

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

<u>Board Administrators</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Petrick, Nancy:					

7.1 Chair: Education Committee-Call for Nominations

That, the ballot from the election of the Education Committee Chair is destroyed.

7.2 Chair: Negotiations / Business Committee-Call for Nominations

That, the ballot from the election of the Negotiations/Business Committee Chair is destroyed.

- 9.5 2012 Transportation Committee
1. _____ Appointee
 2. _____ Appointee
 3. _____ Alternate Appointee

PART III: Committee of Whole Board – In Camera

Section C (Closed to public) 7:00 p.m.

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

(Attached)

10.1 Agenda: Committee of the Whole Board - Closed

19.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 19.1 Report No. 01
2012 Proposed Regular Board Meeting Dates (Attached – D. Tamblyn)
That, the Superior-Greenstone DSB having received Report No. 01, approves the 2012 Regular Board Meeting schedule as outlined.
- 19.2 Report No. 02
Strategic Planning – Creating a Vision for the Future (Attached – D. Tamblyn)
- 19.3 Report No. 03
Legal Representation (Attached – D. Tamblyn)

20.0 Reports of the Education Committee

Education Chair: (To be Determined)

Superintendent of Education: Nancy Petrick

- 20.1 Report No 04

23.2.1 Trustee Appointments for OPSBA Director/Voting Delegate

That, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Director
to OPSBA effective for the period of December 1, 2011
to November 30, 2012.

That, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Voting
Delegate to OPSBA effective for the period of
December 1, 2011 to November 30, 2012.

23.2.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate

That, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Alternate
Director to OPSBA effective for the period of
December 1, 2011 to November 30, 2012.

That, the Superior-Greenstone DSB appoint
Trustee _____ to serve as its Alternate
Voting Delegate to OPSBA effective for the period of
December 1, 2011 to November 30, 2012.

24.0 Observer Comments

(Members of the public limited to 2 minute address)

25.0 Adjournment

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Superior-Greenstone District School Board will address individual students' needs by providing:
a diverse education that prepares for and honours their chosen path for success,*

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

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

8.1 Board Audit Committee:

Report of the Board Audit Committee

§ No Report

Board Policy Review Committee

(D. Keenan / C. Tsubouchi)

25.50 FTE, while the secondary panel was down by 19.84 FTE. Overall, student enrolment is up by 5.66 FTE from budget.

- 11.2 Bylaw No. 125 – Debenture
C. Tsubouchi provided an explanation of this item.

230/11

Moved by: *Trustee Mannisto*

Second: *Trustee Brown*

That, the Superior-Greenstone DSB receives Bylaw No. 125: Authority for Loan from the Ontario Financing Authority and approves Bylaw No. 125; a Bylaw to Authorize a Loan from the Ontario Financing Authority.

- 11.3 Bylaw 126: Tax Levy 2012
C. Tsubouchi provided an explanation of this item

231/11

Moved by: *Trustee Santerre*

Second: *Trustee Brown*

That, the Superior-Greenstone DSB approves Bylaw No. 126 being a bylaw to levy taxes for 2012 as per the attached.

- 11.4 Report No. 92: Capital Project Update 2010-2011
Manager of Plant Services Wayne Chiupka provided an overview of this report.

- 11.5 Report No. 93: Health and Safety Policy 706 Annual Review 2011
W. Chiupka provided an overview of this report, advising that the board is required to review and approve Policy 706 on an annual basis. The Policy as attached had any changes applied.

232/11

Moved by: *Trustee Bartlett*

Second: *Trustee Brown*

That, the Superior-Greenstone DSB approve Board Policy 706 Health and Safety Report 2011

that much of what has transpired at the elementary panel level is being transferred as a model for the secondary panel with senior administration, Student Success Lead and herself as School Effectiveness Lead focussing these efforts through the current Assessment Proposal Initiative. Throughout this year, District Support Visits have been done and will continue to encourage and support the sharing of ideas and best practices in classrooms.

14.0 Matters for Decision *Board Chair: Pinky McRae*

14.1 Report No. 97: Personnel – November 21, 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 Reminder: Trustee Professional Development: November 25-26, 2011

Chairperson Pinky McRae advised that an agenda for this event would be out shortly and encouraged all Trustees to attend. The event is scheduled at the Nor'Wester Hotel and Conference centre as part two of the Trustee Professional Development held in early September. Facilitator Marilyn Gouthro will continue on theme of Common Ground-Common Purpose: Roles, Responsibilities and Relationships. The event this weekend will move farther into the process of developing the Board's Strategic Plan. Ongoing reports about the Strategic Planning Process will be implemented, with the expectation that development would commence in earnest in January and be complete by June, with a goal to have the Strategic Plan in place for September 2012.

