 17, 2011

The report entitled Personnel – October 17, 2011 is presented to the board for information.

<i>I ADMINISTRATIVE STAFF</i>

Please contact Human Resources for Personnel Information

1. APPOINTMENTS

<i>II TEACHING STAFF</i>

- 2. RESIGNATIONS**
- 3. LEAVE OF ABSENCE**
- 4. TRANSFERS, CHANGES IN ASSIGNMENT**
- 5. OTHER
Occasional Teaching Assignments**

<i>III SUPPORT STAFF</i>

- 1. APPOINTMENTS**
- 2. CHANGES IN ASSIGNMENT**
- 3. LEAVES OF ABSENCE**
- 4. OTHER
Temporary Assignments
Recalls**

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting October 17th, 2011

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 2011/09

Committee of Whole Board In-Camera
 (Closed to Public) 3:30 p.m.

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

MINUTES

Friday, September 16, 2011

Designated Site: Geraldton Composite High School, Videoconference Room, Geraldton, ON

Board Chair: Pauline (Pinky) McRae

Director: David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A) In-Camera: : – (closed to public): 3:30 p.m.

PART II: Regular Board Meeting

Section (B) : – (open to public) 3:57 p.m.

Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette					X	Mannisto, Mark	X				
Brown, Cindy		X				McRae, Pauline (Pinky)	X				
Dart, Alannah (Student)					X	Pelletier, Allison (Student)	X				
Fisher, Cindy		X				Rozsel, Christine (Student)	X				
Fisher, Matthew	X					Santerre, Angel	X				
Keenan, Darlene					X	Simonaitis, Fred	X				

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Tamblyn, David: Director of Education	X					
Petrick, Nancy: Superintendent of Education	X					
Tsubouchi, Cathy: Superintendent of Business	X					
Williams, Dianne: Manager of Accounting Services			X			
Chiupka, Wayne: Manager of Plant Services/Transportation	X					
Morden-Cormier, Nicole: School Effectiveness Leader	X					
Willcocks, Barb: Student Success Leader	X					
Paris, Marc: Coordinator of Maintenance						X
Draper, Barb: Coordinator of Human Resources Services			X			
Ross, Brad: Coordinator of Systems and Information Technology			X			
Joannette, Rose-Marie: Administrative Assistant / Communications			X			

1.0 Roll Call

Board Chair P. McRae conducted roll call and members were present as noted above.

PART I: *Committee of the Whole Board*

Section (A) *In-Camera: – (closed to public) 3:30 p.m.*

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

2.1 Agenda: Committee of the Whole Board - Closed

203/11

Moved by: Trustee Santerre

Second: Trustee M. Fisher

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section A (Closed Session) at 3:35 p.m. and that this portion be closed to the public.

Carried

2.2 Rise and Report from Closed Session

204/11

Moved by: Trustee M. Fisher

Second: Trustee C. Brown

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section A (Closed Session) at 3:57 p.m. and that this portion be open to the public.

Carried

PART II: *Regular Board Meeting*

Section (B): – (open to public): 3:57 p.m.

3.0 Regular Meeting Call to Order

205/11

Moved by: Trustee Simonaitis

Second: Trustee Santerre

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 22, 2011 be called to order at 3:59 p.m.

Carried

4.0 Report of the Committee of the Whole Closed Section A

4.1 207/11

Moved by: Trustee C. Brown

Second: Trustee Mannisto

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted including the confidential minutes' record from meetings held on

1. Regular Board Meeting 08-2011 – August 22, 2011

Carried

Note: The chronology of the motion was interrupted as per the Board Chair's correction of the proceedings as the agenda was approved before the motion above to accept the in-camera reports and confidential board minutes.

5.0 Approval of Agenda

206/11

Moved by: Trustee Mannisto

Second: Trustee M. Fisher

✓ **That**, the agenda for the Superior-Greenstone DSB 2011/09 Regular Board Meeting, Monday, September 16, 2011 be accepted and approved as amended to add:

- Item 11.4 Report No. 81
- Item 12.4 Correspondence
 - 12.4.4 Grand Erie DSB
 - 12.4.5 Katherine Fife

Carried

6.0 Disclosures of Interest re: Open Session

There were no disclosures of interest reported at this time.

7.0 Minutes: Board Meetings and Board Committee Meetings

208/11

Moved by: Trustee M. Fisher

Second: Trustee C. Brown

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

1. Regular Board Meeting 08-2011 – August 22, 2011

Carried

8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)

- Board Audit Committee: Trustee Mannisto reported the next meeting is scheduled on September 28, 2011.
- Board Policy Review Committee: Trustee C. Brown advised the next meeting is scheduled on September 27, 2011
- Native Education Advisory Committee: There are no meetings to report.
- Occupational Health and Safety Committee: One issue related to the BAPS facility has been resolved with assistance from Plant Manager Wayne Chiupka has resolved
- Parent Involvement Committee: The next meeting is scheduled in November 2011
- Special Education Advisory Committee: There are no meetings to report.
- Transportation Committee: There are no meetings to report.
- Ontario Public School Boards' Association: There are no meetings to report.

