

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE PORTAGE LA PRAIRIE SCHOOL DIVISION HELD JANUARY 11, 2007 AT 7:00 P.M.

CALL TO ORDER:

ROLL CALL: Y. J. Cuthbert (Chairperson) C. W. Morrison (Vice-Chair)
A. F. Dell J. J. Harrison S. L. Leslie
J. E. McCallister W.M. McLenehan P. R. Meier
H.W. Barrett

ABSENT WITH REGRETS: C.A. Chandler, N. T. Corrigan, L. J. Taylor

COMMITTEE OF THE WHOLE – 7:00 –8:00 P.M.

01:01:07 Motion:

A. Dell – P. Meier

That the board resolve into committee of the whole, in camera.

Carried

01:02:07 Motion:

J. McCallister – A. Dell

That the board rise and report.

Carried

COFFEE BREAK

A. AGENDA:

01:03:07 Motion:

J. McCallister – A. Dell

That the agenda for the meeting of January 11, 2007 be approved.

Carried

B. PREVIOUS MINUTES:

01:04:07 Motion:

A. Dell – P. Meier

That the minutes of the regular meeting of December 14, 2006 be approved.

Carried

C. DELEGATIONS/PRESENTATIONS

1. Brian Ranville & Mel Lall – Brandon University Northern Teachers Education Program

D. MOTIONS:

01:05:07 Motion:

C. Morrison – J. Harrison

That **Policy IDDF – STUDENT SERVICES DEPARTMENT PHILOSOPHY** be revised as follows:

STUDENT SERVICES DEPARTMENT PHILOSOPHY

Every student in the Portage la Prairie School Division has a fundamental right to equality of opportunity to develop his/her full potential, academically, socially and in the acquisition of basic skills for a happy and productive life. The Division supports Manitoba Education, Citizenship & Youth's commitment to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, and inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Reasonable accommodation for students, based on identified needs, will be met in a regular classroom setting with age appropriate peers. As much as possible and within available resources, students with special needs should experience school like their peers without exceptional needs.

An integral part of the Portage la Prairie School Division's philosophy is that it is inappropriate to deviate in any major way from the regular program for any student without prior and continuing consultation with the parents or guardians of the student. A student's placement in an alternate class setting, either partially or on a full-time basis, shall require written consent of the parent or guardian.

In the event that supports to the regular classroom setting are required, they shall be applied using the attached model (file IDDF-E). The delivery of support services shall be based upon the individual needs of each student with the goal being to utilize the service closest to Level I that meets these needs. A regular review of the delivery system shall include consideration to moving the student toward Level I of the delivery model.

Adopted: Feb. 27, 1975
Revised: September 22, 1988

Carried

01:06:07 Motion:

J. Harrison – P. Meier

That **Policy IDDF-E – SPECIAL EDUCATION DELIVERY MODEL** be revised as follows:

SPECIAL EDUCATION DELIVERY MODEL

(modification of Cascade Model of Special Education services as applied to Portage la Prairie School Division)

SCHOOL-MANAGED PROGRAMS

(assignment of students governed by the school system)

- Level I Students in regular classes, including those with exceptional learning needs who are able to get along with regular class accommodations (e.g., differentiated instruction) with or without medical or supportive therapies
- Level II Students in regular classes with some collaborative assistance for the classroom teacher from the resource teacher. Limited pull-out possible for specific time period.
- Level III Students in regular classes with some collaborative assistance from the resource teacher and clinical support staff. Limited pull-out possible for specific time period.
- Level IV Students in regular class with in-depth supports from the school-based student support team (e.g., resource teacher, counselor, classroom teacher, school administrator, school clinicians). Adaptations required.
- Level V Students in regular classes with program adaptations based on student needs
- Level VI Students in combination of part-time regular class and part-time special class
- Level VII Students in full-time special class
- Level VIII Special station within a school for specific period of time
- Level IX Students in limited school setting.
- Level X Home-based or instructional program outside the regular school system with a multi-system plan for a specific period of time

EXTERNAL/COMMUNITY-MANAGED PROGRAMS

(assignment of students to facilities by community services such as community agencies, justice services and health services)

