

**RAINBOW DISTRICT SCHOOL BOARD  
REGULAR BOARD MEETING**

to be held in the Ernie Checkeris Boardroom  
at the Centre for Education, 408 Wembley Drive  
on Tuesday, April 24, 2018 at 5:15 p.m.

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<b>AGENDA AND RECOMMENDED MOTIONS</b>
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**A. APPROVAL OF AGENDA**

\*Chair

Motion:

That the agenda for the Regular Board meeting of April 24, 2018 be approved.

**B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST**

\*Chair

**C. PRESENTATIONS**

\*Chair

1. Eco Schools – Superintendent Noble
2. Summer Programs 2018
3. 2016-2017 Annual Report  
First Nation Education Service Agreement

**D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD**

\*Director

**E. OLD BUSINESS**

\*Director

1. **Previous Minutes**

\*Chair

Motion:

That the minutes of the Regular Board Meeting held on March 20, 2018 be approved.

2. **Tenders/Requests for Proposals**

\*SBO

a) Motion:

That the Board award the contract for Lo-Ellen Park Secondary School, re-roofing - tender #2018-02 to \_\_\_\_\_ for \$\_\_\_\_\_.

b) Motion:

That the Board award the contract for Manitoulin Secondary School, electrical distribution upgrades - tender #2018-11 \_\_\_\_\_ for \$\_\_\_\_\_.

- c) Motion:  
That the Board award the contract for Confederation Secondary School, ventilation upgrades and roof replacement - tender #2018-12 to \_\_\_\_\_ for \$\_\_\_\_\_.

- d) Motion:  
That the Board award the contract for Adamsdale Public School, HVAC upgrades and interior renovations - tender #2018-10 to \_\_\_\_\_ for \$\_\_\_\_\_.

2. **Capital and Accommodation Plan – Update #5** \*SBO

3. **Reports and Recommendations from Board Committees** \*Chair

Report from Ad Hoc Committee: Governance Policy Reviews/Updates

- a) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-01: Vision, Mission, and Values* as amended be approved.

- b) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-03: Role of the Board of Trustees* as amended be approved.

- c) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-06: Role of the Director of Education* as amended be approved.

- d) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-09: Delegation of Authority* as amended be approved.

- e) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-10: Policy Development and Review* as amended be approved.

- f) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-11: Learning and Working Environment: Equity and Inclusive Education* as amended be approved.

- g) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-12: Learning and Working Environment: Safe Schools* as amended be approved.

- h) Notice of Motion:  
That the recommended changes as outlined in *Policy No. GOV-14: Parent/Guardian and Community Relations* as amended be approved.

**F. NEW BUSINESS** \*Chair

1. Motion: \*SBO  
That the short term borrowing bylaw 2018-02 as attached be deemed to have been read three times and be approved.

2. **Requests for Leave of Absence** \*Chair

Motion:  
That \_\_\_\_\_ be granted a leave of absence from the April 24, 2018 Board meeting.

3. **Director's Remarks** \*Director

4. **Other Items** \*Chair  
OPSBA Delegate  
Student Trustee

5. **Trustees' Remarks/Questions** \*Chair  
***Reminder: Trustees who require detailed information on specific questions are encouraged to contact the Director prior to the meeting.***

6. **Chairperson's Remarks** \*Chair

**G. INFORMATION AND PROPOSALS** \*Chair

1. **Reports from Officials and Staff**  
Election Guidelines  
Parent Involvement Committee minutes February 27, 2018 (official)
2. **Non-Staff Communications**  
Board and Strategic Planning Schedule of Meetings 2018-2019 (revised)  
Letter from Waterloo Region DSB dated February 26 2018  
Invitation from ETFO: Sara Pidgen dated April 4, 2018  
Letter from Trillium Lakelands DSB dated April 10, 2018

**H. FUTURE MEETINGS** \*Chair  
Parent Involvement Committee May 1, 2018 7:00 pm Ernie Checkeris Boardroom  
Special Education Advisory Cmttee May 2, 2018 12:00 pm Centre for Education Room 125  
Environmental Education Cmttee Meeting May 2, 2018 3:30 pm Centre for Ed Room 125  
Student Senate Meeting May 7, 2018 5:00 pm Ernie Checkeris Boardroom  
Strategic Planning Cmttee Meeting May 8, 2018 5:00 pm Ernie Checkeris Boardroom  
Stand Up Speak Out Conference May 9 & 10 2018 Cambrian College  
First Nation Advisory Committee May 17, 2018 10:00 am Aundeck Omni Kaning  
Board Meeting May 23, 2018 5:00 pm Ernie Checkeris Boardroom

Board Awards May 23, 2017 6:30 pm Ernie Checkeris Boardroom  
Equity & Inclusion Ed Committee May 24, 2018 4:00 pm Ernie Checkeris Boardroom  
Board Meeting - Budget May 29, 2018 5:00 pm Ernie Checkeris Boardroom  
Retirement Dinner May 30, 2018 6:00 pm Holiday Inn

**I. ADJOURNMENT**

\*Chair

Motion:

That we do now adjourn at            p.m.

**RAINBOW DISTRICT SCHOOL BOARD**  
**MINUTES OF THE**  
**REGULAR BOARD MEETING**  
held in the Ernie Checkeris Boardroom  
408 Wembley Drive, Sudbury  
on Tuesday, March 20, 2018 at 5:00 p.m.

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Present: Trustees: D. Dewar (Chair), B. Clement, G. Fox, J. Hunda, L. Killens (via telephone), J. Kosmerly, D. Morrison, G. Santala, R. Ward, Student Trustee M. Leach Jarrett

Officials: N. Blaseg – Director  
D. Bazinet - Superintendent of Business  
B. Bourget, K. Wachnuk - Superintendents  
N. Charette, H. Thirkill

Others: D. Kitching, C. McDonald, J. McKibbon, M. Bertrand, Lo-Ellen Park Secondary School International Students Bokai Shang, Tom Zhang, Yixi Ren and Abbas Dendawala, Sandi Ackroyd, Tiffany Batchilder, Peter Duncan, member of public

**A. APPROVAL OF AGENDA**

Motion: 18-R43, R.Ward/J.Hunda

That the agenda for the Regular Board meeting of March 20, 2018 be approved. - **Carried**

**B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST NIL**

**C. PRESENTATIONS**

International Education Program

Superintendent Wachnuk introduced Jeff McKibbon, Principal of Lo-Ellen Park Secondary School, and Melanie Bertrand, International Student Program Lead, to present to trustees about International Students in Rainbow schools.

Topics covered included Global and Internationalized Classrooms, Student Voice, Community Connections, Student Recruitment and Enrolment and next steps. The impact on both domestic and international students was apparent in the many stories shared. Two students Abbas Dendawala and Yixi Ren shared their Sudbury experiences. The importance of building relationships and trust was evident. Trustees were shown the new video produced to publicize the International Education Program.

Trustees had an opportunity to comment and ask questions.

**D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD NIL**

**E. OLD BUSINESS**

1. **Previous Minutes**

Motion: 18-R44, D.Morrison/J.Hunda

That the minutes of the Regular Board Meeting held on February 20, 2018 be approved. - **Carried**

2. **Tenders/Requests for Proposals**

Motion: 18-R45, D.Morrison/B.Clement

That the Board award the contract for Manitoulin Secondary School, HVAC upgrades - tender #2018-01 to Metal-Air Mechanical Systems Ltd. for \$344,761.00.  
- **Carried**

3. **Reports and Recommendations from Board Committees** Nil

**F. NEW BUSINESS**

1. **Municipal Election 2018**

a) Motion: 18-R46, R.Ward/B.Clement

That in accordance with Section 4 (1) (b) Ontario Regulation 412/00 the Board does not designate any municipality within its jurisdiction as a low population municipality.  
- **Carried**

**Amendment: L. Killens/NIL**

That First Nations Trustee be added as area #9.  
There was no seconder for the amendment.

b) Motion: 18-R47, R.Ward/D.Morrison

That in accordance with Ontario Regulation 412/00 that Appendix A shall form the report of the Determination and Distribution of trustees as required under Section 9 of the regulation and further, that, the municipality with the largest population in each Area and the school board election clerk as referred to in Section 8 .1 being identified as follows:

Area 1 – Clerk of The City of Greater Sudbury

Area 2 – Clerk of The City of Greater Sudbury

Area 3 – Clerk of The City of Greater Sudbury

Area 4 – Clerk of The City of Greater Sudbury

Area 5 – Clerk of The City of Greater Sudbury

Area 6 – Clerk of The City of Greater Sudbury

Area 7 – Clerk of The Town of Northeastern Manitoulin and the Islands

Area 8 – Clerk of The Town of Espanola - **Carried**

c) Motion: 18-R48, J.Kosmerly/R.Ward

That the vote by mail bylaw 2018-01 as attached be deemed to have been read three times and be approved. - **Carried**

2. **Long-term Capital Data – Superintendent Bazinet**

Superintendent Bazinet walked trustees through the Long-Term Capital Data presentation, outlining the process, reviewing the definitions, noting the utilization ratings and enrolment trends. This annual presentation is the launch for the next cycle of student accommodation. Superintendent Bazinet took time to review each planning area in detail.

Trustees had the opportunity to ask questions and provide feedback.

3. **Boundaries Report**

Motion: 18-R49, D.Morrison/J.Hunda

That Rainbow District School Board align the Northeastern Elementary School French Immersion program and English program boundaries in the area of Hwy 17 and the Hwy 17 South East Bypass and

that Rainbow District School Board extend the Westmount Avenue Public School boundary to align with the new Northeastern Elementary School French Immersion boundary and

that Rainbow District School Board extend the Carl A. Nesbitt Public School boundary to align with the new Northeastern Elementary School French Immersion boundary effective March 21, 2018 (refer to map). - **Carried**

4. **Ontario Public School Board Association Annual General Meeting**

Motion: 18-R50, D.Morrison/J.Hunda

That the Board approve the attendance of the following Trustees at the 2018 OPSBA Annual General Meeting in Niagara Falls May 31 to June 3, 2018:

Trustee Clement, Trustee Fox, Trustee Killens, Trustee Ward - **Carried**

5. **Ontario Student Trustee Association – Annual General Meeting**

Motion: 18-R51, J.Hunda/J.Kosmerly

That the Board approve the attendance of Student Trustee Leach Jarrett and the incoming 2018-2019 Student Trustee at the OSTA Annual General Meeting in Toronto May 24 to 27, 2018. - **Carried**

6. **Requests for Leave of Absence** NIL

7. **Director's Remarks**

Director Blaseg brought trustees up to date on the approval of the 2018-2019 School Year Calendar, advising that one of the four Sudbury school boards has not approved the calendar therefore there has been a delay in the joint news release.

