

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE PORTAGE LA PRAIRIE SCHOOL DIVISION HELD MARCH 24, 2005 AT 6:00 P.M.

CALL TO ORDER:

ROLL CALL:	J.J. Harrison (chair)	D. P. Hallick (vice-chair)	C.A. Chandler
	Y. J. Cuthbert	A. F. Dell	M. G. Krawec
	J. E. McCallister	C. W. Morrison	N. T. Corrigan
	D. F. Shindle	L. J. Taylor	H. W. Barrett

ABSENT WITH REGRETS: M. Lefebvre

COMMITTEE OF THE WHOLE – 6:00 – 8:00 P.M.

03:15:05 Motion:

A. Dell – C. Chandler
That the board resolve into committee of the whole, in camera.

Carried

03:16:05 Motion:

Y. Cuthbert – A. Dell
That the board rise and report.

Carried

COFFEE BREAK

A. AGENDA:

03:17:05 Motion:

C. Chandler – A. Dell
That the agenda for the meeting of March 24, 2005 be approved.

Carried

B. PREVIOUS MINUTES:

03:18:05 Motion:

D. Hallick – Y. Cuthbert
That the minutes of the regular meeting of March 10, 2005 be approved.

Carried

C. **DELEGATIONS/PRESENTATIONS**

1. Owen McKenzie – appreciation presentation

D. **MOTIONS:**

03:19:05 Motion:

Y. Cuthbert – C. Morrison

That **Policy JGB – Anaphylaxis** be revised as follows:

ANAPHYLAXIS

Anaphylaxis – sometimes called “allergic shock” or “generalized allergic reaction”, is a severe allergic reaction that can lead to rapid death, if untreated. Avoidance of the allergen is the only way to protect children known to be at risk of anaphylaxis, however the Portage la Prairie School Division cannot guarantee an allergen-free environment.

Clear procedures for an emergency response to anaphylaxis must be in place in each school.

The first plan of action calls for the administration of adrenaline by auto-injection (epi-pen) **immediately**, at the first sign of a reaction, followed by immediate transportation to hospital, by ambulance if possible.

ROLES AND RESPONSIBILITIES

To minimize risk of exposure, and to ensure rapid response to an emergency, parents/guardians, children and program personnel must all understand and fulfil their responsibilities. The inter-relatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others.

1. The school will endeavour:

- a) To create a safe and healthy environment for students with severe life-threatening allergies;
- b) to do so without exceeding the attention required for those particular students;
- c) To be aware of those students’ needs to maintain a positive self-concept.

2. Responsibilities of the child with a life-threatening allergy:

- a) Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake (developmentally appropriate).
- b) Eat only foods brought from home.
- c) Wash hands before and after eating.
- d) Learn to recognize symptoms of an anaphylactic reaction (developmentally appropriate).
- e) **Promptly** inform an adult, as soon as accidental exposure occurs if symptoms appear (developmentally appropriate).
- f) Wears a medical identification bracelet.
- g) Keep an auto-injector on their person at all times i.e. fanny pack (developmentally appropriate).

h) Know how to use the auto-injector (developmentally appropriate).

3. Responsibilities of the Parents/Guardians of a child with a “life-threatening allergy”:

- a) Identify their child’s allergies and needs to the school.
- b) Ensure that their child has and carries an up-to-date auto-injector.
- c) Ensure their child has and wears a medical identification bracelet.
- d) Provide the school with current (within one year) written medical instructions signed by the child’s physician and parent/guardian.
- e) Submit all necessary documentation as required.
- f) Provide the school with adrenaline auto-injectors (pre-expiry date).
- g) Ensure that auto-injectors are taken on field trips.
- h) Participate in the development of a written Individual Health Care Plan for their child, updated annually.
- i) Be willing to provide safe foods for their child for special occasions.
- j) Provide support to the school and staff as required.
- k) Teach their child: (developmentally appropriate)
 - i) to recognize the first signs of an anaphylactic reaction;
 - ii) to know where their medication is kept and who can get it;
 - iii) to communicate clearly when he or she feels a reaction starting;
 - iv) to carry his/her own auto-injector on their person (e.g. fanny pack);
 - v) not to share snacks, lunch or drinks;
 - vi) to understand the importance of hand washing;
 - vii) to cope with teasing and being left out.