P. McRae reported on Marathon Community Adjustment Committee of which she is the Board's appointed member. Several meetings have taken place with and as a member of the Education Sub-committee she will continue to report back to Board.

D. Tamblyn and P. McRae attended the Hicks-Morley School Board Management Conference in Toronto on November 27. A binder of information is available for Trustee who may wish to peruse. The plenary sessions dealt with social media such as Facebook; Teacher Discipline and TPA Terminations. D. Tamblyn receives regular newsletters from Hicks-Morley. If anyone is interested in receiving them, he can forward these all trustees.

As well, both attended a meeting of Public Chairs in Toronto (OPSOA where 29 other boards were in attendance).

15.2 Trustees' Reports: Constituent Concerns

Trustee D. Keenan extended thanks to staff members who got involved in the old Manitouwadge High School "bricks memorabilia event. D. Tamblyn will pass this onto the school principal.

15.3 Future Board Meeting Agenda Items

15.4 Miscellaneous

Student Trustee A. Pelletier advised that she wishes to attend the OPSBA Public Education Symposium on January 26-28, 2012.

16.0 Notice of Motion

Nil

17.0 Trustee Associations and Other Boards

17.1 OPSBA

Chairperson McRae stated that there will be an OPSBA meeting in Toronto this weekend. Trustee C. Fisher has sent regrets. P. McRae advised that

the meetings in the future as this is our voice to the Ministry. She asked if anyone was able to attend this weekend and reiterated the importance of ensuring that the Board has someone attend in the future.

18.0 Observer Comments

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

21.0 Adjournment
233/11

Moved by: Trustee Santerre

Second: Trustee Brown

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, November 28, 2011 @ 6:30

MINUTES

<u>Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy	X					Mannisto, Mark					X
Fisher, Cindy (<i>Alternate</i>)				X		Santerre, Angel		X			
Fisher Matthew (<i>Alternate</i>)				X		Simonaitis, Fred					X
Keenan, Darlene		X				McRae, Pinky					

g9 Td()TjEMC /P /P /P EMC /()TjEMC /P / Tw ref4.26.32 0.48 10.38 refBT/P

- P-527: Voluntary Aboriginal Student Self- Identification
No feedback was received during policy review posting. However, this policy will be deferred to January 2012 Board Policy Review Committee (BPRC) final review to allow the chance for Native Education Advisory Committee (NEAC) to review contents at its December 12, 2011 meeting.
Action: Refer to NEAC for review and revisit policy at January 2012 BPRC
- P-717: Workplace Harassment *Attached*
No feedback was received during policy review posting time.
Action: Forward for board approval at Regular Board Meeting of December 5, 2011
- MG-717: Workplace Violence and Harassment *Attached*
No feedback was received during policy review posting time.
Action: Forward for board approval at Regular Board Meeting of December 5, 2011
- P-720: Workplace Violence *Attached*
No feedback was received during policy review posting time.
Action: Forward for board approval at Regular Board Meeting of December 5, 2011
- MG-720: Workplace Violence and Harassment *Attached*
No feedback was received during policy review posting time.
Action: Forward for board approval at Regular Board Meeting of December 5, 2011

3.2 November 28, 2011 Reviews

- P-607 Electronic Communication Systems
D. Tamblyn advised that this item should be deferred to permit time for the board Computer/Technology Committee to review so as all to accurately reflect technology changes in all board policy governing technical issues. There is considerable overlap among policies dealing with technology which may be better serv

is suggested that policy on employees codes of conduct could serve only as an outline of “expectations” of staff. The collective agreements delineate and would be the ultimate source for application and/or implementation of anything by way of disciplinary issues. D. Tamblyn also reminded the BPRC that within education legislation itself, there is the Teacher Performance Appraisal (TPA) mechanism that can draw upon should “conduct” issues arise. TPA’s are conscripted by the ministry and typically happen on a five-year cycle.

Action: Post to website for stakeholder review

P-709	<p><u>Emergency Service Volunteers</u> Delete: “b) Volunteer ambulance service” It was noted that legislation now requires all ambulance attendants to be licensed and certified, eliminating volunteer positions in this area. <u>Action:</u> Post to website for stakeholder review</p>	<i>Attached</i>
P-712	<p><u>Recognition of Long Term Service</u> Policy has been extensively revised: a) Rename as Recognition b) to incorporate content of Policy 702 Recognition of Employees who Retire c) Although the terms and condition remain intact for the recognition of 10-year, 25-year and retiring staff, these procedural issues have been deleted as content under policy and will now be incorporated under the Policy 712 Recognition Management Guideline d) the definition of recognition of staff has been expanded beyond “service years” and “retirement” so as include recognition of outstanding and commendable contribution by staff e) revisions also bring the policy and guideline into compliance with the Public Sector Procurement Guideline f) Some final details to operationalize the 25-year service events and retirement gifting will be brought back to BPRC as part of the feedback collection period. <u>Action:</u> Post to website for stakeholder review</p>	<i>Attached</i>
MG-712	<p><u>Recognition of Long Term Service</u> See note at Policy 712 <u>Action:</u> Post to website for stakeholder review.</p>	<i>Attached</i>
P-702	<p><u>Recognition of Employees Who Retire</u> This policy is rescinded as its contents have now been incorporated into Policy 712 Recognition. <u>Action:</u> After conclusion of review period for Policy 712 revision, delete Policy 702 from policy roster.</p>	<i>Attached</i>
P-713	<p><u>Legal Representation</u> No changes to policy <u>Action:</u> Post to website for stakeholder review</p>	Attached