On February 27 and 28 I attended the Anishinabek Education Conference in Toronto. While the focus was on the Anishinabek Education System (AES) other topics included Education Service Agreements (ESA) and the Master Agreement, which takes effect April 1, 2018. As for the latter, our Board will not see any noticeable differences in the way we do business at least for the current school year. I look forward to bringing you more information as it arises.

On Thursday, March 8 I had the opportunity to attend our Boards' Science Fair held at Lockerby Composite School. Wow! The level of work and ingenuity was outstanding. Projects that included Wireless Charging, Autonomous vehicles and Dandelions and their ability to remove heavy metals were just a small sample of the projects that were on display. Our students are brilliant! I look forward to the Regional Science Fair being held on Saturday April 7 and Sunday April 8, 2018 at Laurentian University's Alumni Hall, as I'm sure the result will be quite favourable.

So proud of our Algonquin Road Public School grade 7 students who took top honours at the Ontario Provincial Cardboard Championships in Waterloo. Congratulations to teacher Darren Foy for being the catalyst behind this entry.

This Thursday, March 22 former administrative staff will be given a tour of the new building. From 10:00 AM until noon, we will provide alumna the opportunity to reminisce and tour the building. While we did not have phone numbers for everyone we tried to reach out as much as we possible so that former administrators, principals and vice-principals could come together, share a coffee and get a first hand look at our new office. So if you are available please join us.

Just a reminder that the GSN's will be released on March 26<sup>th</sup>. As is the case every year the details will be released over the next 6 to 8 weeks.

April 20<sup>th</sup> and 21<sup>st</sup> is the Parent Involvement Committee Symposium to be held in Toronto. Details as per the ministry memo:

Two (2) parent members of your Parent Involvement Committee, four (4) parent members of school councils from your school board, and one (1) parent member of your Indigenous Education Advisory Council (IEAC).

Finally, just a reminder that Saturday, April 14 is the Joan Mantle Music Trust Dinner. Please ensure you contact Heather if you wish to participate.

#### Itinerary

February 21 Budget Deliberations  
Agenda Setting

February 26 CODE teleconference  
Lo-Ellen Park Secondary School (Admin Visit)  
Ad Hoc Committee meeting (Re: Governance Policy Review)

February 27 Anishinabek Education Conference - Toronto



February 28 Anishinabek Education Conference – Toronto

March 1 Budget Deliberations

March 2 Professional Activity Day  
Lockerby Composite School – Educational Assistant session

March 5 Budget Deliberations

March 6 Safe Schools meeting  
Strategic Planning Committee Meeting

March 7 Agenda Setting

March 8 Elementary Science Fair –Lockerby Composite School  
Espanola HS meeting with parents regarding A.B. Ellis PS

March 12-16 March Break

March 19 Human Resources meeting

March 20 Executive Council  
Board meeting

8. **Other Items**

OPSBA Delegate – Trustee Clement reported that he has been approached to fill OPSBA's recently vacated position of vice president representative for the Northern Ontario Region.

Student Trustee – Student Trustee Leach Jarrett reported on another successful student talent show that was held at Sudbury Secondary School on March 5, 2018.

Student Trustee Leach Jarrett advised that she and three other student senators will be travelling to Toronto with Superintendent Noble to present on April 17, 2018 as part of Students as Researchers Stand Up Speak Grant.

Trustees were reminded of the upcoming Stand Up Speak Out Conference scheduled for May 9 and 10, 2018 at Cambrian College.

9. **Trustees' Remarks/Questions**

Trustee Morrison and Trustee Hunda both thanked Student Trustee Leach Jarrett for the work done for students at Rainbow District School Board.

Chair Dewar shared a photo of Trustee Clement with an award winner at the 15<sup>th</sup> Annual Community Builders Awards event held on March 1, 2018.

## 10. **Chairperson's Remarks**

Levack Public School is purchasing new library books thanks to a generous \$1,000 donation from Walmart Canada. The books will be added to the school library this spring.

William McCormick, a Grade 11 student in the International Baccalaureate Program at Lo-Ellen Park Secondary School, has been recognized provincially. He received the Ontario Community Newspapers Association's Ontario Junior Citizen Award for his contributions to the community. Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, presented the award to William in Toronto on March 5th.

Rainbow District School Board hosted its 13<sup>th</sup> annual Technological Skills Competition on March 7<sup>th</sup>. Some 100 secondary school students tested their skills in carpentry, welding, photography, cabinet making and coding. As part of the competition, over 160 Grade 8 students visited Cambrian College to explore skilled trades and experiential learning opportunities.

Rainbow District School Board invites staff and students to Go Blue for International World Water Day on March 22<sup>nd</sup>. The challenge involves three components: to only drink water for the day, to research the importance of protecting our water supply, and to find ways to conserve water at home. This initiative is part of the Environmental Committee's ongoing efforts to encourage sustainable practices and increase awareness about water usage. Environmental awareness will continue in April with the celebration of Earth Day.

On Tuesday, April 10, Grade 10 students will write the Ontario Secondary School Literacy Test (OSSL). This test is a graduation requirement administered by EQAO.

Staff and students in Rainbow Schools will wear pink on Wednesday, April 11, to mark Day of Pink, the International Day against bullying, discrimination, homophobia, transphobia and transmisogyny in schools and communities. It's part of Rainbow District School Board's ongoing efforts to build community and promote inclusion.

On Thursday, April 12, Grade 7 and 8 students in Rainbow Schools will participate in the Math, Science and Technology Olympics, at Science North in Sudbury.

Brenda and Jamie Arrowsmith, a mother/son duo who are well known musicians and music educators, have been selected as the 2018 recipients of the Joan Mantle Music Trust Community Award. The awards will be presented at the International dinner and Silent Auction in support of the Trust on Saturday, April 14, 2018 at 6 pm at the ParkSide Older Adult Centre in Sudbury. The evening will mark the 10th anniversary of the Joan Mantle Music Trust, which has raised more than \$220,000 since its inception.

I would like to take this opportunity to salute the many staff members who worked diligently, in partnership with the community, to organize the many events and activities that allow our students to shine. Behind every award winner and every

achievement, whether it be an individual, a team or an entire school, it is attributable to the efforts of our staff. And to them I say "thank you".

The thought for this month is from Zig Ziglar, American author, salesman, and motivational speaker who said, *"Don't be distracted by criticism. Remember--the only taste of success some people get is to take a bite out of you."*

## **G. INFORMATION AND PROPOSALS**

### **1. Reports from Officials and Staff**

First Nation Advisory Committee minutes September 28, 2017 (official)  
Parent Involvement Committee minutes January 9, 2018 (official)  
Special Education Advisory Committee minutes Jan 10, 2018 (official)  
First Nation Advisory Committee minutes January 15, 2018 (official)  
Special Education Advisory Committee minutes Feb 7, 2018 (official)

### **2. Non-Staff Communications**

Letter from Conseil scolaire catholique du Nouvel-Ontario dated Jan. 31 2018  
Letter from OPSBA dated February 20, 2018  
Email from OSTA-AECO dated February 26, 2018  
Letter from Conseil scolaire catholique du Nouvel-Ontario dated Feb. 28 2018  
Letter from Conseil scolaire catholique du Nouvel-Ontario dated Feb. 28 2018

## **H. FUTURE MEETINGS**

Parent Involvement Committee Apr 3, 2018 7:00 pm Ernie Checkeris Boardroom  
Special Education Advisory Cmttee Apr 4, 2018 12:00 pm Centre for Education Room 125  
Student Senate Meeting April 4, 2018 5:00 pm Ernie Checkeris Boardroom  
Strategic Planning Cmttee Meeting Apr 10, 2018 5:00 pm Ernie Checkeris Boardroom  
Joan Mantle Music Trust Dinner April 14, 2018 6 pm ParkSide Older Adult Centre  
Board Meeting April 24, 2018 5:00 pm Ernie Checkeris Boardroom  
Environmental Education Cmttee Meeting May 2, 2018 3:30 pm Centre for Ed Room 125  
Stand Up Speak Out Conference May 9 & 10 2018 Cambrian College  
First Nation Advisory Committee May 17, 2018 10:00 am Aundeck Omni Kaning  
Equity & Inclusion Ed Committee May 24, 2018 4:00 pm Ernie Checkeris Boardroom  
Retirement Dinner May 30, 2018 6:00 pm Holiday Inn

## **I. ADJOURNMENT**

Motion: 18-R52 D.Morrison/B.Clement

That we now adjourn at 8:00 p.m. – **Carried.**

**BOARD POLICY No. GOV 01**

Adopted	March 25, 2014
Last Revised	September 27, 2016
Review Date	
Board Motion	16-R125

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## VISION, MISSION, AND VALUES

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### 1. RATIONALE

This governance policy has been developed to identify the Board's vision, to describe the role the Board sees itself fulfilling, and to state the values that the communities of Rainbow District School Board can expect of the Board **embraces**. This policy also sets out Board priorities for the district.

This policy is a public statement of the intent and governing principles of the Board.

### 2. POLICY

- 2.1 Rainbow District School Board's purpose is to exemplify and promote the following vision, mission and values:

#### VISION

We are leaders in learning, inspiring success for all students by reaching minds and touching hearts.

#### MISSION

We bring learning to life, enabling students to fulfill their aspirations.

#### VALUES

- Honesty
- Respect
- Empathy
- Responsibility
- Integrity
- Courtesy
- Resilience
- Acceptance
- Courage
- Co-operation

2.2 Rainbow District School Board has two priorities that guide the work of the Board:

#### BOARD PRIORITIES

Reaching minds.

- Provide authentic and engaging learning opportunities
- Set high expectations and create excitement for learning
- Support students to reach their potential
- Foster 21st century skills and competencies
- Deepen literacy and numeracy skills

Touching hearts.

- Nurture physical, mental, social and emotional well-being
- Forge strong relationships and build resiliency
- Honour diversity and enhance cultural understanding
- Value student, staff, parent/guardian and partner voice
- Celebrate student, staff, school and system success

2.3 Rainbow District School Board's logo message appears on Board publications:

*Reaching minds. Touching hearts.*

#### 3. BOARD EXPECTATIONS

Board Governance By-Laws and Policies, Administrative Procedures established by the Director of Education and all Board activities must be consistent with the Board's vision, mission and values.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, S. 169.1 Duties and Powers of Boards*

**Board:**

Board Governance Policies  
Administrative Procedures

February 28, 2018

**BOARD POLICY No. GOV 03**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

## ROLE OF THE CORPORATE BOARD OF TRUSTEES (hereinafter referred to as “ the Board”)

### RATIONALE

This governance policy describes the Board’s major areas of responsibility and supports effective board decision-making. Together with Board Policy Role of the Director of Education, this policy clarifies the distinction between the Board’s **Board of Trustees’** responsibility to govern and the Director’s executive and administrative duties.