4. Responsibilities of the School (Principal and Support Personnel);

- a) Submit a URIS Application form to URIS (Unified Referral and Intake System.)
- b) Identify a contact person to liaise with the contracted health care professional, if other than him/herself.
- c) Develop and assist with the implementation of policies and procedures for reducing risk in the school.
- d) Ensure that the parents of an anaphylactic child are aware of relevant board and school policies and procedures.
- e) Work as closely as possible with the parents/guardians of the child with known risk of anaphylaxis.
- f) Ensure the parents/guardians have completed all the necessary forms.
- g) Ensure the instructions from the child’s physician are on file.
- h) Post allergy alert forms with photograph, in the staff room and office (with parent/child approval).
- i) Maintain up-to-date emergency contacts and telephone numbers.
- j) Ensure staff, who regularly work with students requiring auto-injection, have received instruction in the use of the auto-injector.
- k) Ensure staff, including substitute teachers and bus drivers, are informed of the presence of a child with known risk of anaphylaxis, and that appropriate support/response is available should an emergency occur.
- l) Inform parents/guardians that a child with a life-threatening allergy is in direct contact with their child, and ask for their support and co-operation (with parent approval).
- m) Arrange an annual in-service through the Public Health Nurse (or contracted nursing agency if Public Health Nurse is not available) to train staff and monitor personnel involved with the child with life-threatening allergies.

- n) Ensure an Individual Health Care Plan, which includes an Emergency Response Plan, is completed and reviewed annually for each child with a life-threatening allergy.
- o) If not developmentally appropriate for the child to carry an auto-injector, ensure that it is carried by an adult responsible for administering the medication.
- p) Ensure safe procedures are developed for field trips and extra-curricular activities.

5. Responsibilities of the Classroom Teacher

- a) Discuss anaphylaxis with the class in age appropriate terms
- b) Inform students of the danger of sharing lunches or snacks
- c) Choose allergen-free foods for classroom events
- d) Encourage all children to wash hands before and after eating
- e) Facilitate communication with other parents
- f) Follow the school plan for reducing risk in classroom and common areas
- g) Leave information and a photo of the anaphylactic child in a organized, prominent place and accessible format for substitute teachers
- h) Ensure auto-injectors are taken on field trips

6. Responsibilities of Bus Drivers:

- a) Attend in-service sessions provided by the school division to receive training in the use of an auto-injector (epi-pen)
- b) Be aware of emergency response procedures
- c) Carry a copy of the emergency alert form on the school bus in a safe place
- d) Ensure that an auto-injector is available and accessible when the student is on the bus

Adopted: May 22, 2003

Carried

03:20:05 Motion

C. Morrison – D. Hallick

That **Policy EAA – A.I.D.S.** be changed to – **BLOOD BORNE INFECTIONS** and revised as follows:

BLOOD BORNE INFECTIONS

The Board of Trustees of the Portage la Prairie School Division recognized its responsibility to staff and students in ensuring their safety from blood borne infections such as Hepatitis (Hep B and Hep C) and Human Immunodeficiency Virus (HIV). They also recognize an individual's right to privacy regarding information about their personal health.

In balancing the risk involved to staff and students and their individual right to privacy, the following action will be taken:

1. Information and training on blood borne infections and the proper handling of blood and body fluids will be provided to all employees emphasizing the importance of following the routine precautions. All contact with blood and body fluids should be viewed routinely as having the potential for causing an infection. This practice should apply regardless of whether infected individuals with a blood borne disease are involved.

2. Education programming for students will be provided based on curriculum materials developed by Manitoba Education.
3. In accordance with current legislation, employees' and students' rights to privacy regarding their personal health information will be respected.
4. The policy and procedures of the Division with respect to blood borne infections will be based upon the most current available medical knowledge.
5. Parents and staff will be encouraged to share any health care information with appropriate school personnel to ensure the health and safety of all students and staff involved.
6. In evaluating new information, the Division will maintain liaison with the local Medical Officer of Health or designate.