4.0 Items to Recommend for Stakeholder Review (Post November 29 to January 25, 2012)

P-703	Non-Instructional Employee Training	<i>Attached</i>
P-707	Employee Code of Conduct	<i>Attached</i>
P-709	Emergency Service Volunteers	<i>Attached</i>
P-712	Recognition of Long Term Service	<i>Attached</i>
MG-712	Recognition of Long Term Service	<i>Attached</i>
P-702	Recognition of Employees Who Retire	<i>Attached</i>
P-713	Legal Representation	<i>Attached</i>

5.0 *Items to Recommend for Board Approval – December 5, 2011*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, October 24, 2011 @ 6:30

MINUTES

<u>Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>
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Action: Post to website for stakeholder review

- P 605 Special Education Attached
Two wording changes to add “education” program as highlighted; the other is the addition of “Individual Education Plan” to definition of special education program. The policy has been transformed to the new policy format
Action: Post to website for stakeholder review
- P 701 Employee Absence Attached
No changes have been made to policy.
Action: Post to website for stakeholder review
- P 711 Release of Employee Information Attached
No changes have been made to policy.
Action: Post to website for stakeholder review

4.0 Items to Recommend for Stakeholder Review (Post October 25 to December 25, 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 711 Release of Employee Information

5.0 Items to Recommend for Board Approval – November 21, 2011

Nil

6.0 Future Meetings and Agenda Items

6.1 November 28, 2011 Reviews

- P 101 Vision Statement

P 201 sdmiment

P-527: Voluntary Aboriginal Student Self- Identification
P-706: Health and Safety
P-717: Workplace Harassment
MG-717: Workplace Violence and Harassment
P-720: Workplace Violence
MG-720: Workplace Violence and Harassment

6.3 2012 Other: Recalls for Future Review (See September 26, 2011 Minutes for information)

P-509 Fundraising
MG-509 Fundraising
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
P-702 Recognition of Employees Who Retire

8.0 Miscellaneous

Director David Tamblyn indicated that at the Trustee Professional Development session of September 16-17, 2011, the facilitator Marilyn Gouthro point out that board governance is directly related to development of policy. In the board META Policy 214 reference is made to providing the opportunity for stakeholder review on policy. However, the board management guideline, which provides the details on how to apply a policy or outlines procedures should not as a rule have to be open to public review as often the procedures are prescribed by virtue of a ministry Program Policy Memorandums and/or regulation; neither of which can be revised. Management Guidelines aligned with policy can still undergo review, however at the discretion of the BPRC such items may also be approved by the Board as a whole without the provision of a two month public review before implementation.

7.0 Adjournment

*Mover: D. Keenan Second: A. Santerre
That, the Board Policy Review Committee Meeting of October 24, 2011 adjourn at 6:43 p.m.*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name SENIOR ADMINISTRATIVE OFFICIALS

203

Board Approved: _____
March 21, 2006
March 12, 1999

Reviewed: _____
January 27, 2006

Review By: December 2016
~~December 2014~~

POLICY

Within the parameters of Ontario School Law, the specific duties and responsibilities of the senior board administration officials are as determined by the Board.

PROCEDURES

1.0 Officers

The senior administrative officials of the Superior-Greenstone DSB, subject to Board approval, are:

- 1.1 The Director of Education, and
- 1.2 The Superintendent of Business.

2.0 Director of Education

The Director is the Chief Executive Officer and Chief Education Officer of the Board and is the SECRETARY of the Board.

3.0 Superintendent of Business

The Superintendent of Business is the Chief Financial Officer of the Board and is the TREASURER of the Board.

4.0 Other

Other Supervisory Officers (i.e. Superintendents) may be appointed by the Board with duties and responsibilities to be as outlined by the Board.

5.0 Chain of Command

All employees report to the Trustees THROUGH the Director of Education.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name LINES OF COMMUNICATION REGARDING COMPLAINTS 207

Board Approved: _____
March 21, 2006
March 12, 1999

Reviewed: _____
January 27, 2006

Review By: December 2016
~~December 2014~~

POLICY

The Superior-Greenstone District School Board will endeavour to respond in a structured manner to all complaints brought forward.