### POLICY: AREAS OF BOARD RESPONSIBILITY

#### ACCOUNTABILITY FOR STUDENT ACHIEVEMENT AND WELL-BEING

- Make decisions that reflect Rainbow District School Board’s focus on student achievement and its mission of bringing learning to life, enabling students to fulfill their aspirations.
- Promote **and foster** a culture of equity **and inclusion**
- Ensure that an appropriate educational program is available for all students in Rainbow schools.
- Promote clear, consistent expectations that focus on successful outcomes for all students.
- Rainbow District School Board recognizes and appreciates the cultural and individual differences inherent within the children of the First Nations, Métis, and Inuit peoples and will encourage these students to become active participants within their own educational processes and valued contributors to the enrichment of other students.
- The Board will embed First Nations, Métis, and Inuit perspectives, traditions, and culture in curriculum content areas.
- The Board provides the opportunity for First Nations, Métis, and Inuit students and their parents to voluntarily self-identify to improve learning outcomes.
- Approve **and ensure** measures **are in place** that promote student well-being.

#### ACCOUNTABILITY TO THE PROVINCIAL GOVERNMENT

- Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial standards and policies.
- Provide advice to the Ministry of Education and the Ontario Public School Boards’ Association, including advice regarding the regional and local implications of new policy recommendations.

**ACCOUNTABILITY TO THE COMMUNITY**

- Make decisions that reflect Rainbow District School Board's vision, mission, values, and ~~strategic directions~~ **priorities as reflected in Strategic Directions.**
- Make decisions that represent the interests of the entire Rainbow district.
- Ensure effective stewardship of the Board's resources.
- Establish processes that provide the First Nation Advisory Committee, the Special Education Advisory Committee, the Parent Involvement Committee and School Councils with opportunities for input according to their role.
- The Board is committed to building partnerships and effective working relationships with First Nations, Métis, and Inuit communities and organizations and to developing teaching strategies and resources to support the success of these students.
- Consult and engage with the staff, parents, students, and supporters of the Board on the Board's multi-year strategic directions.
- Provide reports that describe district results in accordance with provincial policy.
- Develop processes to receive and hear appeals in accordance with appropriate statutes and Board policy.
- Model a culture that reflects the Board's Code of Conduct.

**SYSTEM LEADERSHIP**

- Provide overall direction for the district by establishing the Board vision, mission ~~and values,~~ **priorities as reflected in Strategic Directions.**
- Develop and approve a multi-year plan aimed at achieving the Board's goals.
- Include annual system priorities and expected outcomes in the Board plan.
- Annually approve the Board plan in public session for district distribution.
- Annually use the Board plan to drive the budget process.
- Annually review the Board plan with the Director of Education.
- Annually evaluate the effectiveness of Rainbow District School Board in relation to the Board plan.
- Monitor progress toward the improvement of student achievement and well-being.
- Ensure that reports on implementation of the Board plan are brought to the attention of supporters and employees of the Board.

**POLICY DEVELOPMENT, IMPLEMENTATION, AND REVIEW**

- Develop governance policies ~~and by-laws~~ that outline how the Board and district will successfully function, and that promote the Board's goals.
- Ensure that a rationale statement is developed for all new policies prior to development.
- Review Board policies regularly to ensure that they continue to reflect the desired purpose and impact.
- Monitor and evaluate the effectiveness of Board policies, directions, and priorities and the efficiency of the implementation of these policies.
- Hold the Director of Education responsible for the implementation and review of Board policies.

**DIRECTOR/BOARD RELATIONS**

- Select the Director of Education.
- Provide the Director with a clear job description and corporate direction.
- Delegate administrative authority and responsibility to the Director through Board policy, subject to the provisions and restrictions of the *Education Act* and Regulations.

- Monitor and evaluate the performance of the Director in meeting the director's duties under the *Act*, including related policies, guidelines, and regulations as well as duties under the multi-year plan and any other duties assigned by the Board.
- Promote the professional growth of the Director in providing quality district leadership.
- Ensure ongoing capacity building and succession planning for key positions.
- At least once a year at the director's request, provide the Director with an opportunity to meet alone with the Board in closed session.
- Promote a positive working relationship with the Director of Education.

#### **FISCAL RESPONSIBILITY**

- Ensure that a budget development process is in place.
- Based on the Board's strategic plan and other provincial directions, annually approve the budget to ensure that financial resources are allocated to achieve the desired results.
- Ensure regular financial reporting to the Board.
- Monitor the adequacy, reliability, and integrity of financial and statistical information and data gathering activities.
- Approve as per legislation all student accommodation plans and other planning documents that drive budget decisions.
- Establish an Audit Committee to ensure that the district is compliant with provincial audit regulations and that the district has in place appropriate accountability processes.
- Set parameters for collective bargaining and ratify Memoranda of Agreements with all bargaining units and non-union groups.

#### **BOARD DEVELOPMENT**

- Conduct a self-assessment of the Board's effectiveness and performance on a regular basis.
- Develop an annual plan for both collective and individual trustee development by increasing knowledge of the trustee role, Board processes, issues, and the Board vision, mission, and values **and priorities**.
- Use the expertise of the Director of Education and provincial organizations to help develop and support the trustees' professional development plan.
- Seek opportunities to network with other school boards.

#### **POLITICAL ADVOCACY AND COMMUNICATION**

- Develop and maintain positive and effective relations with officials in the Ministry of Education at central and regional offices, members of provincial parliament, and counterparts in municipal government.
- Advocate for the interests of Rainbow District School Board with the Ministry of Education and other provincial and municipal officials as appropriate.

#### **RECOGNITION**

- Develop mechanisms to ensure that Rainbow District School Board recognizes students and student achievement.
- Develop mechanisms to ensure that Rainbow District School Board recognizes the achievements of the staff, volunteers, and community members.



## REFERENCE DOCUMENTS

**Legal:** *Education Act, S. 169.1; S. 170 Duties and Powers of Boards*

**Board:** Board Governance Policies  
*Strategic Directions for Rainbow Schools*

February 27, 2018

draft

**BOARD POLICY No. GOV 06**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

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## ROLE OF THE DIRECTOR OF EDUCATION

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**RATIONALE**

This governance policy describes the major areas of responsibility of the Director of Education as the Chief Education Officer and the Chief Executive Officer of the Board. Together with Board Policy Role of the Corporate Board, this policy clarifies the distinction between the Board's responsibility to govern and the Director's executive and administrative duties.

**POLICY: AREAS OF THE DIRECTOR'S RESPONSIBILITY****STUDENT ACHIEVEMENT AND WELL-BEING**

- Takes the necessary steps to provide a safe, caring, learning environment.
- Provides advice and leadership to the Board in setting goals for student achievement and well-being, and in promoting the Rainbow District School Board vision of inspiring success for all students;
- Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- Maintains the conditions that foster respectful and responsible behaviour for each student.
- Takes the necessary steps to provide for the safety and well-being of students while participating in school programs or being transported to or from school programs on transportation provided by the Board.
- Takes the necessary steps to provide appropriate facilities to accommodate students.

**EDUCATIONAL LEADERSHIP**

- Provides advice, leadership, and direction to the Board on all educational matters.
- Provides direction and educational leadership to the district and is accountable for the effective functioning of the system.
- Demonstrates a positive relationship with provincial and regional Ministry of Education officials and with the staff at local government levels.
- Advocates for the district's needs at the provincial level.
- Develops and maintains positive and effective relations with the system leadership team and the staff in district schools and departments.
- Provides a Director's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation **including making reference to the multi-year plan.**

**DIRECTOR/BOARD RELATIONS**

- Establishes and maintains positive working relations with the Board and individual Board members.

- Supports the ~~corporate~~ Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- Communicates effectively with the ~~governing~~ Board and individual Board members.

### SYSTEM LEADERSHIP AND PLANNING

- Demonstrates positive and proactive district leadership that has the support of the staff with whom the director works most closely.
- Develops effective approaches for succession planning.
- Provides leadership for the development and annual review of the Board's multi-year strategic directions.
- Ensures that the multi-year strategic directions establish Board priorities and identify specific measures and resources that will be applied in achieving those priorities, specifically with regard to the Board's responsibility for student achievement.
- Ensures appropriate involvement of the Board in system planning (approval of process and timelines, establishment of Board priorities and expected outcomes, and final Board approval).
- Reports regularly on implementation and results achieved in relation to the Board's multi-year strategic directions and district improvement plans.

### FISCAL RESPONSIBILITY

- Ensures that the fiscal management of the district is in accordance with the Ministry's ~~Student Focused Funding Model~~ Grants for Student Needs (GSN), other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- Ensures that the fiscal management of the district is in alignment with the Board's multi-year strategic directions.

### ORGANIZATIONAL MANAGEMENT

- Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, and Board mandates and timelines.
- Reports to the Board and Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- Brings to the attention of the Board any act or omission by the Board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline, or regulation made under the *Act*.
- Advises the Deputy Minister of Education of the act or omission if the Board does not respond in a satisfactory manner to an act of omission brought to its attention.

### PERSONNEL MANAGEMENT

- Has overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by Board policy, legislation, or collective agreements.
- Ensures effective processes are in place for the selection, supervision, development, and performance review of all staff.
- Ensures effective processes are in place for ongoing capacity building and succession planning throughout the organization.
- Ensures compliance with human rights and labour relations legislation.
- Makes every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, promotion, and succession planning in all positions in schools and the district.

**POLICY/PROCEDURES**

- Provides leadership in the planning and development of Board policies.
- Provides leadership and accountability for the implementation and review of Board policies.
- Provides leadership and accountability for the planning, development, implementation, and evaluation of administrative procedures.

**COMMUNICATIONS AND COMMUNITY RELATIONS**

- Establishes effective communication strategies to keep the district and community informed of key monitoring reports, student and staff achievements, local issues, and Board decisions.
- Ensures open, transparent, and positive internal and external communications are in place.
- Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- Participates in community affairs in order to enhance and support the district and promote public education.

**RECOGNITION AND PUBLIC RELATIONS**

- Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff, volunteer, and district successes.

**REFERENCE DOCUMENTS*****Legal:***

*Education Act, S. 283 Chief Executive Officer*  
*Education Act, S. 283.1 Duties of Director*

***Board:***

Board Governance Policies  
Administrative Procedures  
*Strategic Directions for Rainbow Schools*

February 28, 2018

**BOARD POLICY No. GOV 09**

Adopted	March 25, 2014
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Review Date	
Board Motion	14-R37

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## DELEGATION OF AUTHORITY

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### 1. RATIONALE

This governance policy delegates certain responsibilities and powers of Rainbow District School Board to the Director of Education, and describes executive limitations on those powers.