- Level XI Instruction in a treatment centre, hospital, or domiciled setting such as a group home – open-ended time frame.
- Level XII Resident Care Programs (e.g., St. Amant Centre)
- Level XIII "Non-educational" service (e.g., medical)

Adopted: September 22, 1988

Carried

01:07:07 Motion:

A. Dell – S. L. Leslie

That **Policy IHA – STUDENT EVALUATION AND PLACEMENT** be revised as follows:

STUDENT EVALUATION AND PLACEMENT

It is the philosophy of the Portage la Prairie School Division to encourage success in the programs offered by schools and to accurately communicate student progress to the parents and students.

Student achievement shall be regularly reported to parents for the purpose of:

- informing the student and parent(s) of progress in relation to grade placement, indicated ability and registered program;
- involving the parents in bringing about necessary changes in student progress and/or performance.

Reporting shall include information relevant to each student's academic strengths and weaknesses. Where weaknesses are indicated, reference shall be made to the recommended remediation plan.

Placement (promotion, retention or alternative programming) shall be made in the best interests of the student after careful consideration of the advantages and disadvantages of the various alternatives. A number of factors will be considered in making alternative program placement decisions for students including, the principle of placement in the most enabling environment with peers, program appropriateness, the students' individual learning needs, and their unique situation.

A personalized transportation plan (PTP) shall be developed for students who require transportation due to exceptional needs.

In placing a student, the school staff shall consider not only the student's academic achievement, but his/her age and social and emotional maturity. Whenever promotion is in doubt, the appropriate school staff shall meet with the parent(s) of students concerned, such meetings to take place at the earliest possible time during the school year.

Placement decisions for a student shall be made by the school staff in consultation with parents and the school division team. Placement decisions at the school level are the responsibility of the principal.

Conditional or trial promotions are discouraged.

The evaluation and placement of students with individual education plans (IEPs) shall be based on the goals and student-specific outcomes in their IEPs for the pupils concerned.

Educational programming for students new to the division shall begin within 14 days after the student seeks to be enrolled, regardless of whether that school has received the student's pupil file.

Carried

01:08:07 Motion:

P. Meier- J. McCallister

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 (file IHA), as well as our philosophy regarding special needs students (file IDDF), the Division recognizes the need to develop an individual education plan (IEP) when:

- A student has exceptional learning needs that require student-specific outcomes that are additions to, are different from, or exceed the curriculum outcomes
- A student receives Special Needs Funding Level II or III
- A student is in a special education class
- A grade 9–12 student is determined to be eligible for the Individualized Programming (I) designation
- A grade 9-12 student is determined to be eligible for the Modified (M) course designation on an individual course basis
- A grade 9-12 student is determined to be eligible for the English as an Additional Language (E) designation on an individual course basis

A standardized IEP form shall be developed by the Student Services Coordinator, and used for all students in these identified groups. A student’s parents and the student, if appropriate, must be given the opportunity to participate in preparing and updating the student’s IEP. The IEP shall include the student’s current level of performance, the student-specific outcomes, as well as strategies for implementing and measuring outcomes. The IEP shall be reviewed at least annually, and student’s progress reported to parents at the school’s regular reporting periods.

Students with IEPs who have a reduction or alteration in the school day must have it documented in the IEP. Copies of IEPs for all students identified under this policy shall be sent to the Student Services Coordinator upon request.

Carried

01:09:07 Motion:

J. Harrison – S. L. Leslie

That **Policy JGCDA – ADMINISTERING MEDICINES TO STUDENTS** be revised as follows:

ADMINISTERING MEDICINES TO STUDENTS

A. PRESCRIBED MEDICATIONS

The Portage la Prairie School Division acknowledges the fact that certain students may require prescribed medication during the school day. The Division also realizes that the administration of the medication by the parent or legal guardian of the child is not always possible at the prescribed time during the school day.

In such circumstances, the Division will attend to the administering of the prescribed medication provided that, and only if, the parent(s) or legal guardian(s) of the pupil meet all prerequisites as identified below in section one.