PROCEDURES

1.0 Instructional Staff (i.e. Teachers)

1.1 Teacher

Complaints regarding teachers should be first discussed with the teacher.

1.2 Principal

If no resolution is found, then the complaint should be next directed to the Principal.

1.3 Supervisory Officer

If no resolution is found, then the complaint should be directed to a Supervisory Officer of the board.

1.4 In Writing

This next stage of complaint must be in writing with copies to the teacher and the Principal.

1.5 Response

The response of the Supervisory Officer shall be in writing, with copies to the teacher and the Principal.

1.6 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

2.0 School-Based, Non-Instructional Staff

2.1 Principal

Complaints regarding school-based, non-instructional staff should first be discussed with the Principal.

2.2 Supervisory Officer

If no resolution is found, then the complaint should be directed to a Supervisory Officer.

2.3 In Writing

The complaint must be in writing, with copies to the Principal and the employee.

2.4 Response

The response of the Supervisory Officer shall be in writing with copies to the Principal and the employee.

2.5 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

3.0 System-Based Staff

3.1 Supervisory Officer

Complaints regarding system-based staff should be directed to a Supervisory Officer.

3.2 In Writing

The complaint must be in writing with a copy to the employee.

3.3 Response

The response of the Supervisory Officer shall be in writing with a copy to the employee.

3.4 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name CORPORATE CREDIT CARDS

306

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PROGRAM

Policy Name UNUSED TEXTBOOKS

601

Board Approved: _____
March 12, 1999

Reviewed: _____
March 21, 2006

Review By: December 2016
~~December 2014~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PROGRAM

Policy Name NEW COURSE APPROVALS

603

Board Approved: _____
March 12, 1999

Reviewed: _____
June 20, 2006

Review By: December 2016
~~December 2011~~

POLICY

The Superior-Greenstone District School Board supports the broadest possible program in its schools but the introduction of any course not presently offered, or the non-traditional delivery of an existing course, must have the prior approval of the Board.

PROCEDURES

1.0 Initial Step

In the consideration of new course offerings, or non-traditional delivery of an existing course, the appropriate Supervisory Officer must be consulted and advised PRIOR TO ANY ACTION.

2.0 Ministry

The requirements of the Ministry of Education and Training with regard to program must be met.

3.0 Impact

The School Principal shall document for the Supervisory Officer's consideration any costs, staffing requirements, equipment requirements, facility requirements, supplies, texts, etc.

4.0 Authority to Approve

The Supervisory Officer shall have the authority to grant approval for courses which meet Ministry requirements AND which have no additional "costs" identified.

5.0 Board Approval

Where additional costs are associated with a proposal, or a non-traditional delivery is proposed, or a course is considered "experimental" within the Ministry guidelines, then Board approval shall be required.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section

PROGRAM

Policy Name

1.3 Parents

Parents must be consulted with regard to assessment, identification, placement and program for their identified children.

1.4 Other Deliveries

Agreements with other Boards and/or service agencies for special education programs and service may be entered into as required. These arrangements will be provided in the closest proximity to the student's home as is advisable and reasonable.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name TRUSTEE ASSOCIATIONS

204

Board Approved:

March 21, 2006
March 12, 1999

Reviewed:

September 26, 2011
January 27, 2006

Review By: December 2016

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.

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
	<hr/>
	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.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name FIELD TRIPS & EXCURSIONS

505

Board Approved: _____
March 12, 1999

Reviewed: September 26, 2011
October 17, 2006

Review By: December 2016

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.

3.1 Appro3507 (Requirements)] TJEMC9P <<EMC ET1 / M57 Tw9-6.557c - 0

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name WORKPLACE HARASSMENT
Management Guideline Applies

717

Board Approved: _____
February 20, 2007

Reviewed: September 26, 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.

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 HARASSMENT	717
	WORKPLACE VIOLENCE	720

Board Approved: _____

Reviewed: September 26, 2011

Review by: December 2016

GENERAL

In accordance with our Superior Greenstone District School Board Policy 717 Workplace Harassment and Policy 720 Workplace Violence, this Management Guideline provides a

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 sbP <<7p.00c2acords

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.

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-Greenstone 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)
Lighting			
Security checks and protocols (identification checks, sign in sheets, etc.			
Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.)			
Security of parking lots			
Communication procedures (for example when and how to call for help)			
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

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

6

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?			