### 2. POLICY

- 2.1 This policy delegates authority to enable the Director of Education to provide leadership as the chief education officer and chief executive officer of Rainbow District School Board. The Director of Education is responsible for the administration of all aspects of the school board's operations.
- 2.2 The Board entrusts the day-to-day management of the school system to its staff under the leadership of the Director .
- 2.3 The Director of Education is authorized to hire staff in accordance with the *Education Act*, the *Human Rights Code*, requirements for a criminal record check under the *Criminal Code (Canada)*, and within the staff complements and salary ranges approved in collective agreements and the annual Board budget.
- 2.4 The Board delegates authority to the Director to hire staff using a fair selection process based on qualifications, experience, and merit that supports the creation of a bias-free workplace.
- 2.5 The Director is authorized to establish human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for the staff, professional development of all staff, the effective handling of grievances, and protection against wrongful conditions.
- 2.6 All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director.
- ~~2.7 The Board delegates authority to the Director of Education to make decisions during the summer months with regard to awarding tenders for capital projects or other emergent business matters as required to avoid negative impact on the system. The Director will report to the Board on any capital projects awarded or other decisions made through delegated authority at the earliest opportunity.~~

~~2.8 The Board delegates to the Director of Education the right to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters, which in accordance with the legislation, cannot be delegated.~~

~~2.9~~ 2.7

Examples of matters which the Board cannot delegate include: policy development and review, selection of the Director of Education, the Director's performance appraisal, decisions regarding appeals of student suspensions and student expulsion, and decisions related to a recommendation from the Director of Education to terminate the employment of a teacher as a result of unsatisfactory performance.

~~2.10~~ 2.8

Board delegation of authority is within certain executive limitations, including but not limited to the following:

- a) The Director of Education shall comply with all legal, Ministerial, and Board mandates.
- b) Budgeting for any fiscal year or part of any fiscal year shall comply with legislative requirements and Board strategic planning.
- c) The Director will obtain clear parameters for settlement from the Board before undertaking negotiations with any employee bargaining unit, and will abide by the terms of collective agreements.
- d) The Director will avoid **and declare** potential conflict and bias during the selection process and in the workplace arising from a work relationship between an employee and a member of that employee's immediate family, **including the Director of Education**.
- e) The Director will ensure that student accommodation and capital planning does not deviate materially from the approved Capital Plan.
- f) The Director will ensure that Board assets are protected from unnecessary risk and are insured against theft and casualty losses to at least replacement value.
- g) The Director will ensure that Board buildings and equipment are maintained in a state that meets health and safety standards.
- h) The Director will protect the organization, the Board, and staff from unnecessary exposure to claims of liability or loss.

~~2.11~~ 2.9

The Board reserves to itself the authority to make decisions on specific matters. The Board will instruct the Director of Education through written policies and decisions of the Board in public session. Further, the Board requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

### 3. DELEGATION: ADMINISTRATIVE PROCEDURES

- 3.1 The Board delegates to the Director the right to develop administrative procedures to implement Board policy and to address all issues not governed by Board policy.
- 3.2 The development of separate and distinct policy and procedural documents reinforces the distinction between the Board's responsibility to govern and the Director's executive or administrative duties.

- 3.3 The Director of Education and designates will develop, implement, and monitor a comprehensive series of administrative procedures. The procedures must comply with legislated requirements; be consistent with Board policies, goals and priorities; provide system direction; and ensure the reasonably uniform application of the procedures by those staff members responsible for their implementation.
- 3.4 Procedures will evolve over time as new tools emerge, new processes are designed, and the environment changes. Procedures must be agile and responsive to the context. Procedures which are unnecessarily restrictive limit the creativity that staff members bring to their work.
- 3.5 The Board delegates to the Director of Education the authority to develop administrative procedures in the following major categories:
- General Administration: General administration procedures deal with system planning, matters that affect the whole district, issues that affect both students and staff members, and community involvement.
  - Educational Programs and Materials: These procedures describe school organization, the curriculum, instructional strategies, and curriculum resources.
  - Students: These administrative procedures deal with all student matters. Some examples are school attendance, student welfare and safety, supervision, emergency plans, discipline, student evaluation, reporting to parents, and awards.
  - Personnel and Staff Relations: These procedures deal with any matters related to staff members or volunteers. Procedures describe such issues as hiring of staff, staff records, health and safety, benefits and assistance, professional development, performance appraisal, professional misconduct, and recognition.
  - Business Administration: Business administration procedures relate to the management and maintenance of the Human Resources, Finance, Facilities and Information Services departments.

## REFERENCE DOCUMENTS

### **Legal:**

*Education Act, sections 218.1 and 283*

*Human Rights Code*

*Criminal Code (Canada)*

*Ontario Regulation 521/01 Collection of Personal Information*

*Policy/Program Memoranda*

*Child and Family Services Act*

*Ontario College of Teachers Act*

*Employment Standards Act*

*Labour Relations Act*

*Municipal Freedom of Information and Protection of Privacy Act*

*Occupational Health and Safety Act*

**Board:**

Board Governance Policies

Administrative Procedures

*Strategic Directions for Rainbow Schools*

February 28, 2018

draft





BOARD POLICY No. GOV 10	
Adopted	March 25, 2014
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Board Motion	14-R37

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## BOARD GOVERNANCE POLICY DEVELOPMENT AND REVIEW

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### 1. RATIONALE

This governance policy clarifies the intent and governing principles for the development and review of Board policies. It also describes the variety of documents that guide all activities within Rainbow District School Board.

### 2. DEFINITIONS

**Board Policies:** Board policies are statements of intent, governing principles, or end results adopted by the Board in public and intended to guide future actions. They provide vision and direction for all activities within Rainbow District School Board and directions for how the Board itself is to function. They address non-delegable matters such as policy-making, selection of the Director of Education, and the Director's performance appraisal. Board policies provide a framework for the effective operation of the district and a support for consistent decision-making by the Director of Education and staff.

**Governance By-Laws:** The Governance By-Laws establish rules for Board governance such as the role of the trustee, order of procedure, establishment of regular and special committees, and rules for electronic meetings.

**Administrative Procedure:** An administrative procedure is a prescribed course of action by which the Director of Education directs the staff. Administrative procedures supplement Board policy and must be entirely consistent with Board values, policies, and priorities. A guideline or implementation handbook may also serve as an administrative procedure or support such a procedure.

**Guideline:** A guideline is an administrative instruction issued by the Director of Education or designate which prescribes a specific course of action to be taken in a given situation, or provides additional detail about the implementation of an administrative procedure.

**Implementation Handbook:** An implementation handbook is a collection of administrative instructions issued by the Director or designate which consolidates implementation for staff and others in a particular field. For example, the Director or a superintendent might issue a Special Education Handbook or a School Council Handbook. A handbook may also be a similar collection issued by a principal for the school staff, students, and parents.

**Protocol:** A protocol is a document, which sets out the rules for interaction between the Board of trustees or the staff and outside agencies. For example, a protocol is an effective way of establishing linkages and formalizing relationships between district personnel and

community agencies that deliver prevention and intervention programs. A Police Protocol confirms working relationships between a school district and police services.

### **3. POLICY**

#### **POLICY DEVELOPMENT**

- 3.1 Board policies provide an appropriate balance between the responsibility of the Board to develop directing principles for the system, and the opportunity for the Director of Education to exercise professional judgment in the administration of the district.
- 3.2 The Board shall establish specific policies to guide the actions of the Director of Education and staff. These policies shall be broad enough to allow flexibility in dealing with diverse situations at appropriate expense, while ensuring consistency across the system.
- 3.3 Policy may be developed for the following purposes:
  - a) to give substance to the Board's Vision, Mission, and Values Policy and Strategic Directions for Rainbow Schools;
  - b) to make a public statement by which the Board can be held accountable;
  - c) to comply with legislated requirements; and/or
  - d) to set broad parameters for the Director to establish administrative procedures.
- 3.4 Policies shall be consistent with the Board's Vision, Mission and Values Policy and Strategic Directions for Rainbow Schools.
- 3.5 Policies shall be readily available and accessible to Board employees, students, and the public on the Board's website.

#### **POLICY REVIEW**

- 3.6 The Board, with the assistance of the Director of Education, shall periodically measure the effectiveness of Board policies and their implementation, and shall develop a review process that includes a process for revising Board policy as required.
- 3.7 The Director of Education is responsible for ensuring that any policy revisions made by the Board are announced and posted on the Board website.
- 3.8 Once a policy has been approved or amended by the Board, all former policies or Board motions that are superseded in whole or in part by the new policy or amendment shall be considered revoked.

#### 4. BOARD EXPECTATIONS

- 4.1 The Director of Education or designate ensures that Board policies are written according to Board direction and that they come to the Board for approval.
- 4.2 The Director of Education is authorized to issue administrative procedures to implement Board policy and the Director is responsible for the implementation of the procedures.
- 4.3 The Director may also develop such other independent procedures as deemed necessary for the effective operation of the district. All administrative procedures must be entirely consistent with Board policies.
- 4.4 The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director may choose to develop an administrative procedure relative to the matter that has been delegated.
- 4.5 Policies shall be current and up to date. Policies will include a template to insert the dates that policies were adopted and last reviewed/revised. ~~and the next regular review date.~~
- 4.6 Policies will include a list of legal references and cross-references to any applicable Board documents, such as related administrative procedures.
- 4.7 Policies will be expressed in simple, straightforward language and avoid acronyms.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act: sections 169.1-171 Duties and Powers of Boards*

*Education Act: S 283 Chief Executive Officer*

*Education Act: S 286 Duties of Supervisory Officers*

**Board:**

Board Governance Policies

Board Governance By-Laws

Administrative Procedures

*Strategic Directions for Rainbow Schools*

February 28, 2018



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**LEARNING AND WORKING ENVIRONMENT:  
EQUITY AND INCLUSION **ve Education****

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**1. RATIONALE**

This governance policy reflects the values of Rainbow District School Board that all persons are entitled to learn and work in an environment **s** that promotes human rights and equity of opportunity, free from discrimination and harassment. This policy affirms the Board's responsibility to provide a protected learning and working environment that is ~~supportive of the dignity, self esteem, and fair treatment of~~ **supportive, nurturing, welcoming, respectful and inclusive for** everyone taking part in Rainbow District School Board district activities.

**2. DEFINITIONS**

**Bias Free:** Without inclination of prejudice for or against a person or group especially in a way considered unfair

**Equity:** ~~Equity is the provision of opportunities for equality, ensuring that personal or social circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups and removing barriers, eliminating discrimination, and remedying the impact of past discrimination.~~ **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.**

**Discrimination:** Discrimination is differential treatment which negatively affects the status of a person based upon a ~~prohibited~~ **protected** ground under the *Ontario Human Rights Code*.

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

**Harassment:** Harassment is defined in the *Ontario Human Rights Code* as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome".

**Inclusive Education:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their

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physical surrounding, and the broader environment, in which diversity is honoured and all individuals are respected.