These procedures apply to students whose age requires the assistance of school staff. Students should be responsible for the administration of their medication as soon as they are capable of accepting this responsibility.

1. RESPONSIBILITIES OF PARENTS/LEGAL GUARDIANS

- a) Parents/legal guardians shall provide the school with an "Administration of Prescribed Medication" form (see #AS/35-##-##) which shall include:
 - i) parent/legal guardian's request and signature approving the administration of the prescribed medication
 - ii) an outline of the method for delivering the medication to the school
- b) It is the responsibility of the parent/guardian to see that the medication is delivered safely to the school office. **Oral medication must be in blister packs.**
- c) Parents/legal guardians shall notify the school immediately and followed in writing if the medication is no longer required.
- d) Parents/legal guardians shall complete a new "Authorization for Administration of Prescribed Medication" form each year and whenever the physician changes the prescription.

2. RESPONSIBILITIES OF SCHOOLS

- a) The school shall designate a specific locked and/or limited access storage space within the school to store the medication.
- b) A specific staff member shall be designated by the principal to administer the medication to the student on a regular basis.

- c) The school shall ensure that there is a copy of "Authorization for Administration of Prescribed Medication" form in the pupil's cumulative file and a copy available and kept close to the medication storage space for immediate reference by the designated person to administer the medication.
- d) The school shall check to ensure that the medication carries the official label from the druggist stating the child's name, physician's name, name of the drug, the dosage to be administered and the time of day it is to be given.
- e) The school may refuse to administer prescribed medication to any child whose parent or legal guardian has not fully completed the approved "Authorization for Administration of Prescribed Medication" form.
- f) An Individual Medication Record shall be kept for any student to whom medication is being administered at the school (#AS/36-##-##). The following information shall be recorded each time medication is administered:
 - i) date and time of administration
 - ii) identity of person administering the medication
 - iii) any relevant comments or observations
- g) If the designated person is not available to administer the medication, then the principal or someone who has full knowledge of the facts shall administer the medication.
- h) If a student will not take the prescribed medication the teacher shall notify the principal. The parent/guardian (or other person designated on the "Authorization for Administration of Prescribed Medication" form) shall be contacted immediately and if not available the physician should be contacted if the school deems it necessary.
- i) Medication that is discontinued shall be returned to the parents.
- j) Staff should be cognizant of the fact that the adoption and implementation of this policy does not preclude the staff member's liability to court action if an error is made in administering the medication.

3. SPECIAL MEDICATION REQUIREMENTS

This policy is restricted to the administration of prescribed medications which can be taken orally or which can be applied externally. The following exceptions may be made following development of an individual plan for administration:

- a) Juvenile Diabetics - assistance in administering of insulin by specially trained staff member who has attended the required in-services and with signed consent by the child's parent or legal guardian.
- b) Asthma - children with Asthma who are prescribed inhaled medications to relieve or prevent their symptoms should be allowed to carry their own inhalers. If the parents feel that their child may lose the inhaler, arrangements should be made for the inhaler to be kept in an easily accessible site in the school which is no more than 5 - 10 minutes away from the student at all times. Parents need to consider arrangements for inhalers when children are involved in school activities away from the school.

If a child who has asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) prescribed to another child, they will suffer no serious side effects. In the event of an asthma attack, a child may therefore use another child's asthma medications if he/she does not have access to his/her own asthma medications.

If a child who does not have asthma inhales asthma medications (bronchodilators and/or anti-inflammatories) for whatever reason, they will suffer no serious side effects.

All staff are to be advised that students with asthma who bring "inhalers" to school are allowed to carry them with them at all times.

B. FIRST AID

School staff shall not apply any external antiseptics such as mercurochrome to injuries sustained by students. In the case of minor cuts or abrasions, the wound is to be washed, cleaned with peroxide and, where necessary, a sterilized bandage applied. In the case of serious cuts or other injury, the child is to be referred to a physician for treatment.