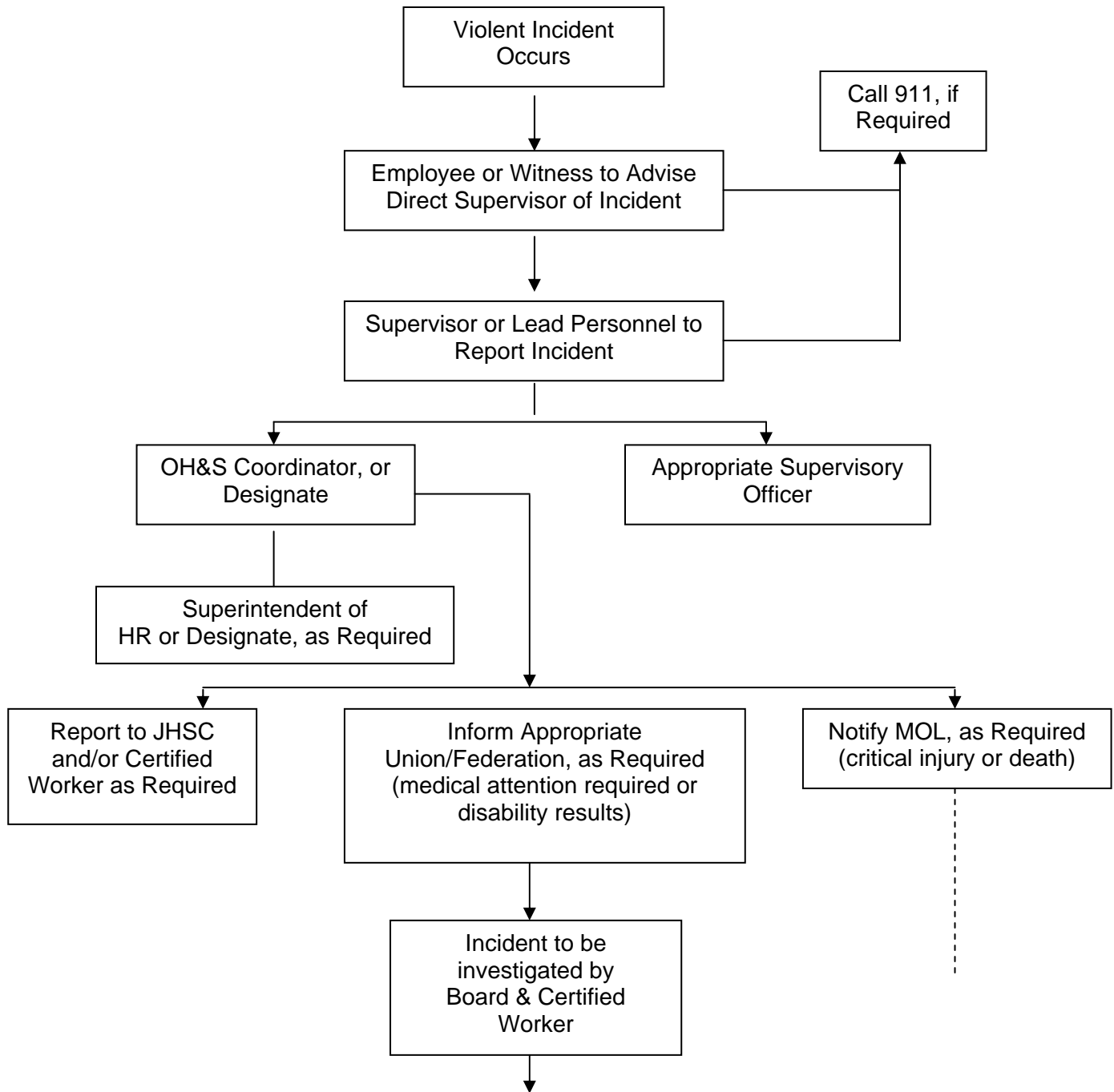
19. Does the employer keep you informed of

QUESTIONS	YES	NO	COMMENTS
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?			

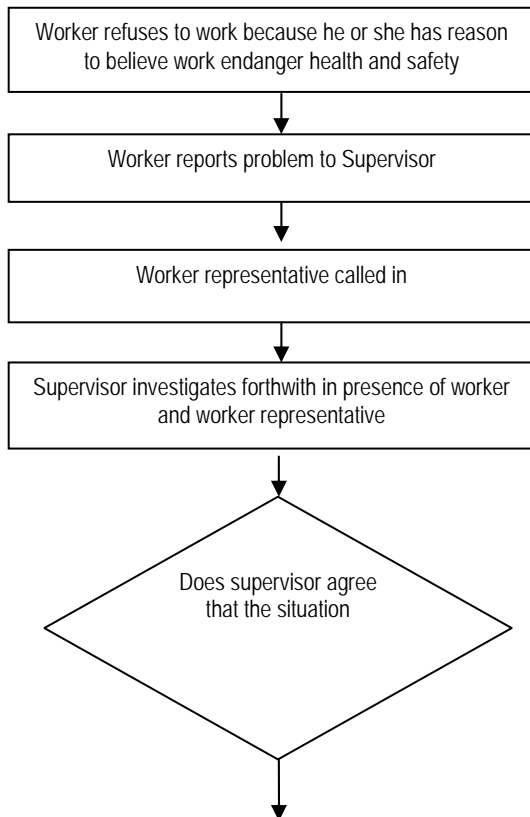
13. Working in a Rural and Remote Community