**Prohibited Protected Grounds:** The *Ontario Human Rights Code* defines prohibited **protected** grounds as: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

### 3. POLICY

#### 3.1 Equity and Inclusion **ve Education**

- a) Rainbow District School Board is committed to providing a learning and working environment in which all individuals treat each other with respect and dignity, free from objectionable conduct, **discrimination**, or harassment.
- b) The Board respects and values the ~~diversity and similarities of the cultures and traditions of diverse groups within its~~ **diverse perspectives of the Rainbow District School Board community** and actively seeks to ~~promotes an educational environment free from racial and ethnocultural prejudice and discrimination~~ **a bias-free working and learning environment.**
- c) The Board is committed to an education system that upholds the principles of equitable and inclusive education in order to enable each student to ~~learn effectively, to reduce achievement gaps, and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation, family status, religious and linguistic differences, and other historical forms of marginalization~~ **succeed personally and academically regardless of background, identity or personal circumstances.**
- d) The Board will implement ~~positive~~ **bias-free** employment practices. ~~that support equitable hiring, mentoring, retention, promotion, and succession planning.~~
- e) The Board is dedicated to serving the staff, students, and families in ~~diverse communities by incorporating~~ **embedding** the principles of equitable and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.
- f) The Board will investigate in a thorough and timely manner any claims of discrimination and harassment and take appropriate action, consistent with the principles of the *Ontario Human Rights Code*.

#### 3.2 Accommodations

- a) Rainbow District School Board will make every reasonable effort to ensure that all policies, procedures, and practices are consistent with the principles of **equitable and inclusive education**. ~~independence, dignity, integration, and equality of opportunity for all.~~

- b) The Board makes ~~particular~~ accommodations for persons with disabilities. The Board is committed to making services and facilities accessible to ~~all people in its communities~~ in accordance with the provisions of the **Ontario Human Rights Code**, the **Accessibility for Ontarians with Disabilities Act**, and the **Ontario Building Code**.
- c) The Board acknowledges each individual's right to follow or not follow religious/spiritual beliefs and practices free from discriminatory or harassing behaviour and is committed to ~~taking all reasonable steps to providing~~ religious/spiritual accommodation to students, ~~and the staff,~~ **and volunteers**. Religious/**spiritual** accommodation will be in accordance with the **Ontario Human Rights Code**, the requirements in Policy/Program Memorandum No. 108 Opening or Closing Exercises, and in sections 27-29 of Ontario Regulation 298 regarding religion in schools.
- d) **The Board acknowledges each individual has a right to live according to gender identity and gender expression and makes accommodations based on gender identity and gender expression in accordance with the Ontario Human Rights Commission.**

#### 4. BOARD EXPECTATIONS

- 4.1 This policy applies to all members of the Board's community including, but not limited to, students, staff, trustees, contractors, parents/**guardians**, volunteers, permit holders and all other persons who are invited to or who work on Board property.
- 4.2 This policy also applies to any communication or activity which may take place outside of Board property but which has the effect of or results in adversely affecting the Board's working and learning environment.
- 4.3 It is the expectation of Rainbow District School Board that all employees, students, and persons invited to or visiting Board property will ~~strive to~~ maintain the highest level of professional and personal courtesy when interacting with Board employees and students.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, para. 8 (1) 29.1 Equity and Inclusive Education; Section 169.1 School Climate*  
*Canadian Charter of Rights and Freedoms*  
*Ontario Human Rights Code*  
*Occupational Health and Safety Act*  
*Accessibility for Ontarians with Disabilities Act 2005*  
*Ontario Building Code.*  
*Ontario's Equity and Inclusive Education Strategy 2009*  
*PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2013*

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Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation  
PPM No. 108 Opening or Closing Exercises  
Ontario Regulation 298, Sections 27-29 Religion in Schools  
**Ontario's Education, Equity Action Plan**

**Board:**

Board Policy No. GOV-01 Vision, Mission, and Values  
Board Policy No. GOV-12 Learning and Working Environment: Safe Schools  
*Strategic Directions for Rainbow Schools*  
Administrative Procedures

February 28, 2018

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**BOARD POLICY No. GOV 12**

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Board Motion	14-R37

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## LEARNING AND WORKING ENVIRONMENT: SAFE SCHOOLS

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### 1. RATIONALE

The goal of this governance policy is to support a safe, inclusive, and accepting learning and working environment in which every student can reach his or her full potential. This policy affirms Rainbow District School Board's commitment to a whole-school approach that supports all students in developing healthy relationships, making good choices, continuing their learning, and achieving success.

### 2. DEFINITIONS

**School Climate:** School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

**Code of Conduct:** The Board has established a Code of Conduct that sets out standards of behaviour for students, staff, parents/guardians, volunteers, school council members, trustees, and visitors engaged in any school activity. The Board also directs principals, in conjunction with members of the school council, to develop a school Code of Conduct clarifying acceptable and non-acceptable behaviour for all members of their school community.

**Progressive Discipline:** Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

**Bullying:** Bullying means aggressive and typically repeated behaviour by a student **an individual** that is intended to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

**Cyber-bullying:** Cyber-bullying is using electronic means to intimidate, harm, exclude, or ruin a reputation. Cyber-bullying includes the use of e-mails and instant messaging,



text or digital imaging sent on cell phones, web pages and blogs, chat rooms, and discussion groups to spread rumours, images, or hurtful comments.

**Mitigating and Other Factors:** Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

**Suspension:** A suspension means a student is removed from school and school activities for a specific period of time ranging from one school day to 20 school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

**School Expulsion:** Expelled students are removed from school and school activities for an indefinite time period. A school expulsion is an expulsion from the school of the board that the student was attending. The student will be assigned to another school in the board.

**Board Expulsion:** A board expulsion is an expulsion from all schools of the board. The board offers a program for expelled students which must be completed before the student returns to school. A student who is expelled from the board must complete an alternative program before returning to school.

**Tribunal of the Board:** The tribunal of the board is a committee of at least three members of the board designated to determine suspension appeals and recommendations for expulsion.

### 3. POLICY

#### 3.1 Positive Climate

- a) The Board acknowledges the impact of the school climate on student and staff success and is committed to fostering positive school climates through practices that support healthy student, staff, and school community relationships.
- b) Rainbow District School Board's Code of Conduct establishes positive expectations for student behaviour. The Board strives to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.
- c) The Board recognizes that discipline of students begins at home with parents/guardians who are the first and primary educators for their children. This includes responsibility for social development, behaviour, and discipline. The Board encourages a partnership with parents in the support of students' social, emotional and academic growth.

#### 3.2 Prevention and Intervention

- a) Rainbow District School Board believes that students, staff, and the community have the right to learn and work in a healthy, non-threatening environment free from physical and psychological violence.

- b) The Board supports the use of prevention practices as a foundation for a healthy environment. These practices include character development, Student Success strategies, anti-bullying and violence prevention programs, citizenship development, student leadership, and healthy lifestyle initiatives. These positive measures involve the whole school and school community.
- c) Prevention and intervention measures also include effective behaviour management practices such as program modifications or accommodations; appropriate class placement; positive encouragement and reinforcement; individual, peer and group counselling; conflict resolution; mentorship programs; safety plans; and school, district and community support programs.

### 3.3 Progressive Discipline

- a) The Board supports the use of progressive discipline that promotes positive student behaviour and is appropriate to meet the developmental, individual, and special needs of all students.
- b) The Board believes that every student has the right to an education.
- c) The Board expects that a firm and fair application of the Board's Code of Conduct shall prevail in all matters related to Rainbow District School Board, including school activities, school board business, and school buses.
- d) The Board requires a response to all inappropriate student behaviour. The Board supports the staff in the use of a continuum of practices that include predictable and supportive consequences to inappropriate behaviours that are contrary to the Board or school codes of conduct.

### 3.4 Bullying

- a) Part XIII of the *Education Act* includes bullying with other inappropriate student activities that may lead to suspension, or lead to a principal's recommendation to the Board for expulsion.
- b) The Board believes that bullying adversely affects ~~pupils'~~ **students'** ability to learn, healthy relationships, and the school climate as well as a school's ability to educate its ~~pupils~~ **students**.
- c) Bullying will not be accepted on school property, at school-related activities, on school buses, **online** and in any other circumstances (~~e.g., online~~) where engaging in bullying will have a negative impact on ~~pupils~~ **students** and the school climate.

### 3.5 Suspension and Expulsion

- a) In order to meet the goal of creating a safe and caring school environment, the Board supports the use of positive practices as well as consequences for inappropriate behaviour, when necessary.

- b) The Board will deal with suspension of pupils in accordance with the Part XIII of the *Education Act*, related Regulations, and Memoranda.
- c) The Board will deal with expulsions of pupils in accordance with Part XIII of the *Education Act*, related Regulations, and Memoranda.
- d) In considering whether to suspend a student or to recommend to the Board that a student be expelled, a principal shall take into account any mitigating or other factors prescribed by the regulations.

### 3.6 Appeals and Hearings

- a) The Board recognizes its duties and powers to decide upon appeals of student suspensions and principals' recommendations for expulsion. In exercising these duties and powers, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*.
- b) The Board recognizes that the *Ontario Human Rights Code* has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, Ontario Regulations, Program Policy Memoranda, and Rainbow District School Board policies and administrative procedures are subject to and shall be interpreted and applied in accordance with the *Ontario Human Rights Code*.
- c) The Board authorizes a Tribunal of the Board of no fewer than three (3) Board members to conduct appeals of student suspensions and hearings of recommendations for student expulsion. The Board formally delegates to the **Tribunal of the Board** the powers set out in the *Education Act*, Regulations under the *Act*, and the *Statutory Powers Procedure Act* to implement any appropriate order and to make decisions on behalf of the Board.
- d) In the case of an appeal of a suspension, the ~~Tribunal of the Board~~ shall either: confirm the suspension and its duration; confirm the suspension but modify its duration, quash the suspension and order that the record be expunged, even if the suspension has already been served.
- e) The decision of the Tribunal for suspension appeals is final.
- f) In the case of an expulsion hearing, the ~~Tribunal of the Board~~ shall review the submissions and views of the parties and shall consider whether the decision to expel and the type of expulsion recommended by the principal are reasonable in the circumstances. The ~~Tribunal of the Board~~ shall decide whether to expel the student; and if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the district.
- g) A student's parent/guardian or **an** adult student may appeal a ~~Tribunal's of the Board's decision to expel a student~~ to the Child and Family Services Review Board in accordance with procedures set out by the Ministry of Education. The decision of the Child and Family Services Review Board is final.

- h) The Board provides ~~“Restart”~~ a programs for students who are on long-term suspension and for students expelled from all schools of the board. The ~~“Restart”~~ programs support~~s~~ students in both academic and non-academic areas.

