

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

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

M I N U T E S

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

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

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

(Attached)

Moved by: D. Keenan

Seconded by: T. Simmons

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

2.0 **Business Arising from Minutes**

Nil

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

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

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

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

3.2 **P-517: Early Identification**

Director Pella advised that changes include:

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

Also under "Time Lines"

Delete word: Secretary and insert the word "principal"

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

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

Action: Put out for Stakeholder Review on board website.

3.3 **P-706 Health and Safety**

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

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

7.0 Future Meetings and Agenda Items

7.1 November 23, 2009

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

7.2 January 25, 2010

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

7.3 February 22, 2010

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

7.4 March 29, 2010

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

7.5 April 26, 2010

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

7.6 May 25, 2010

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

7.7 September 27, 2010

208-P Trustee/Student Trustee Attendance at Conferences

8.0 Adjournment

Moved by: D. Keenan

Seconded by: T. Simmons

That, the Board Policy Review Committee meeting be adjourned at 6:48 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

| *Board Approved:* | | |

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

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

DEFINITIONS

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

GUIDELINES

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

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

2.0 Responsibilities

2.1 School

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

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

2.2 Automatic External Defibrillator Trained Employee Responsibilities

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

2.3 Volunteer Responder Responsibilities

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

2.4 School Office Responsibilities

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

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

3.0 User Guidelines for Automatic External Defibrillator

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

3.1 Conduct an initial assessment of the patient and environment.

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

3.2 Assess breathing.

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

3.3 Begin treatment with the AED.

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

3.4 Actions to take when the EMS arrives.

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

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

4.0 Post-incident Procedures

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

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

5.0 Periodic Maintenance - Scheduled

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

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

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

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name EARLY IDENTIFICATION

517

Board Approved:

August 10, 2002

Reviewed:

April 2004

Review Prior To: ~~December 2009~~

POLICY

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

PROCEDURES

1.0 Early Identification Procedures Shall Include the Following

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

2.0 Time Line

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

<i>Board Approved: March 12, 1999</i>	<i>Reviewed and Approved:</i> _____/ November 18, 2008 / November 20, 2007 / November 21, 2006 / October 19, 2004	<i>Review Prior To:</i> December 2009
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POLICY

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

RATIONALE

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

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

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

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

PROCEDURES

1.0 Practices

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

2.0 Priority

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

3.0 Accident Prevention

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

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

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

6.0 Guidelines

6.1 Requirements

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

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

6.2 Responsibilities

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

6.2.1 Trustees and Senior Supervisors

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

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

6.2.2 Managers and Supervisors

All supervisory and management staff are responsible to:

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

6.2.3 All Employees

All employees are responsible to:

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

7.0 **Programs and Practices**

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

7.1 Joint Health & Safety Committee

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

7.2 Programs

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

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

7.3 Practices

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

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

7.4 Safety Manuals

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

- physical education,
- science,
- technological

7.5 Requirements

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

- personal protective equipment.

8.0 Review

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name COMMUNITY SERVICE

708

Board Approved:

March 12, 1999

Reviewed:

December 3, 2004

Review Prior To: ~~December 2009~~

POLICY

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

PROCEDURES

1.0 Definitions

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

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

2.0 Absence from Duties

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

3.0 Maximum

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

4.0 Not Covered by Collective Agreement

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

1.0 Pupil Accommodation Review and Facility Organization Procedures

1.1 Purpose

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

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

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

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

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

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

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

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

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

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

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

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

2.0 Introduction

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

3.0 Pupil Accommodation Reviews

3.1 Purpose

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

4.0 Procedure for Establishment of an Accommodation Review Committee

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

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

5.0 Aims of Accommodation Review Committee

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

6.0 Membership for an Accommodation Review Committee

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

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

7.0 Rules of Procedure for an Area Accommodation Review Committee

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

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

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

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

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

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

APPENDIX “A”