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



Work Refusal Process



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*.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	WORKPLACE VIOLENCE AND HARASSMENT	
<i>Applicable Policy</i>	WORKPLACE HARASSMENT	717
	WORKPLACE VIOLENCE	720

Board Approved: _____ *Reviewed:* September 26, 2011 *Review by:* December 2016

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 Greenstone 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

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

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

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:

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-Greenstone 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 av

QUESTIONS	YES	NO	COMMENTS (if NOT, explain)
Lighting			
Security checks and protocols (identification checks, sign in sheets, etc.			
Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.)			
Security of parking lots			
Communication procedures (for example when and how to call for help)			
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

<i>QUESTIONS</i>	<i>YES</i>	<i>NO</i>	<i>COMMENTS</i>
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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?			

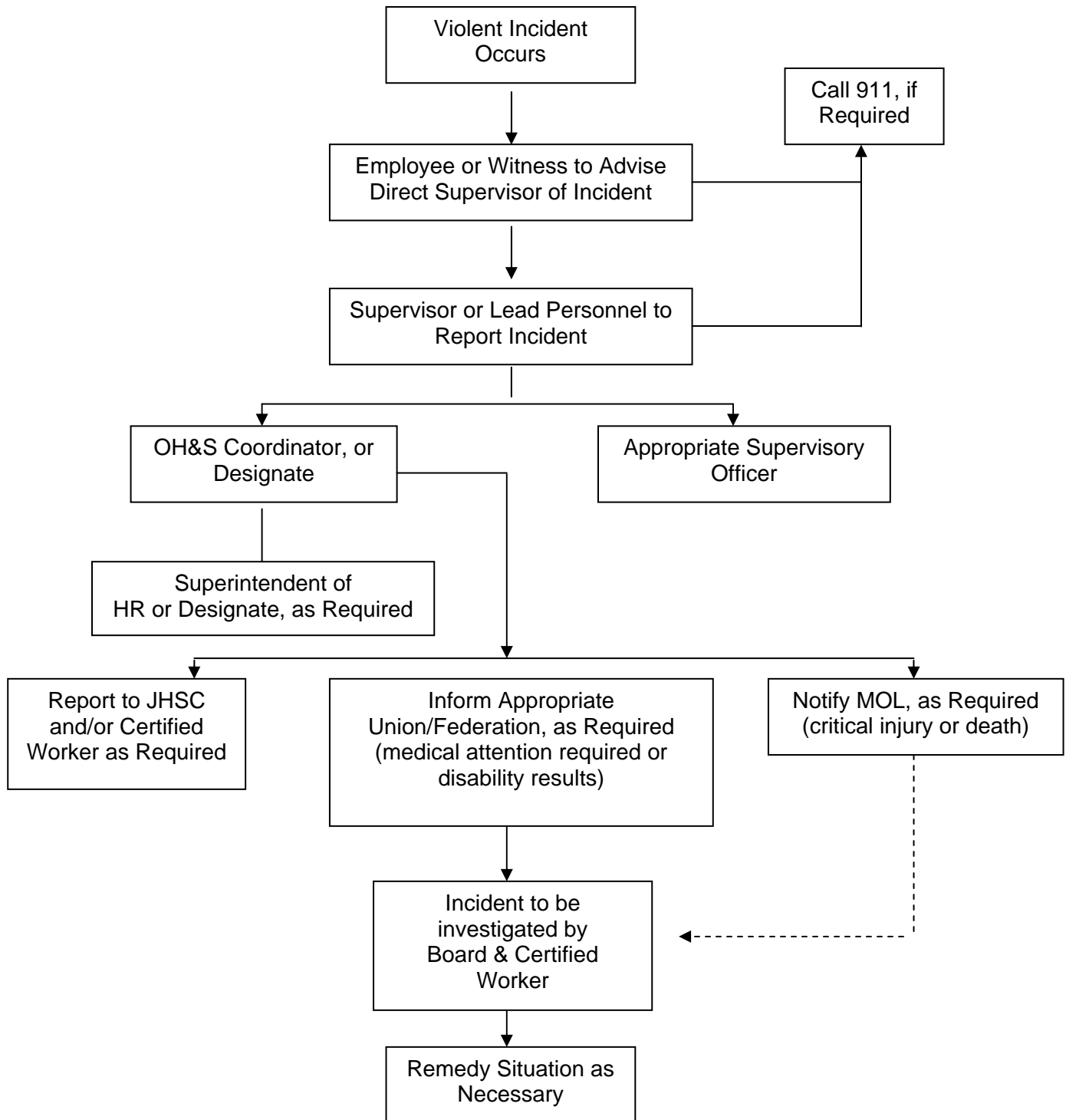
19. Does the employer keep you informed of

QUESTIONS	YES	NO	COMMENTS
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



Work Refusal Process

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name NON-INSTRUCTIONAL EMPLOYEE TRAINING 703

Board Approved: ~~March 12, 1999~~ Reviewed: October 17, 2006 Review By: December 2016
~~December 2014~~

POLICY 013 act-1.14 bdcgt0004 W 0 1.15 Non-Teaching staff SP MD 26

The Superior-Greenstone District School Board recognizes the value of encouraging and assisting non-instructional employees in suitable job-related training in support of the educational process in its schools.