#### 4. BOARD EXPECTATIONS

- 4.1 The Board expects that each school will establish a student dress code in consultation with the School Council.
- 4.2 The Board expects staff and students to maintain the highest standards of respectful and responsible behaviour when using all information technologies.
- 4.3 ~~The Board supports the suspension of any student who is deemed responsible for an act of vandalism or theft on school property for a period of time commensurate with the seriousness of the offense.~~ A student who commits an act of vandalism or theft may be required to provide restitution.
- 4.4 The Board supports ongoing information sharing between school officials and justice system personnel within the *Youth Criminal Justice Act* subject to the *Municipal Freedom of Information and Protection of Privacy Act*.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, Part XIII Behaviours, Discipline and Safety*  
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils  
Ontario Regulation 474/00 Access to School Premises  
PPM 119 Developing and Implementing Equity and Inclusive Education Policies 2013  
PPM 120 Reporting Violent Incidents to the Ministry of Education  
PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct  
PPM 141 School Board Programs for Students on Long-term Suspension  
PPM 142 School Board Programs for Expelled Students  
PPM 144 Bullying Prevention and Intervention  
PPM 145 Progressive Discipline and Promoting Positive Student Behaviour  
*Ontario Human Rights Code*  
*Statutory Powers Procedure Act*  
*Youth Criminal Justice Act*  
*Municipal Freedom of Information and Protection of Privacy Act*

**Board:**

Board Policy No. GOV-01 Vision, Mission, and Values  
Board Policy No. GOV-11 Learning and Working Environment: Equity and Inclusion  
*Strategic Directions for Rainbow Schools*  
*Rainbow District School Board Code of Conduct*  
*Rainbow District School Board: A Guide for Students and Parents*  
Administrative Procedures

March 1, 2018

**BOARD POLICY No. GOV 14**

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**PARENT/**GUARDIAN** AND COMMUNITY RELATIONS**

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**1. RATIONALE**

Rainbow District School Board believes that parents/guardians are the most important partners in education. This governance policy confirms the commitment of Rainbow District School Board to be proactive and inclusive in employing diverse strategies to gather input from parents/guardians and to facilitate their support of student achievement and well-being.

The Board welcomes and appreciates the ideas, perspectives, and contributions that come from partnerships with parents/guardians and the wider community. The Board believes that interaction among parents/**guardians**, community members, and members of the Board will foster mutual understanding and encourage the integration of community services and resources.

In Rainbow District School Board, parents/guardians, families, and community members are engaged in a variety of ways. These include school councils, the Parent Involvement Committee, and many other working groups and community partnerships that are important parts of the Board's operations.

**2. DEFINITIONS**

**Parent Involvement Committee:** The Parent Involvement Committee (PIC) is a legislated committee of the Board that acts in an advisory capacity to represent the voice of parents/guardians who have children in Rainbow schools. It supports, encourages, and enhances parent engagement at the district level in order to improve student achievement and well-being.

**School Council:** A school council is a legislated committee established in each school in Rainbow District School Board to promote the active participation of parents/guardians in improving student achievement and well-being. The council acts in an advisory capacity to the principal and/or Board according to applicable legislation.

**Special Education Advisory Committee:** The Special Education Advisory Committee (SEAC) is a legislated committee of the Board that plays a vital role in ensuring that exceptional pupils receive appropriate educational services. Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs.

**First Nations Advisory Committee:** The First Nation Advisory Committee (FNAC) is a committee of the board that includes representatives that have signed education service agreements with the board. The committee considers matters and makes recommendations regarding programs and services for First Nation students of the Board **in order to improve student achievement and well-being.**

**Parent and Community Engagement:** This engagement refers to the partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy and Parent Engagement Policy. Parent/guardian and community engagement can occur in homes, in the community, in the classroom, at school, within families of schools, and at the Board level.

**Partnership:** Partnership refers to a relationship in which the Board, its schools, and/or staff members are involved with parents/guardians, families, business partners, various levels of government, volunteers, community service agencies, and parent/**guardian** groups. It refers to all those who contribute to and have an interest in supporting student success and well-being in Rainbow schools.

### 3. **POLICY**

#### a) **School Councils and the Parent Involvement Committee**

- 3.1 The Board is committed to the belief that successful education requires a strong partnership and active involvement between the school, the home, the staff, and members of the community.
- 3.2 The Board believes that relationships between these partners will be strengthened by the formation of school councils in each school and a parent involvement committee at the board level.
- 3.3 Therefore, it is the policy of the Board that each school establish a school council and that the Board establish a parent involvement committee in accordance with provincial requirements.
- 3.4 The school council will serve in an advisory capacity to the school's principal and the Board to promote excellence in education, and will place the overall interest of students first.
- 3.5 The Board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being, and shall inform the parent involvement committee of its response to advice provided by the committee.

#### b) **Educational Partnerships**

- 3.6 Rainbow District School Board promotes and permits mutually beneficial educational partnerships between municipal, provincial, federal ministries and agencies, or any other individuals, corporations/businesses, or associations deemed to have a positive and direct impact on student learning and programming.



- 3.7 The Board supports the sponsorship of all school activities by an organization within a particular school providing that these activities are under the jurisdiction of the principal of the school.
- 3.8 The Board believes that co-instructional activities form an integral part of a student's education and supports community volunteers in the delivery of its co-instructional program.
- 3.9 The Board supports the use of volunteers without remuneration for Rainbow District School Board sanctioned activities.

## **BOARD EXPECTATIONS**

### **4. Communication**

- 4.1 The Board believes and advocates that the involvement of parents/guardians enriches the learning environment and directly contributes to successful student achievement. The Board shall provide parents/**guardians** with the information they need to support their children's education.
- 4.2 A variety of communication procedures shall be developed and maintained at the school and system levels to provide access to information needed by parents/**guardians** and communities and to ensure that all parents/**guardians** and members of the diverse communities in the district have opportunities to participate in the school system.
- 4.3 The Board will notify **the** public school ratepayers, the media, and the staff of agenda items for meetings of the Board that are open to the public, and will communicate the results of these meetings through the distribution of minutes.

### **5. School Councils**

- 5.1 In accordance with Ontario Regulation 612/00, the principal or principal designate of each school shall facilitate the establishment of a school council consisting of student, parent/**guardian**, staff, and community representatives. The school council shall be recognized as the official school community organization representing the interests of the parents/**guardians** and students of the school. The school council shall be chaired by a parent/**guardian**.
- 5.2 The school council shall operate in a way that is consistent with the vision, mission, values, and policies of Rainbow District School Board, and shall have, as its primary guiding principle, the fostering of the educational interests of students.
- 5.3 Opportunities shall be made available to school council chairs and other local parent/**guardian** leaders to assist them in developing their school community leadership skills and to school administrators to assist them in enhancing their skills in building positive school community relations.

- 5.4 The mandate of the school councils, on behalf of their school community, is to:
- encourage the active participation of parents/**guardians** to improve student achievement and well-being;
  - enhance parent/**guardian** awareness of educational issues and the accountability of the education system to parents/**guardians**;
  - provide advice to the principal and, where appropriate, to the Board on school and education issues; and
  - submit an annual report on its activities, including any fundraising activities, to the principal of the school.

## **6. Parent Involvement Committee**

- 6.1 The Parent Involvement Committee may advise the Board as required by the Ministry or Board, enhance parental engagement, and consider matters referred to the committee by the Board.
- 6.2 The responsibilities of the Parent Involvement Committee are to:
- enhance communications between School Councils and Rainbow District School Board
  - solicit feedback from School Councils as required by the Board
  - provide resources of benefit to School Councils
  - raise awareness of School Councils and their importance within their schools
  - encourage parents/**guardians** and community representatives to become involved within the schools
  - provide a forum for sharing ideas and recommendations while respecting the management rights and responsibilities of the Rainbow District School Board

## **7. Special Education Advisory Committee**

- 7.1 The Special Education Advisory Committee may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.
- 7.2 The responsibilities of the Special Education Advisory Committee are to:
- provide stakeholders a voice in determining relevant educational programs and services for students identified with special needs.
  - participate in the Board's annual review of its special education plan;
  - participate in the Board's annual budget process as it relates to special education;
  - review the financial statements of the Board as they relate to special education.

## **8. First Nations Advisory Committee**

- 8.1 The First Nations Advisory Committee may consider matters and make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of programs and service for First Nations students of the Board.



8.2 The responsibilities of the First Nations Advisory Committee are to:

- provide First Nations people a voice in determining relevant educational programs and services for students of First Nations ancestry.
- review the financial statements and tuition agreements of the Board as they relate to First Nations Tuition agreements.
- monitor progress in incorporating the seven social factors as identified in tuition agreements in Rainbow District School Board plans and programs.
- increase all students' knowledge, awareness, understanding, and appreciation of First Nations people and their history and cultures **in accordance with our commitment to Truth and Reconciliation.**

## REFERENCE DOCUMENTS

### **Legal:**

*Education Act S. 170 (1) para. 17.1 School Councils*

Ontario Regulation 298 Operation of Schools S 11 Duties of Principals

Ontario Regulation 612/00 School Councils and Parent Involvement Committees

Ontario Parent Involvement Policy 2005

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

*Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada*

### **Board:**

Board Policy No. GOV-01 Vision, Mission, and Values

Board Policy No. GOV-03 Role of the Corporate Board

Board Policy No. GOV-06 Role of the Director of Education

Rainbow District School Board: *A Guide for Students and Parents*

*Strategic Directions for Rainbow Schools*

Administrative Procedures

**Rainbow District School Board Truth and Reconciliation Action Plan**

March 1, 2018

# **RAINBOW DISTRICT SCHOOL BOARD**

## **BY-LAW NUMBER: 2018-02**

A BY-LAW authorizing the Rainbow District School Board (the “Board”) to borrow money pursuant to the provisions of section 247 of the Education Act (the “Act”) for the raising of funds to finance certain permanent improvements as more particularly described in this By-Law.

### **WHEREAS:**

- A. The Board has authorized the permanent improvements under the:  
Early Years Capital Funding Program - \$6,025,000 and Community Hubs: Minor Retrofits and Accessibility - \$714,000
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce (“CIBC”) for a short term capital loan through the purchase of Bankers Acceptance for the purpose of financing the permanent improvements;
- C. The total cost of the projects is within the Board’s Debt and Financial Obligation Limit as established by the Ministry of Education.

### **THEREFORE, BE IT RESOLVED** as follows:

- 1. The Treasurer and the Deputy Treasurer of the Board are authorized on behalf of the Board to borrow \$6,739,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with the CIBC and consistent with the short term borrowing direction provided by the Ministry of Education.
- 2. The Treasurer and the Deputy Treasurer are authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to this By-Law.

We hereby certify that the foregoing is a true and complete copy of a By-Law of the Rainbow District School Board in the Province of Ontario, duly passed a meeting of the Board and that this By-Law is in full and effect.