A. STUDENTS

The Board believes that for most school aged children with blood borne infections, the benefits of an unrestricted educational setting outweighs the risks of them transmitting the disease through casual contact. Consequently, the Board believes that these students should attend school in an unrestricted setting unless, in the opinion of the student's physician and the Medical Officer of Health, there are special circumstances that would necessitate some restrictions. The assessment for attendance or restrictions should be based on the behaviour, development and physical condition of the student and the expected type of interaction with others in the education setting.

In compliance with current legislation regarding the confidentiality of this information, the Division, in consultation with the student's parent(s)/guardian(s), the student's physician and/or the Medical Officer of Health shall determine which other persons should have the information to ensure the proper care and support of the infected person.

Any restrictions to a student's educational setting or attendance will ultimately be the decision of the Division. Such a decision shall be made subject to consultation with the student's physician and/or the Medical Officer of Health and following consultation with the student's parent(s)/guardian(s).

Where the physical condition or behaviour of the infected requires alternative arrangements for instruction, they will be provided.

Decisions regarding the alternative arrangements for instruction shall be determined on a case-by-case basis by the Division.

A review of the student's medical condition shall occur in consultation with the family physician whenever a significant change in the student's physical condition or behaviour occurs.

B. EMPLOYEES

An employee who has become infected with a blood borne disease is encouraged to report the diagnosis of this condition to the Superintendent.

In compliance with current legislation regarding a person's right to privacy, the Superintendent, subject to consultation with the employee's doctor and/or Medical Officer of Health, shall determine which other person should have the information to ensure proper care and support of the

infected person. A meeting of the Superintendent, the employee, the employee's physician and the Medical Officer of Health may be held to ensure that everyone involved understands the situation and the implications of any actions that may be taken. The infected employee may be accompanied at the meeting by a union or association or other representative if he/she so desires.

An employee infected by a blood borne disease shall have the right to maintain his/her regularly assigned position unless, because of the employee's physical condition or behaviour, there is a risk to the infected person or the employee is no longer able to physically perform his/her duties. When reasonable cause prevails, the Superintendent shall have the authority to reassign the employee to a more suitable employment position, subject to consultation with the physician of the infected employee, public health personnel, Division personnel and the employee. All regular employee benefits such as sick leave provisions, salary continuance and long-term disability shall apply.

Release of Information

In accordance with the provision of this policy, the Superintendent and/or Chairperson of the Board shall be responsible for responding to any inquiries or requests for information from individuals, school communities or the media, related to the handling of specific cases of blood borne infections.

Adopted: October 13, 1988

Carried

03:21:05 Motion:

M. Krawec – A. Dell

That **Policy IDDGA – STUDENT INITIATED PROJECTS** be revised as follows:

STUDENT INITIATED PROJECTS

The Board of Trustees of the Portage la Prairie School Division authorizes the Superintendent to implement student initiated projects as a part of the high school program in accordance with Manitoba Education regulations, and the following guidelines:

- the student must apply in writing to the school principal at least 8 weeks prior to the beginning of the term for which the project is proposed. The application must state the nature of the project.
- a staff member must be assigned as student advisor and project supervisor. The staff advisor must outline the proposed project with the student and present it to the principal.
- the principal must forward the proposal with a registration form to the Superintendent.
- the Superintendent will advise the Curriculum, Program and Instruction Committee of the board of his decision regarding the proposed project. The project must be registered with the Department.
- the Superintendent will then advise the principal in writing as to approval or disapproval of the project.

- full credit for all student initiated projects requires a minimum of 110 - 120 hours of study and participation under the direction of the project supervisor.
- all expenses over and above those usually supported by the school division are to be borne by the student.
- up to four credits will be allowed as part of a student's high school program.

Adopted: Feb. 25/76
Revised: Feb. 23/78

Carried

03:22:05 Motion:

A. Dell – Y. Cuthbert

That **Policy IHB – ALTERNATIVE PROGRAMMING & SPECIAL CLASS PLACEMENT** be revised as follows:

ALTERNATIVE PROGRAMMING & SPECIAL CLASS PLACEMENT

A. ALTERNATIVE PROGRAMMING

Manitoba Education and Training has stated that the educational needs of most students in Manitoba can be met in the regular classroom using “Foundation” courses that can be “modified”, “adapted” or “individualized” by the teachers. A small number of students, even with individualized, modified or adapted programs, may require alternative placements in classrooms with low pupil-teacher ratios for all or part of their school day. In addition, some students for whom English is not a first language, may also require English as a Second Language (ESL) experiences specifically designed to assist them in making the transition into the English program.