SCHOOL INFORMATION PROFILE

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

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

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

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

Value to the Student

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

Value to the School Board

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

Value to the Community

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

Value to the Local Economy

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

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

DEFINITIONS

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

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

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

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

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

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

RATIONALE

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

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

1.0 Guidelines

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

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

2.0 Procedures

2.1 Classroom Extensions - Regular Curriculum

2.1.1 On school property,

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

2.1.2 Excursions beyond school property,

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

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

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

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

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

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

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

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

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

3.0 Planning

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

3.2 The Principal must ensure that:

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

3.3 Public Relations

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

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

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

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

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

3.4 Expectations

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

- 3.4.1 A serious discipline problem arises when away from the school and the home community.
 - 3.4.2 A student fails to show up by the time the rest of the group and transportation are ready to depart.
 - 3.4.3 A student asks permission to leave the group and travel or stay with a friend (relative).
 - 3.4.4 The sudden emergency - a teacher may need to leave the group for which he/she is responsible to attend to an emergency involving one student.
 - 3.4.5 The specific situation - Outer's courses, Outer's clubs and camping clubs must include preparation for dealing with typical emergencies as part of their instructional programs (e.g. someone gets lost, group gets separated, one canoe gets swamped).
- 3.5 Financing
- 3.51. It is the responsibility of principals and teachers involved in fund raising activities to follow the procedures in accordance with the Policy 509 and its Management Guideline regarding Cash Handling in the Schools.
 - 3.5.2 When additional funds are required, this may at times be sought from parents or by fund-raising projects. Care should be taken not to ask parents for excessively large amounts or to make requests too frequently. Door-to-door campaigns are not encouraged (see Policy 509)
 - 3.5.3 All funds should be accounted for and contributors should know how funds have been spent.

5.0 Supervision

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

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

- 5.2 Canoeing ratio:
- Staff/supervisor to student ration must be 1:8.
(Also refer to Appendix C and the Ontario Physical Education Association (OPHEA) Safety Guidelines for Outdoor Education (see website address below at Part 6.4).
- 5.3 Increased supervision should be considered for high care activities and/or participation by students with special needs.
- 5.4 Supervisors are responsible for the supervision of students participating in a field trip. Supervisors are expected to exhibit appropriate behaviour. Supervisors will expect appropriate behaviour from their students. When an individual agrees to supervise an event, they will be identified as a supervisor first and, as a result, will be governed by Board policy (refer to the appropriate Code of Student Conduct of the individual school).

- 5.3 The possession or consumption of any alcoholic beverage by supervisors, whether of legal drinking age or not, at any time during a field trip/extra-curricular/co-curricular activity is prohibited.
- 5.4 The possession or consumption of illegal drugs by supervisors during a field trip/extra-curricular/co-curricular activity is prohibited.
- 5.5 When necessary, the supervisor should make a pre-trip visit to the site of the field trip.
- 5.6 For high care out-of-school activities that occur in isolated areas where emergency care is not readily available, at least one supervisor must hold valid certification in Red Cross Standard First Aid, or St. John's Ambulance Standard First Aid.
- 5.7 Supervisors must ensure that all participants are aware of procedures to be followed in the event of separation or accidents occurring on the trip.
- 5.8 Supervisors must ensure that all participants in outdoor activities are made aware of and come prepared with clothing, footwear and equipment which is suitable to the nature of the activity. Supervisors may exclude students who are not properly equipped.

6.0 Safety

- 6.1 If the activity is in the water, and a certified lifeguard is not present, at least one supervisor must hold a current Royal Lifesaving Society Canada Bronze Medallion Award. See Appendix C.
- 6.2 Helmets may be required for all skating activities, unless otherwise stated in a local facility's regulations (i.e. community arena). Players must wear approved C.S.A. helmets and face masks at all times during modified hockey and ringette.
- 6.3 For any activity, safety requirements of the governing associations must be followed. (e.g. lacrosse, ice hockey, ringette, etc.)

6.4 Canoeing Trips and Watercraft Activities

All school canoeing trips and watercraft activities will follow the guidelines in Appendix C and the Ontario Physical Education Association (OPHEA) Safety Guidelines for Outdoor Education. You can access the comprehensive OPHEA Safety Guidelines from the OPHEA website at www.ophea.net (yellow safety icon on the homepage) or at www.ontariosafetyguidelines.ca.

Educators need to ensure that utmost precautions are taken during both preparatory and the actual phases of all programs involving water and the use of boats. Educators planning field trips involving water activities must ensure the following: Physical Education Safety Guidelines

- 6.4.1 All participants must wear a properly sized and fastened small vessel life-jacket or personal flotation device (Federal Department of Transport approved), at all times during watercraft activities other than commercially contracted services such as the Welcome Ship, Old Fort William Canoes, or Maid of the Mist.
- 6.4.2 Field trips involving canoeing are limited to students who have fulfilled the necessary prerequisites. (Commercially contracted canoes are exempted, e.g. Old Fort William).