Dated this 24<sup>th</sup> day of April, 2018

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Chair

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Secretary

## **Election Guidelines**

The following guidelines apply to municipal, provincial and federal elections.

### **School visit by individual candidates**

Requests by and for individual candidates to visit a school are not considered appropriate during an election campaign. This restriction includes informal visits to classrooms and meetings with the School Council or with school administrators. Rainbow District School Board election guidelines do not permit visits of any kind by individual candidates for office.

### **School events – (ie. Info Nights, barbecues, graduation/commencement)**

Information Nights and other school-related events are intended for current and prospective parents/guardians and families of students at the school. They are not for candidates to use as a way to campaign. If the candidate is a parent/guardian at the school, he or she must not campaign during a visit and cannot hand out materials, etc.

Candidates who have traditionally attended school-related events at a specific school can attend the event. They may bring greetings at a school event, but messages cannot be political in nature or reference the candidate's election campaign.

### **All-candidates school organized debates as part of the classroom program**

In intermediate and senior divisions, an election may be an ideal time to help students learn more about municipal, provincial and federal government. Rainbow District School Board allows all-candidates debates and other learning activities as part of the classroom program.

Invitations to participate must include all candidates.

Sufficient notice (ie. at least two weeks in advance) must be given to all candidates. If candidates are unable to attend, they may have a designate attend on their behalf.

If two or more candidates can attend the debate, then it may proceed. Candidates must provide written (ie. by e-mail) confirmation or regrets to the school organizer at least one week in advance of the meeting.

This approach will give students the opportunity to see a debate between at least two varying points of view. If only one candidate can attend, then the event must be rescheduled or cancelled.

On approval of the principal, the media may be invited to attend the all-candidates debate. The media advisory will include the general purpose, date, time and place of the school-organized event. No candidate names or bios will be included in the advisory.

The format of the debates must allow all candidates equal opportunity to address their issues.

### **All-candidates independently organized debates as part of community use of schools and open to the general public**

Rainbow District School Board allows all-candidates debates as part of community use of schools. These debates must be open to the general public.

The independent organizer(s) must invite all candidates to participate.

Sufficient notice (ie. at least two weeks in advance) must be given to all candidates. If candidates are unable to attend, they may have a designate attend on their behalf.

If two or more candidates can attend the debate, then it may proceed. Candidates must provide written (ie. by e-mail) confirmation or regrets to the independent organizer(s) at least one week in advance of the meeting.

This approach will give the community the opportunity to see a debate between at least two varying points of view. If only one candidate can attend, then the event must be rescheduled or cancelled.

The format of the debates must allow all candidates equal opportunity to address their issues.

## **Distribution of material by candidates**

Rainbow District School Board does not allow any political information to be distributed via schools. For this reason, no campaign material may be distributed to students or parents/guardians via schools – in print or electronically. It also includes material distributed indirectly on behalf of a candidate - for example, the School Council cannot choose to distribute information about a particular candidate. This restriction includes current trustees who are candidates in elections.

Political lawn signs and partisan literature are not to be posted on board property, including bulletin boards. Candidates may not distribute flyers on vehicles parked on school or board property.

Individual candidates are not permitted to campaign on school property, including during curriculum nights, at School Council meetings, staff events or other school and/or board related activities. This includes parents/guardians, School Council members, staff or trustees who may be candidates.

Candidates are not permitted to use video or photographic images of students obtained during a school visit or school/board activity in political or information materials.

Candidates may not invite the media to school events.

However, schools do not have control over what happens off school property. If a candidate stands off school property and distributes campaign material to parents/guardians and students, there is no action the school can or should take.

**It is appropriate to distribute information about the election in general - for example, information from the municipality about the date of the election.**

## **School Councils**

School Councils are agents of the school and of Rainbow District School Board and are bound by the same guidelines as the school. It is not appropriate for the School Council as a group to endorse a specific candidate or to campaign on behalf of a specific candidate.

The council could, however, host an all-candidates debate to assist parents/guardians in learning more about all the candidates. (See above.) These debates must be approved by motion at a School Council meeting and, if held at a Rainbow school, must comply with the board's community use of schools procedures and these guidelines.

Any communication with parents/guardians should be generic in nature and include only the general purpose, date, time and place of the School Council organized event. No candidate names or bios may be included.

The format of the debates must allow all candidates equal opportunity to address their issues. Sufficient notice (ie. at least two weeks in advance) must be given to all candidates. If candidates are unable to attend, they may have a designate attend on their behalf. Written confirmation of attendance (ie. by email) or regrets must be received from the candidates at least one week in advance of the meeting.

If two or more candidates can attend the meeting, then it may proceed. This will afford the opportunity to see a debate between at least two varying points of view. If only one candidate can attend, then the event must be rescheduled or cancelled.

The council shall not distribute information on behalf of, or about, a specific candidate.

If it is the practice of the local trustee to be in attendance when the School Council meets, this may continue. Otherwise, individual candidates are not permitted to meet with the School Council during the campaign period.

These guidelines apply to the School Council as a group. Candidates should not be discussed and/or referenced by School Council members during a School Council meeting. The individual members of a School Council, including the chair of the council, are not limited in any way in terms of their ability to campaign for specific candidates. If they support a candidate, however, it is as an individual, not as a representative of the council.

A School Council chair or member who is also a candidate for election may continue in their School Council role for the remainder of their term. However, they must not use their School Council role to promote their campaign. They are not allowed to distribute campaign material on school property or to discuss their campaign during council meetings. This also applies to members of the Parent Involvement Committee.

School Council meetings are public. Even though candidates for office are not allowed to meet directly with the council, a candidate may choose to attend a council meeting as a member of the public. They may ask a question during public question period, as any other member of the public could, but are not allowed to use this time to deliver campaign messages or to give out campaign material at the meeting.

## **Requests for information**

If a candidate contacts the school office for general information about the school, information will be provided as promptly as possible. The Board website – [rainbowschools.ca](http://rainbowschools.ca) – is also a good source of information.

Rainbow District School Board is governed by the *Municipal Freedom of Information and Protection of Privacy Act*. Information that is personal in nature, cannot be disclosed. This includes a list of all the students at a school or in a particular grade or class.

Requests for information may be referred to:

Nicole Charette, Senior Advisor,  
Corporate Communications and Strategic Planning  
at 705.674.3171, ext. 7217, Toll Free: 1.888.421.2661  
[charetn@rainbowschools.ca](mailto:charetn@rainbowschools.ca)

## **Role of current trustees**

Current members of the board of trustees are still serving out the end of their term of office and continue to fulfill their usual roles until an election. It is appropriate for Principals to invite trustee(s) to events and activities at the school, as they would have prior to the beginning of a municipal election campaign even if they are candidates in upcoming elections.

For example, if it is the previous practice of a school to have the local trustee hand out student awards at the monthly assembly, attend a regular School Council meeting, attend an information night or bring greetings at graduation, these practices can continue during an election campaign. Messages cannot be political in nature or reference the candidate's election campaign. Current trustees may not use Board email for campaigning.

**Schools shall not send out any campaign material on behalf of any candidate including a current trustee.**

## **Conflict of interest**

It is a conflict of interest for school administrators or other senior staff to campaign on behalf of a candidate for trustee.

## **Campaigning for candidates**

It is not appropriate for any Rainbow District School Board staff member to campaign for or endorse a specific candidate while in the workplace or when they are in the community representing the board in an official capacity, for instance, attending a meeting in the community. Employees may campaign for candidates in their personal time outside of work hours.

## **Social media - personal accounts**

If you follow/friend a candidate on your personal social media accounts (e.g. Twitter and Facebook) prior to the election campaign, you do not need to unfollow them. The Board is not discouraging staff from following or engaging with candidates on social media during their personal time.

School administrators and senior staff may wish to limit retweets, likes and favourites from their personal social media accounts as these can often be perceived as endorsements.

## **Social media - school accounts**

Schools that follow/friend a candidate on their social media accounts (e.g. Twitter and Facebook) prior to the election campaign, may continue to follow them.

Schools may consider including other candidates during the election campaign as part of the classroom program. However, if you add a candidate, you shall add all of them until after the election.

During the election, do not retweet, favourite or like candidates' social media posts from your school's accounts. These can be perceived as endorsements and must be avoided.



## **More information**

If you have questions or if situations arise that are not covered by these guidelines, please contact:

Nicole Charette  
Senior Advisor  
Corporate Communications and Strategic Planning  
Rainbow District School Board  
705.674.3171, ext. 7217  
Toll Free: 1.888.421.2661  
[charetn@rainbowschools.ca](mailto:charetn@rainbowschools.ca)

## **Parent Involvement Committee Meeting Minutes**

Tuesday, February 27, 2018  
Rainbow District School Board Centre for Education  
408 Wembley Drive, Sudbury

### **Attendance**

#### **Sudbury site:**

Natasha Delaney, Parent, Jean Hanson Public School; Ruth Ward, Trustee, Rainbow District School Board; Judy Noble, Superintendent of Schools; Mel Depatie, parent, Cyril Varney Public School; Stacey Paajanen, Parent, Lively District Secondary School; Karry Strelezki, Parent, Lively District Secondary School; Doreen Dewar, Chair, Rainbow District School Board; Shannon Boland, Parent, Lo-Ellen Park Secondary School; Sara Pidgen, ETFO representative; Sherri Conley, teacher, Princess Anne Public School; Kristina Rivard Gobbo, Principal, Barrydowne College; Patrick Hopkin, Vice-Principal, Chelmsford Valley District Composite School; Denis Plouffe, Parent, Chelmsford Valley District Composite School; Cheryl Ewin, Parent, Valley View Public School; Kelly Lemieux, Parent, Valley View Public School; Nicole Charette, Senior Advisor, Corporate Communications and Strategic Planning; Bernadette Rémillard, Parent, Lansdowne Public School; and Richard Eberhardt, parent, Walden Public School.

#### **Espanola Site:**

N/A

#### **Manitoulin Site:**

N/A

#### **1. Call to Order:** 7 pm

**2. Welcome:** Chair Richard Eberhardt welcomed everyone to the meeting and invited PIC members to introduce themselves.

#### **3. Presentation:**

##### **LD Empower Pilot Project with Cathy Norrie, Vice-Principal, Cyril Varney Public School and Colleen McDonald, Principal of Special Education Programs and Services**

Rainbow District School Board is in the second year of a three-year pilot project offering the Empower reading program to students who have a learning disability. The program was launched at Northeastern Elementary School and Cyril Varney Public School. In the 2017-2018 school year, it was expanded to Adamsdale Public School, Churchill Public School, Princess Anne Public School and Queen Elizabeth Public School. It is also being offered at Chelmsford Public School. The remedial reading program consists of five carefully sequenced decoding strategies – sounding out, rhyming, peeling off, vowel alert, and spy strategies. Students who participate in the program show significant improvements in reading as well as writing. The program will be expanding to other schools in the coming school year.