9.0 Business Arising Out of the Minutes

There was no business arising from the minutes.

10.0 Delegations and/or Presentations

10.1 Student Trustees' Update

(Verbal – Student Trustees)

10.1.1 Alannah Dart

Christine Rozsel provided a report on behalf of Alannah Dart who sent regrets for this meeting. The report included an update on sporting events at Marathon HS and advice that student council elections were to get underway shortly. The yearbook group has commenced its work, a dance is planned in late September and preparations have begun to hold a school pep rally.

10.1.2 Allison Pelletier

Reported that increased participation has been realized through the formation of a School Super Council, a combined athletic and student's council. Students are getting used to the changes in the school as a result of the having the new B.A. Parker Public School now housed within the Geraldton Composite HS building. She provided a sports team update and said that the yearbook committee is getting underway. This year, the Peer Leadership Program has been discontinued since the John Howard Society funding is no longer in place. The Outers group has a two-day fall trip planned

10.1.3 Christine Rozsel

Manitouwadge HS has had an excellent startup with 30 incoming students. Student Council and Athletic Council elections have been held. The senior boys' volleyball team held a car wash to raise money, while the athletic association as a silver night silent auction and dinner planned to raise money for sports.

10.2 Board Improvement Plan Process for 2011-2012

Director David Tamblyn provided a brief introduction to this topic, advising that under Bill 177 the role of the trustee role has changed to one where the focus is on student achievement and

wellbeing. Thereafter, Superintendent of Education Nancy Petrick, along with School Effectiveness Framework Leader Nicole Morden-Cormier and Student Success Leader Barb Willcocks provided an outline of how the Board Improvement Plan would be developed through their respective areas. The Board Improvement Plan informs the Director's Annual Report and is also a pivotal piece from which the Board of Trustees would develop its Strategic Plan.

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: C. Tsubouchi

11.1 Report No. 74: Enrolment Update as at September 9, 2011

Superintendent of Business Cathy Tsubouchi reported that enrolment is down by 23 FTE students from projections. She noted that this early report does not yet include the numbers for the adult education, which may serve to even out the statistics. The official count date for ministry funding purposes is October 31.

11.2 Report No. 75: Disbursements – July and August 2011

D. Williams provided a brief overview of Report No.75.

11.3 Report No. 76: Pupil Accommodation – 2011

Superintendent of Education Nancy Petrick reported that Manitouwadge Public School and Manitouwadge High School have been identified for a group accommodation review, possible closure(s) and/or restructuring based on criteria as contained in Board Policy 905. The review is meant to address issues such as large areas of vacant space within the buildings, program viability and school operating and maintenance costs. Manitouwadge Public School and Manitouwadge High School currently have pupil places of 316 and 369 respectfully, while actual enrolment is significantly less than this. The reviews would entail the formation of an Accommodation Review Committee (ARC) and the unfolding of a series of public meetings before the ARC would report to the Board on its findings late in the 2011-2012 school year.

209/11

Moved by: Trustee Mannisto

Second: Trustee M. Fisher

✓ That, in accordance with Board Policy 905-Pupil Accommodation, the Superior-Greenstone DSB recommend the commencement of a group school accommodation study for Manitouwadge Public School and Manitouwadge High School.

Carried

11.4 Report No. 81: Demolition of Old Manitouwadge High School Tender Award

As an amendment to the board agenda, W. Chiupka presented Report 81 advising the tender for the demolition of the old Manitouwadge HS closed on September 14, 2011. In June 2011, the ministry approved funding for this project and the tendering process followed.

210/11

Moved by: Trustee Simonaitis

Second: Trustee Santerre

✓ Be it resolved that, the Superior-Greenstone DSB approves the tender for the Demolition of the Old Manitouwadge High School be awarded to Budget Environmental Disposal Inc. in the amount of \$278,700.00 (HST extra)

Carried

12.0 Reports of the Director of Education

Director of Education: David Tamblyn

12.1 Appointment: Nancy Petrick- Superintendent of Education

Director Tamblyn advised the motion to appoint N. Petrick follows as a ministry requires a formal resolution to process the approval for her appointment.

211/11

Moved by: Trustee M. Fisher

Second: Trustee Santerre

✓ **That**, Nancy Petrick, Principal at Nipigon-Red Rock District High School, be appointed to the position of Superintendent of Education on a temporary basis for a period of up to 35 months, commencing August 22, 2011 until June 30, 2014, pending approving from the Ministry of Education.

Carried

12.2 Formation of Trustee Budget Committee

(D. Tamblyn)

Director Tamblyn had Board Chair P. McRae review the events of the sub-committee meeting held on September 13, 2011. The sub-committee consisting of herself, Trustee Keenan, Simonaitis, Director Tamblyn and Superintendent of Business Cathy Tsubouchi recommendations thus far are:

- Trustees do require internet connections in their homes for conduct of board business
- In light of current gas prices, the current per kilometer rate should be maintained, although it was noted that the ministry favours its lower rate schedule be applied
- The monthly cost of Blackberry service versus cell phone will be studied for cost effectiveness and practicality as relates to electronic/paperless access to board correspondence, e-mails, agenda etc.
- Implementation of a subsidy for trustees' Blackberry service will be reviewed
- With the trustee access to laptops, printing is discouraged, so ideally only need to print expense claims, hard copies of which can be brought to board meetings events by administration
- Fax lines should be cancelled and board fax machines in possession of trustees should be returned to office as scanning has largely replaced need to fax, which if necessary on occasion can be done from schools site in trustee area
- Policy 208 Trustee Attendance at Conferences requires change to include reference to attendance of Ontario Student Trustee Association events by Student Trustees and the addition of requirement by those attending events to provide a verbal or written report to whole board upon return.

12.3 Superior-Greenstone DSB 16-Month Calendar

Director Tamblyn had copies on hand for distribution.

12.4 Correspondence:

12.4.1 Student Thank You Notes (4)

Director Tamblyn read notes of thanks as received from four students in receipt of 2010-2011 board graduation bursaries.

12.4.2 Diane Dupont: Old BAPS Facility

The letter as attached will be retained as an attachment to the minutes.

12.4.3 Michael Gravelle, MPP: Old BAPS Facility

The letter as attached will be retained as an attachment to the minutes.

12.4.4 Grand Erie DSB

Board Chair P. McRae reviewed the letter as copied to her, wherein GEDSB indicated that if the Ontario Public School Boards' Association membership dues increased, it might not renew its dues.

12.4.5 Katherine Fife (OPSBA)

Board Chair P. McRae reviewed the letter as copied to her, wherein OPSBA sent response to GEDSB indicating that it is OPSBA intention to introduce a new formula for the 2012-20113 school year that is fair, equitable and coordinated with the ministry funding model.

13.0 Reports of the Education Committee

(Education Chair: Angel Santerre)

Superintendent of Education: Nancy Petrick

- 13.1 Report No. 77: 2010-2011 Board Improvement Plan for Student Achievement Final Report
Nicole Morden-Cormier, School Effectiveness Lead and Barbara Willcocks, Student Success Lead provided a comprehensive review of Report 77. Trustee C. Brown, expressing concern over an 8% decrease in EQAO results evidenced in the last few years, requested information about the strategy that would be applied to address the lower result especially in the area of special education and math.
- 13.2 Report No. 78: Highlights: April 2011 Ontario Secondary School Literacy Test
Barbara Willcocks, Student Success Lead provided an overview of Report 78.
- 13.3 Report No. 79: First Nation Natural Resource Youth Summer Program - Update
Superintendent of Education Nancy Petrick provided an overview of Report 79.

14.0 Matters for Decision

Board Chair: Pinky McRae

- 14.1 Report No. 80: Personnel – September 16, 2011
This report was presented for information with specific inquiries regarding staff addressed during the in-camera, closed section.

15.0 New Business

- 15.1 Board Chair
 - 15.1.1 Update: All Candidates Night re Education Day – September 20, 2011
Vice Chair Mark Mannisto will attend this event as SGDSB co-host with Lakehead District School Board.
- 15.2 Trustees' Reports: Constituent Concerns
Nil
- 15.3 Future Board Meeting Agenda Items
Trustee C. Brown requested a report on Alternative Education and Independent Learning Course offerings in each high school

16.0 Notice of Motion

Nil

17.0 Trustee Associations and Other Boards

- 17.1 OPSBA
 - 17.1 Reminder for Northern Regional Meeting (Valhalla Inn, Thunder Bay-Oct 28-29, 2011
Trustee C. Fisher noted she is unable to attend OPSBA Director Meeting on September 23/24th.

18.0 Observer Comments

David Passi (Manitouwadge observer) made several inquiries with regard to report outlining the commencement of an group Accommodation Review in the Manitouwadge area to which Director Tamblyn will respond

19.0 Adjournment

212/11

Moved by: Trustee C. Brown

Second: Trustee Simonaitis

✓ **That**, the Superior-Greenstone DSB 2011/09 Regular Board Meeting, Friday, September 16, 2011 adjourn at adjourn at 5:32 p.m.

Carried

2011 Board Meeting Schedule

2011 Dates	Time	Location		2011 Dates	Time	Location
Monday, November 21	6:30 p.m.	SGBO		Monday, December 5	6:30 p.m.	SGBO