PROCEDURES

1.0 Needs Assessment

The Board's supervisory staff shall have responsibility to identify the training needs of non-teaching staff.

2.0 Access

2.1 Board-Directed

In some instances the in-service training will be provided by an external agency

3.3 Caution

Particular care and caution should be exercised when dealing with information that involves:

- a) Items under litigation,
- b) Personnel matters,
- c) Information about suppliers that might be useful to a competitor,
- d) Information that infringes on the right to privacy of others, including but not limited to staff and students,
- e) Information dealing with complaints where the identity of the complainant is given in confidence,
- f) Any items under negotiation,
- g) Any schedule of prices in a tender,
- h) Information relating to progress, conduct, disabilities or curriculum of a student.

3.4 Freedom of Information

The Freedom of Information and Protection of Privacy Regulations and other Board policy pertaining thereto must also be consulted to ensure compliance.

4.0 **Media Relations**

4.1 Authorization

Only the Chair of the Board and the Director of Education (or their designate) are authorized to comment publicly to the media.

Staff should follow the specific provisions developed for special projects, etc. which operate outside of normal structures but are Board-sponsored.

4.2 Distinction

This Code is not, however, intended to restel >>d tivJ TrrangeP <</richnatl.0 Tc -5. 10 >>

9.0 Personal Behaviour and Decorum

9.1 Behaviour

Every employee should at all times behave in a manner that will not bring discredit upon himself or herself or the Board.

9.2 Decorum

Employees are expected to report to their duties in a work attire suitable to the work being undertaken and this should allow the employee to present himself/herself in a professional manner.

10.0 Enforcement

10.1 Reporting a Supervisor

Where an employee has reason to believe that a Supervisor is committing a serious breach of this Code, that employee may report the concern to the next level of management in total confidence.

10.2 Enforcement

It is the responsibility of every Supervisor to insure to the best of his/her ability that this Code is being adhered to by his/her subordinates.

10.3 Awareness

The Code of Conduct applies to all employees and Supervisors are to ensure that all employees are aware of the contents and expectations contained therein.

10.4 Reporting an Employee

A Supervisor who is of the opinion that an employee is breaching this Code should bring this to the attention of his superior as soon as possible.

11.0 Severability

The provisions of this Code of Conduct are severable and if any provision, section or word is held invalid or illegal, such shall not affect or impair any of the remaining provisions, sections or words.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section

PERSONNEL



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name LEGAL REPRESENTATION

713

Board Approved:

December 10, 1999

Reviewed:

November 21, 2006

Review By: December 2016

~~December 2011~~

POLICY

It is the policy of the Superior-Greenstone District School Board that the Director of Education must approve all matters requiring professional legal assistance or designate, before referral is sought.

RATIONALE

There are occasions when expert legal advice is necessary to assist in resolving very complex and technical problems.

PROCEDURES

1.0 Fee for Service

If any solicitor or firm, of solicitors is so engaged, they will be recompensed on a fee-for-service basis.

2.0 Implementation Procedures

- 2.1 If an employee deems legal representation is necessary, contact your Superintendent, or, if she/he is not available, the Director of Education should be contacted.
- 2.2 Briefly outline the matter to the Superintendent.
- 2.3 The Superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the Superintendent will provide the necessary information to allow the matter to be resolved.
- 2.4 If the matter is deemed to require legal representation, the Superintendent, in consultation with the Director of Education will engage a solicitor to contact the employee directly, and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).
- 2.5 A copy of each referral will be forwarded to the Director's executive secretary, who will keep a record of each legal engagement. Such a record will include:
 - a) the date of engagement;
 - b) authorizing official;
 - c) brief description of the matter;
 - d) the date of completion;
 - e) the cost.