“Adaptations” are available to all students who require a wider range of teaching strategies in order to be successful in completing the provincial subject area curriculum outcomes. Although the approach used with the students or the length of time allowed for the learning to take place may be altered, the minimal outcomes for each curriculum remain the same.

“Modified” courses are intended for students with specific cognitive disabilities. The provincial subject area curriculum outcomes in these courses have been modified by 50% or more to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student with the “modified” course credits.

“Individualized” courses are intended for students with significant cognitive disabilities. The educational outcomes are developmentally and age appropriate and highly individualized to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student with “individualized” course credits.

“ESL” courses specifically designed to assist students for whom English is not a first language in making the transition into the English program must be identified as such for credit purposes. An Individual Education Plan (IEP) is required for each student enrolled in an “ESL” course.

B. SPECIAL CLASS PLACEMENT

Students who are experiencing difficulty with the provincial subject area curriculum outcomes will be referred to the school support team which should include the parent(s), the classroom teacher, the resource teacher, the school guidance counselor and/or other professionals closely involved with the student’s education program. Discussions may focus on appropriate adaptations or modifications that may be required.

Students who continue to function below the expectations of the school support team, even after adaptations and modifications have been implemented, may require other education alternatives. These alternatives may include, but are not limited to:

1. retention in the present grade with resource teacher assistance with an adapted or modified program
2. retention in the present grade with resource teacher assistance or educational assistant support in specified areas
3. promotion to the next grade with an adapted or modified program and/or resource teacher assistance
4. transfer to an alternative school that offers a different classroom program or a different resource program
5. placement in a Special Education program

In cases where it appears that a Special Class Placement is appropriate and acceptable to the parent, the following steps shall be taken:

1. The principal will arrange a meeting with the parents, the school support team and others closely involved with the student to explore the options available for supporting this student, including the possibility of placement in a special needs program. This discussion will assist the parent in understanding that:
 - a) special class placement involves removal from the regular classes for a significant part of each school day
 - b) special class enrollments are limited, and placement may not be possible at that time
 - c) as parents, they have the right to decline placement in a special class

2. If the school support team and the parent are in agreement that placement in a special education class appears to be the best option, the “Referral for Special Class Placement” form should be completed as required. (At the primary and intermediate grade levels a psychological assessment of the student’s intellectual potential is required prior to consideration for Special Class Placement.) Completed forms should be forwarded as follows:
 - a) Application for Primary or Intermediate Learning Assistance programs should be sent to the Student Services Coordinator who will arrange a meeting of the divisional Special Class Placement Review Committee
 - b) Applications for Jr. High Learning Assistance programs are reviewed by an admissions team organized at each of the K-S1 schools. Applications for students from Oakville School should be forwarded to the Principal at Crescentview School.
 - c) Applications for the Early Years and Jr. High Behavioral programs should be forwarded to the Assistant Superintendent who will arrange a meeting of the appropriate divisional placement committee.
 - d) Applications for the Pre-Employment Program and the Senior Life Skills Program are reviewed by an in-house admissions team and should be forwarded to the Principal at Portage Collegiate Institute.
3. After the decision for Special Class Placement has been made, the chairperson of the committee involved will advise the principal of the applying school and request that the following actions be taken:
 - a) The principal of the applying school will advise the parents and staff of the decision. If the decision indicates that a placement at this time is recommended, the parents will be asked to indicate, in writing, their intention to have their child included in the program.
 - b) If the parents accept the placement, the principal of the applying school will arrange for the transfer of all relevant documentation from the sending school and will also arrange for transportation, if required.
 - c) If the decision indicates that a placement at this time is not recommended, the principal of the applying school will arrange a meeting with the parents and the school support team involved to plan an alternate course of action for addressing the child’s educational needs.