6.5 Transportation

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

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

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

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

LIST OF APPENDICES

APPENDIX A: Field Trip Approval Form

APPENDIX B: Extended Field Trip Approval Form

APPENDIX C: Activities in the Water

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

School: _____

1.0 Trip Description

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

- 1.7 Name of Adult Supervisors: _____
- _____
- _____

Signature of Teacher In Charge

Date

APPROVALS

Principal

Date

Attach to this application, copies of:

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

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

School: _____

1.0 **Trip Description**

1.1 Purpose of Trip: _____

1.2 Destination: _____

1.3 Departure Date: _____

1.4 Return Date: _____

1.5 Number of Students: _____ Grade: _____

1.6 Name of Adult Supervisors:

In Charge: _____

Other: _____

2.0 **Transportation**

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

3.0 **Accommodation**

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

4.0 **Safety**

4.1 Specify safety factors considered:

4.2 Specify plans to address same:

4.3 Specify provision for First Aid:

5.0 Other

5.1 Specify any OTHER CONSIDERATIONS pertinent to this proposed excursion:

6.0 Finances

6.1 Estimated Costs:

6.1.1 Travel: \$ _____

6.1.2 Meals: \$ _____

6.1.3 Accommodation: \$ _____

6.1.4 Supply Teacher(s): \$ _____

6.1.5 Additional (specify): \$ _____

_____ \$ _____

_____ \$ _____

6.1.6 TOTAL: \$ _____

7.0 Funding

7.1 School Budget: \$ _____

7.2 Fund Raising: \$ _____

7.3 Students: \$ _____

7.4 Other (Specify): \$ _____

_____ \$ _____

_____ \$ _____

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

APPROVALS

Principal

Date

Superintendent of Education

Date

Attach to this application, copies of:

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

ACTIVITIES IN THE WATER
(no life jacket)

The teacher supervisor is responsible for the activity.

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

Procedures:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS & STUDENTS

Policy Name SABRINA'S LAW – (ANAPHYLAXIS)

524

Board Approved:

November 17, 2009

Reviewed: June 10, 2009

Review by: December 2014

POLICY

The Superior-Greenstone District School Board is committed to providing and maintaining a healthy and safe environment for all students and staff. In particular, this includes all those who may be susceptible to anaphylaxis.

The Board will work together with parents/guardians, health care professionals and school staffs to reduce the risk of the occurrence of a life-threatening allergic reaction while students are in the care of the school.

This policy is established in accordance with the criteria outlined in *Sabrina's Law – An Act to Protect Anaphylactic Pupils*.

DEFINITIONS

“anaphylaxis” the term used to describe a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock

PROCEDURE

Every school principal will establish a school anaphylactic plan which includes procedures for the following:

- The development and maintenance of strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.
- General communication plans for the dissemination of information on life-threatening allergies to parents, students and staff of the school.
- Specific communication plans to communicate relevant information concerning type of allergy, monitoring and avoidance strategies and appropriate treatment to all persons who may supervise students who have been identified as anaphylactic students.
- Annual training for all staff, and where applicable, for volunteers on dealing with life threatening allergies.
- An emergency procedure plan for each identified anaphylactic student.
- A system that ensures that a comprehensive and current file that contains relevant treatment and other information is kept on each identified anaphylactic student.
- A system that maintains a current emergency contact list for each identified anaphylactic student.
- Storage for additional epinephrine auto injectors.

- Registration procedures that require that parents supply information on life-threatening allergies.

Every school principal shall:

- Ensure that the necessary Forms related to medical/health issues are completed and updated annually.

The Individual Plan shall include:

- Details informing school staff and others who are in direct contact with the student on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- A readily accessible emergency procedure for the student, including emergency contact information.
- Storage for epinephrine auto-injectors, where necessary.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section MISCELLANEOUS

Policy Name ENVIRONMENTAL EDUCATION

906

Board Approved:

Review By December 2014

RATIONALE

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

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

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

POLICY

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

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

DEFINITIONS

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

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

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

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

GUIDELINES

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

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

PROCEDURES

1.0 Maintenance

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

2.0 Transfer

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

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

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

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

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

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

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

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

3.0 Culling the OSR

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

4.0 Documentation File

The documentation file will contain the following information:

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

5.0 Retention

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

6.0 Destruction of Records

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name EQUITY AND INCLUSIVE EDUCATION (DRAFT)

536

Board Approved:

Review Prior To: December 2014

POLICY

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

DEFINITIONS

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

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

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

RATIONALE

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

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

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

PROCEDURES

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

GUIDING PRINCIPLES

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