Acetaminophen (e.g. Tylenol) may be administered if prior written consent or immediate verbal consent is obtained from the parent/guardian. Any other form of internal medication should not be administered without prior written consent from the parents and the family doctor. Note: Acetylsalicylic acid (ASA or aspirin) is *not* to be used because of the possibility of allergic reaction.

In the event a student is demonstrating any symptoms of illness, the parents of the student shall be contacted. If it is deemed advisable that the student return to his/her home, such arrangements shall be made. Under no circumstances is a student to be sent home unless a responsible adult is at the home to receive the student. Students at the elementary grade level shall be picked up by a responsible adult or accompanied to their home by a responsible adult.

Adopted: September 25, 1975
Revised: June 25, 1992
Revised: Oct. 14, 1999
May 22, 2003
June 8, 2006

NOTE: Dr. D. Rae reviewed and endorsed this policy June 8/92.

Carried

01:10:07 Motion:

A. Dell – C. Morrison

That the following accounts be approved:

NOVEMBER Accounts Payable	959,659.76
NOVEMBER Payroll (net)	<u>1,223,383.30</u>
TOTAL	<u>\$2,183,043.06</u>

Carried

01:11:07 Motion:

A. Dell – P. Meier

That **Sylvie Laliberté** be employed on a Limited Term Teacher contract effective January 8, 2007 to June 29, 2007.

Carried

01:12:07 Motion:

A. Dell – C. Morrison

That the Superintendent's Department Committee of the Whole Report no. I. 2. be accepted and that the expulsion of the students concerned be ratified effective January 12, 2007. The expulsion is subject to the requirements of the Public Schools Act and school division policy and shall apply to the schools of the Portage la Prairie School Division.

Carried

E. SUPERINTENDENT'S DEPARTMENT REPORT:

HB

1. Vandalism over Christmas Holidays – LVS, FLR

NC

1. Co-op equity cheque \$4,009.87

LT

1. December Enrollment report (-27 from last month, -46 from last year) – copies

F. OTHER BUSINESS

1. No report

G. INFORMATION ITEMS: – copies

1. School Newsletters – Highlights
 - CVS** - Student Drop-Off and Pick-up Protocol
 - FLR** - Student Drop-Off and Pick-up Protocol
2. PCI School Newspaper – Christmas Edition
3. Free Press Article “*School Division Could Ban Pop*”
4. Daily Graphic Commentary “*Stop Passing the Buck*”
5. The Manitoba Teacher newsmagazine
6. Free Press Article “*A Weighty Problem*”
7. Education Canada Magazine Article “*Courts Defer to School Boards*”

INFORMATION ITEMS: - copies on file

1. School Newsletters – Highlights
FLR - Big Thank you's for various donations
2. Thank you card from Brenda Farncombe re: donation in memory of her father
3. MAST e-mailed items:
 - Arbitration Supplementary Award
 - MAST Arbitration Bulletin No. 02-2006
 - MAST Salary Bulletin No. 15-2006, Louis Reil S.D. & Teachers
 - Nomination of Yolande Dupuis for President of MAST
4. Chamber of Commerce Quarterly Luncheon January 24, 2007

H. UPCOMING MEETINGS:

January 25	MAST Regional Meeting – Region 2 – Carman <i>** reminder, January 17 registration deadline</i>
January 25	Board Meeting
February 8	Board Meeting
February 22	Board Meeting
March 8	Board Meeting
March 15-17	MAST Annual Convention – Wpg.
March 22	Board Meeting
April 12	Board Meeting
April 14-17	National School Boards Association Conference in San Francisco
April 26	Board Meeting
May 10	Board Meeting
May 24	Board Meeting
June 14	Board Meeting
June 28	Board Meeting

I. NEWS MEDIA QUESTIONS:

C.F.R.Y.	Randell Mauricio
Daily Graphic	Angela Brown

J. COMMITTEE OF THE WHOLE:

01:13:07 Motion:

A. Dell – P. Meier

That the board resolve into committee of the whole, in camera.

Carried

01:14:07 Motion:

C. Morrison – J. Harrison

That the board rise without reporting.

Carried

K. ADJOURNMENT:

The meeting was adjourned by the chairperson at 10:00 p.m.

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