Adopted: Jan. 27, 1991
Revised: Oct. 8, 1992

Carried

03:23:05 Motion:

C. Chandler – C. Morrison

That **Policy IHJ – INDIVIDUAL EDUCATION PLANS** be revised as follows:

INDIVIDUAL EDUCATION PLANS

In keeping with the established philosophy of the Portage la Prairie School Division regarding student evaluation and placement (files IHA and IHA-R), as well as our philosophy regarding special needs students (file IDDF), the Division recognizes the need to develop unique goals and objectives for, and record the progress of, selected students in its schools.

Students requiring programs which are significantly different from the regular curricula normally presented at a particular age or grade, shall have prepared on their behalf an individual education plan (IEP). Students in this group shall include all those in special education classes, and all students receiving low incidence funding. In addition, IEPs shall be developed for students when it is mandated through Manitoba Education and Training (MET) policy documents. MET mandates that IEPs must be developed for:

- Senior Years students receiving the individualized (I) programming designation;
- Senior Years students receiving a modified (M) course designation on an individual course basis, and ;
- Senior Years students receiving an English as a Second Language (E) course designation on an individual course basis (source: *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, Manitoba Education and Training, 1998, p. 2.4).

A standardized IEP form shall be developed by the Student Services Coordinator, and shall be used for all students in these identified groups. The IEP shall include the specific goals and objectives for each student identified, as well as strategies and timelines for measuring and reviewing progress. Copies of the IEPs shall be updated regularly throughout the school year, and discussed with parents at established reporting periods or on request. Copies of IEPs for all students identified under this policy shall be sent to the Student Services Coordinator upon request.

Adopted: December 8, 1988

Carried

03:24:05 Motion:

C. Morrison – A. Dell

That **Policy JBD-R – STUDENT ATTENDANCE** be revised as follows:

STUDENT ATTENDANCE

1. All student absenteeism (Kindergarten to Senior 4) must be covered by an explanation from the parent, guardian or responsible adult. Students over the age of 18 years and living away from home shall be responsible for their own attendance.
2. Each principal will establish procedures for receiving explanations of student absenteeism from parents or guardians.
3. Explanations of student absenteeism must include:
 - a) the date,
 - b) information pertaining to the reason for the absence,
 - c) if in written form, the signature of the parent, guardian or responsible adult.
4. Unexplained student absenteeism, chronic tardiness and cases of truancy are to result in a home contact by the teacher or principal. Such contacts are to provide information and to solicit support to resolve the problem. Students who are chronically tardy may be denied access to class. Truancy cases shall be handled individually, utilizing a progressive discipline approach, based upon the circumstances of each situation.
5. Absences not covered by a satisfactory explanation that have not been resolved by the school staff are to be immediately referred, in writing, by the principal to the appropriate member of the school division staff or outside agency. Cases of chronic tardiness may also be referred in the same manner. (i.e. school counsellor, Division Attendance Officer, Superintendent's Dept., R.C.M.P., Child and Family Services, etc.)
6. Students who are required to be absent due to chronic medical conditions or ongoing medical treatments shall make the necessary arrangements with the principal.
7. Arrangements for family holidays, work schedules, camps etc. during the school year should take into account school schedules such as exams. Parents are expected to discuss planned family activities that interfere with school with the principal at least one week prior to the start of the activity. Students who miss school for such activities will be expected to complete the work they miss and be ready to resume regular class work upon their return.
8. Students in Senior 1 to Senior 4 who are absent from an examination, due to illness, must immediately advise the principal and may, under exceptional circumstances, be required to provide a medical certificate to verify the illness.

Adopted: June 28/79
Revised: August 27/92

Carried

03:25:05 Motion:

D. Hallick – Y. Cuthbert
That **Policy IHAE – High School Graduation** and **Policy IHGA – Subject Time Guidelines – Grades K-9** be rescinded.

Carried

03:26:05 Motion:

A. Dell – Y. Cuthbert
That the resignation of **Lynda Goodale**, teacher, be accepted effective June 30, 2005.

Carried

03:27:05 Motion:

Y. Cuthbert – J. McCallister
That the following accounts be approved:

FEBRUARY Accounts Payable	1,207,129.48
FEBRUARY Payroll (net)	<u>1,056,508.04</u>
Total	<u>\$2,263,637.52</u>

Carried

03:28:05 Motion:

A. Dell – D. Hallick
That the low tender by Cobbes Plumbing & Heating Ltd. for the roof-top unit replacement at La Verendrye School be recommended for approval to Public Schools Finance Board in the amount of \$601,660.00 plus GST.

Carried

E. SUPERINTENDENT'S DEPARTMENT REPORT:

Comment: DOUBLE SPACE
IN FINAL AGENDA

DS

1. Brandon University Northern Teacher Education Program Centre – Rufus Prince Building
2. PCI Archives Project – Sean Mulvey, cash donation of \$1,000
3. Bombardier Inc.– Cancellation of 2005 scholarship program

NC

1. MAST – Salary Bulletin No. 01-2005 and No. 02-2005
2. LVS Rooftop unit replacement

LT

1. High Bluff School closure - update
 - Correspondence to Parent Advisory Council & staff
 - Correspondence to the Minister of Education
2. Correspondence from Jan Marie Graham
3. Crisis Response Plan - lockdown
4. School Initiatives:
 - YQS** - Megan Narvey participated in the Canspell Spelling Bee
 - Students & staff playing basketball with local R.C.M.P.
 - Open House planned for April 22

F. OTHER BUSINESS

No report

G. INFORMATION ITEMS: – copies

1. School Newsletters – Highlights
 - AMHS** - Dance Beat '05, April 23rd
 - CVS** - Toddlers and TV
 - PCI** - Dinner Theatre performance April 14th & 19th
2. Newspaper clippings
3. Daily Graphic Articles: “*High Bluff School to Shut Doors*”
“*MP Suggests New Name For Merged High School*”
4. Free Press Article: “*Portage Contract \$2.3-B Windfall*”
5. MAST Executive Meeting Highlights
6. *The Manitoba Teacher* newsmagazine

INFORMATION ITEMS: - copies on file

1. School Newsletters – Highlights
 - LVS** - Junior High Sadie Hawkins Dance, March 10
 - HBS** - Hosting an Antique/Collectable Roadshow on March 16th
 - OVS** - Honor Roll students listed
2. MAST – Minutes of the Pension Trustees meeting held September 27, 2004
3. Thank you letter from the City of Portage re: Youth Career Opportunity Expo
4. Letter from Mountain View S. D. to Minister of Education re: revenue cash flow
5. Daily Graphic article: “Manitoba Not Paying Its Share: Education Officials MAST Questions Province’s Ability to Fund Education When it Cuts Taxes”
6. Educators’ Notebook – The Impact of Technology on Attitudes, Motivation and Learning Strategies: Review of Research
7. Correspondence & booklet from MECY re: *A Statistical Profile of Education and Training in Manitoba (1998/99 to 2002/03)*
8. Correspondence from the City of Portage re: Conference/Event Hosting Strategy
9. Newsletter from Brian Pallister, M.P.

10. Correspondence from Seven Oaks S. D. to Dept. of Transportation re: Regulations
Amending the Motor Vehicle Safety Regulations
11. Executive Director's Address to Convention 2005

H. UPCOMING MEETINGS:

April 12	Admin./P.R. Committee meeting @ 6:30 p.m.
April 14	Board Meeting
April 28	Board Meeting
May 12	Board Meeting
May 26	Board Meeting
June 9	Board Meeting
June 23	Board Meeting
June 25	AMHS Graduation
June 28	PCI Grad Banquet
June 29	PCI Graduation
July 7-10	PCI Reunion

I. NEWS MEDIA QUESTIONS:

C.F.R.Y.	Sherry Wylie
Daily Graphic	Stephane Bonneville

J. COMMITTEE OF THE WHOLE:

03:29:05 Motion:

C. Morrison – C. Chandler
That the board resolve into committee of the whole, in camera.

Carried

03:30:05 Motion:

J. McCallister – Y. Cuthbert
That the board rise without reporting.

Carried

K. ADJOURNMENT:

The meeting was adjourned by the chairperson at 9:19 p.m.

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