#### **4. Approval of the Agenda**

*Motion: "That the agenda be approved, as presented."*

Moved by: Bernadette Rémillard, Parent, Lansdowne Public School

Seconded by: Denis Plouffe, Parent, Chelmsford Valley District Composite School

**Carried**

#### **5. Approval of the Minutes of the PIC Meeting held on January 9, 2018**

*Motion: "That the minutes of the meeting held on January 9, 2018 be approved, as presented."*

Moved by: Kelly Lemieux, Parent, Valley View Public School

Seconded by: Bernadette Rémillard, Parent, Lansdowne Public School

**Carried**

#### **6. Discussion based on presentation**

Parents asked if the focus on literacy, through the Empower reading program, will be extended to math and science. There is no similar program for math or science, however, the literacy skills gained provide a strong foundation for learning in other subjects. Empower reading consists of several programs up to Grade 12. Rainbow District School Board is targeting younger children when they need more repetition. Chair Dewar shared that trustees were so impressed with the program they passed a motion to send a letter to the Ministry of Education to make the program available to more schools and students. The program is funded by the Ministry. Response from parents/guardians has been very positive. One parent at the PIC meeting called the program "a big confidence booster in all aspects of life."

**7. Communications Report** – Nicole Charette, Senior Advisor of Corporate Communications and Strategic Planning, delivered the communications report.

The deadline to apply for the Parents Reaching Out (PRO) Grants for the 2018-2019 School Year is June 5, 2018. PIC will consider ideas for a PRO Regional Grant at the next meeting.

Rainbow District School Board is now accepting online registrations for children starting school for the very first time. After completing the online registration form, there is one more important step. Parents/guardians must bring their child's documents to the school where they have registered.

The School Year Calendar for 2018-2019 has been approved by Rainbow District School Board and is scheduled for release this week.

The deadline to complete the Special Education Survey is March 2, 2018. The survey can be accessed online at [rainbowschools.ca](http://rainbowschools.ca)

The Rainbow District School Board Science Fair for Grades 7 to 12 will be held at Lockerby Composite School on March 8, 2018.

There will be a second Wear Pink Day on April 11, 2018.

Natasha Delaney indicated that there were anti-bullying t-shirts available at Walmart.

The Math, Science and Technology Olympics will be held at Science North on April 12, 2018.

A mindfulness presentation will be held on April 4, 2018 at 6:30 pm at Cambrian College.

The speaker for the PIC meeting on April 3, 2018 is not available.  
Another speaker will be invited to make a presentation on this date.

*Motion: "That the PIC meeting scheduled for May 1, 2018 be moved to May 15, 2018."*

Moved by: Denis Plouffe, Parent, Chelmsford Valley District Composite School

Seconded by: Kelly Lemieux, Parent, Valley View Public School

The May meeting will be a brainstorming session for topics/presenters for PIC meetings in the 2018-2019 school year.

### **8. School Announcements**

Richard Eberhardt provided an update on the first meeting of the Conference Organizing Committee. The committee is looking at the availability of speakers for the one-day conference on a Saturday this spring. The conference is being funded by a PRO Regional Grant.

LDAS and Cambrian College will present Barbara Coloroso in the Cambrian College Student Life Centre on April 16 at 6:30 pm.

ETFO will host Annie Kidder of People for Education in a public forum on funding on May 23, 2018.

Natasha Delaney talked about the raise the flag for autism event. She added that a World Autism Day Awareness and Dinner Celebration will take place at the Caruso Club on April 4, 2018.

Trustee Ruth Ward indicated that the Board was working hard to give students the best learning opportunities. The Board is committed to the success of every student.

Stacey Paaanen highlighted sports accomplishments at Lively District Secondary School in basketball and volleyball. The school presented its 25<sup>th</sup> annual S-Days on February 22 and 23, 2018. A comprehensive snowmobile safety program, S-Days focuses on students, snowmobiles, safety, security and survival. School Council held a Hawks Fest to raise money for jerseys. The Robo Hawks will participate in the FIRST Robotics Competition in Barrie.

Shannon Boland of Lo-Ellen Park Secondary School said that a presentation slated for February 2018 will be rescheduled for April 2018. Lo-Ellen Park Secondary School will host an interactive workshop about the connection between emotions and learning. Guest speaker, Angie DeMarco of the Learning Disabilities Association of Sudbury, will discuss the association between a student's ability to self-regulate while learning in a structured educational environment. During the workshop, parents/guardians will explore new research focused on how a learning brain develops and reacts based on its experiences. Parents/guardians will also learn how to help their children correct or redirect disruptive moods and/or impulses at home and in the classroom.

Patrick Hopkin of Chelmsford Valley District Composite School highlighted accomplishments in basketball, wrestling and volleyball. Tryouts will kick off soon for football. The school is also organizing a health and wellness conference.

Kelly Lemieux of Valley View Public School outlined plans for a Fun Fair on April 26, 2018. She asked members for ideas on how to engage parents. It was suggested that School Council be specific regarding which tasks need to be done and that they highlight what money is going towards. Valley View Public School hosted an Olympic Week, with pancakes, sleigh rides, maple syrup in the snow and an outdoor day.

Bernadette Rémillard of Lansdowne Public School highlighted the success of a Peer Mediation program offered by Elizabeth Fry. She also talked about the art program for girls, basketball, fundraising for a Grade 8 trip to Canada's Wonderland, the winter carnival, heritage fair and the Sudbury Secondary School art caravan. Lansdowne will continue to focus on Aboriginal traditions, but is not hosting a Pow Wow this year. She also welcomed new Principal Dan Koziar to the school.

**9. The meeting adjourned at 8:30 pm.**

*Motion: "That the meeting be adjourned."*

Moved by: Denis Plouffe, Parent, Chelmsford Valley District Composite School

**Next Meeting:**

**Tuesday, April 3, 2018**

**Centre for Education 408 Wembley Drive, Sudbury**

**Topic: To be announced**



**BOARD / STRATEGIC PLANNING MEETINGS**  
**August 2018 - June 2019**

<b>MEETING DATES</b>
August 28, 2018 (Board)
September 11, 2018 (SP) September 25, 2018 (Board)
October 9, 2018 (SP) October 23, 2018 (Board)
November 6, 2018 (SP) November 20, 2018 (Board)
November 27, 2018 (SP) December 3, 2018 (Organizational - Monday) December 11, 2018 (Board)
January 15, 2019 (SP) January 29, 2019 (Board)
February 5, 2019 (SP) February 19, 2019 (Board)
March 5, 2019 (SP) March 19, 2019 (Board)
April 9, 2019 (SP) April 23, 2019 (Board)
May 7, 2019 (SP) May 22, 2019 (Board & Awards) <small>Wednesday</small> May 28, 2019 (Budget)
June 4, 2019 (SP) July 2, 2019 (Board)

Revised April 9, 2018

RECEIVED

MAR 2 ~ 2018



**Waterloo Region  
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5  
(o) 519 570 0003 (f) 519 570 9007 [www.wrdsb.ca](http://www.wrdsb.ca)

February 26, 2018

Hon. Indira Naidoo-Harris  
Minister of Education  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris:

I am writing to you on behalf of Trustees of the Waterloo Region District School Board to express concerns about funding for children with special education needs.

Specifically, Trustees are concerned about the increasing occurrences of student aggression in the classroom and request further funding for supports in the classroom.

As elected public school Trustees, we acknowledge the generous commitment this government has made to fund public education in Ontario. However, it is our responsibility to identify what we feel is a serious gap in support for these particular vulnerable students and families.

We would be happy to provide you with further details of our concerns at your convenience.

Sincerely,

A handwritten signature in black ink, which appears to read 'Scott McMillan'.

Scott McMillan  
Chair of the Board  
Waterloo Region District School Board

c.c.: John Bryant, Director of Education, Waterloo Region District School Board  
Chairpersons, Ontario Public School Boards  
Ontario Public School Boards' Association

**Received: April 4, 2018**  
**Subject: Invitation to Trustees**  
**To: Doreen Dewar**

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Hi! I'm reaching out to you as the Board Chair because I'd like to extend an invitation to all of the trustees to join the ETFO Rainbow Teacher Local Executive for a Meet and Greet evening at our office in Sudbury.

I'm currently enrolled in a course about union leadership. As part of my practicum, I'd like to meet with the trustees to share a presentation called "Why Our Partnership is Important." I'd like to talk about how when we work together we can develop commitment by employees, promote mutually agreed upon standards, promote pride and professionalism, and bring in training resources.

My proposal is to invite you and your colleagues prior to our Executive Meeting on Thursday, May 3 beginning at 4:15. We would offer the brief presentation, a discussion about our partnership, followed by a social time, including a catered dinner. After dinner, we would hold our regularly scheduled Executive Meeting.

Sara Pidgen



April 10, 2018

Laurie French, President  
Ontario Public School Boards Association  
1850-439 University Avenue  
Toronto, Ontario M5G 1Y8

Dear Laurie,

I am writing on behalf of the trustees of Trillium Lakelands District School Board to express our increasing concern around the cost of sick leave coverage for classroom staff. Over the past several years we have seen a steady increase in the use of the allocated sick leave days. This use of sick time has not only had a major financial impact but has also affected our ability to offer an adequate level of service to our schools, our students, and our community, which ultimately impacts student achievement and well-being.

The use of sick leave, and the consequent need to hire supply coverage is resulting in costs that are well beyond our previously budgeted allocations. To provide a clear context of the financial impact in TLDSB, as of February 28, 2018, we have already exceeded our \$5.7 million budgeted for classroom supply staff coverage. Currently this translates to an average of \$51,000 per day for us and project our final expenditure to be \$9.6 million. For comparative purpose, our 2016-2017 expenditure was \$7.3 million and our 2015-2016 costs were \$5.78 million. We are now finding ourselves in a position where we may not be able to provide viable, worthwhile positions, programs, and services so that we can meet the shortfall we are experiencing due to this increase in classroom supply staff coverage costs.

Increased staff absenteeism, due primarily to the use of sick leave, continues to impact our ability to find sufficient numbers of occasional staff to fill positions. This in turn imposes stress on our administrators and support staff. There are also increased costs for the time and human resources being utilized to track, record, and report increased sick leave time.

We urge the Ontario School Boards Association to take an advocacy role with the provincial government to adequately fund the increases to supply budgets at all levels. We do not believe that our situation is unusual in the province and that many, if not most, school boards in Ontario are suffering in the same way. With provincial bargaining on the horizon, we believe this issue must be of the highest priority for OPSBA supported boards.

Sincerely



Louise Clodd  
Chairperson

c. TLDSB Trustees  
OPBSA School Boards