2.6 The Director files a report in December on the year's activities with respect to use of legal firms.

3.0 Review

The Director of Education will review this policy every two years to ascertain if amendments are necessary.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name RECOGNITION OF **LONG TERM SERVICE EMPLOYEES** 712
Management Guideline Applies

Board Approved: June 25, 1999

Reviewed: March 21, 2006

Review Prior To:

- 1.3 Breaks in service are not counted. A break in service does not make an employee ineligible to receive this award.
- 1.4 The effective date of implementation shall be June 30, 1999 and every year thereafter. All celebrations are to be concluded by October of each year.
- 1.5 Partial service shall be calculated in blocks that must equal at least one month. Smaller fractions may be carried forward, but will not be applied unless in the aggregate they equal a "month of service."
- 1.6 By April of each year, the Board or a duly constituted Committee of the Board, shall be provided with a listing of employees who have, within the previous calendar year, achieved:
- (a) Ten (10) years of service (in the first year, all employees with 10+ years will be recognized);
 - (b) Twenty-five (25) years of service with the board and its predecessor boards.
- 1.7 The listing noted in 1.6 above shall include the following:
- (a) name and location;
 - (b) type of service;
 - (c) record of service;
 - (d) date at which ten (10) years and twenty-five (25) years achieved.

RECOGNITION

1.0 Long Term Service

The long term service recognition award shall include the following:

1.1 10 Year Service

1.1.1 A specially designed 10-year service pin based upon the logo;

1.1.2 Presentation of this award by the employee's immediate supervisor at a local event i.e. staff meeting, school council meeting or open house;

1.1.3 Public recognition of service achievement through congratulatory mention in board minutes;

2.1 25 Year Service

2.1.1. Appreciation award, suitably engraved, not to exceed \$100 in value;

2.1.2. Presentation of this award by the Director or designate will be made at a lunch to which the recipient's spouse, Principal or Manager and local trustee will be invited;

2.1.3. The Director or designate will establish rules concerning time off necessary for employees to attend the luncheon.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section


PERSONNEL

Management

gift and photographs taken. The recipient's spouse and Principal or Manager will be invited.

1.1 10 Year Service

1.1.1 A specially designed 10-year service pin based upon the logo;



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 01

Date: December 5, 2011

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

FROM:

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 02

Date: December 5, 2011

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

FROM: David Tamblyn, Director of Education

SUBJECT: Strategic Planning – Creating a Vision for the Future

Background:

On November 25 and 26, 2011, the Trustees and Senior Administration attended a workshop entitled *Strategic Planning – Creating a Vision for the Future*. Marilyn Gouthro facilitated the workshop. Ms. Gouthro was the former Director of Lakehead Public Schools and is currently employed as a facilitator with the Ontario Educational Services Corporation. The workshop covered the foundations and principles in the strategic planning process as well as a framework for the timelines to follow. The participants in the workshop collaborated in identifying a set of key, strategic planning priorities based on a common sense of purpose for Superior-Greenstone District School Board.

Draft Strategic Plan:

The starting point for strategic planning is not the present, but the future. The participants in the workshop were asked to envision where it is we want to be as a school board in three, or in five years from now. The common sense of purpose and our underlying core beliefs form the basis of this vision. Through a number of activities and in the discussions that followed consensus was reached on our mission, vision, and the underlying values which will set the strategic direction for the school board in the years come. As a result of the discussions, the participants in the workshop have developed a draft strategic plan. Below are the key principles of the plan;

Mission: *“Superior-Greenstone District School Board will inspire our students to succeed and make a difference in their lives”.*

Vision: *“We are leaders in providing quality learning experiences in small schools”.*

Motto: *“Small schools proud to make a difference”.*

Next Steps

In the coming weeks I will begin the consultation process with our internal and external stakeholders. This will involve meeting with students, parents, partners and members of the community to identify common critical issues, needs, expectations and possibilities. This information will be gathered to make any revisions to the draft Strategic Plan before seeking final approval from the Board in June. What follows is the timeline for this process as well as identification of the various stakeholders.

Timelines

1. Draft Strategic Plan presented to Board: – December 5, 2011
2. Review and revise Strategic Plan with key stakeholders: – January/February
3. Second draft of Strategic Plan present to Board: – March
4. Review of Strategic Plan with community stakeholders: – April
5. Board approval of Strategic Plan: – June
6. Implementation of Board Strategic Plan: – September 2012

Consultation with Internal Stakeholders and Timelines

- a) System Improvement Team: – December 16, 2011
- b) Principals/Managers: – January
- c) Parent Involvement Committee: – January 17, 2012
- d) Labour Management: – January 30, 2012
- e) Student Senate: – February 9, 2012
- f) Staff
- g) School Councils:

Consultation with External Stakeholders

Every effort will be made to present the Strategic Plan to our community Stakeholders directly, but if we are not able to meet face-to-face, the plan will be posted on the Board website to gather their feedback.

Native Education Advisory Committee
Special Education Advisory Committee
Confederation College
Lakehead University
North of Superior Counseling Programs
Dilico
Youth Justice
Children's Aid Society
Ontario Provincial Police
All Municipalities

Administrative Summary

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 04

Date: December 5, 2011

TO:

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD