



## Meeting of the Board

Tuesday, November 16, 2021 at 6:15 p.m.  
Microsoft Teams

Pages

### AGENDA

1. **CALL TO ORDER**

2. **TERRITORIAL ACKNOWLEDGEMENT**

We begin our meeting by respectfully acknowledging that we are situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

3. **TRUSTEE ABSENCE**

4. **APPROVAL OF THE AGENDA**

5. **DECLARATION OF CONFLICT OF INTEREST**

Trustees declaring a conflict of interest, must do so, in writing, with a log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

6. **APPROVAL OF MINUTES**

i. Meeting of the Board: November 2, 2021

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7. **BUSINESS AND/OR QUESTIONS ARISING OUT OF MINUTES**

8. **UNFINISHED BUSINESS**

9. **PRESENTATIONS**

10. **ADMINISTRATIVE REPORTS**

**A. ADMINISTRATIVE REPORTS FOR APPROVAL**

**B. ADMINISTRATIVE REPORTS FOR RECEIPT**

- i. October 31, 2021 Enrolment
- ii. Secondary Inclement Weather

(Director Dye) 7  
(Superintendent Niemi) 8

Meeting of the Board – November 16, 2021

- iii. Policy 1.2.24: Health & Wellness, Employee Support Policy and Procedure (Superintendent Pladzyk) **10**
- iv. Policy: COPE Performance Appraisal Policy and Procedure (Superintendent Rowe) xx

#### **11. COMMITTEE REPORTS**

- i. Minutes of the Human Resources Committee Meeting held November 2, 2021 **10**
- ii. Minutes of the Indigenous Peoples' Advisory Committee Meeting held October 4, 2021 **12**

#### **12. OTHER BUSINESS**

- i. Elementary Teachers' Federation of Ontario (ETFO) Occasional Agreement (Superintendent Rowe) xx

#### **13. ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA)**

- i. OPSBA Report (Trustee Henderson)

#### **14. CORRESPONDENCE**

##### **A. CORRESPONDENCE RECEIVED BY THE BOARD**

##### **B. CORRESPONDENCE SENT BY THE BOARD**

#### **15. STUDENT TRUSTEE REPORT**

#### **16. ITEMS FOR FUTURE MEETINGS**

- December 14, 2021: *Equity Plan*
- January 18, 2022: *FSL Programming*
- February 1, 2022: *Mid-Year Strategic Plan Presentation 2021-2022*
- March 1, 2022: *Grade 9 Destreamed Math*
- April 5, 2022: *Innovation in Action*
- May 3, 2022: *Student Success and Pathways – Graduation Rates*

#### **17. ADJOURNMENT**

**Minutes of the Meeting of the Board: November 2, 2021**

## Meeting of the Board

Tuesday, November 2, 2021 at 6:15 pm  
Microsoft Teams

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### MINUTES

**TRUSTEES PRESENT**

Bob Brush, Chair  
Dennis Draves, Vice Chair  
Tom Henderson  
Erica Logan  
Brian Peever  
Rosemary Pochopsky  
Cindy Pye-Reasbeck  
Ken Steinbrunner  
Larry Wiwchar

**TRUSTEES ABSENT**

Howard Archibald  
Steve Meunier

**STUDENT TRUSTEES PRESENT**

Lily Graydon  
MacKenzie Innes  
Josie Michaud

**ADMINISTRATION PRESENT**

Lesleigh Dye	- Director of Education
Lisa Edwards	- Superintendent of Business/Finance and Treasurer
Kristen Niemi	- Superintendent of Education
Steven Pladzyk	- Superintendent of Education
Jim Rowe	- Superintendent of Human Resources

**RECORDING SECRETARY**

Melanie Carr - Executive Assistant to the Director of Education Lesleigh Dye

**STAFF PRESENT**

Melanie Carr	- Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	- Communications Officer
Larry Souliere	- Information Services Coordinator

**GUESTS**

Vanessa Harmanmaa	- Special Education Behaviour Consultant
Denise Plante-Dupuis	- Mental Health Lead

**IN-CAMERA SESSION**

The In-Camera session meeting was called to order at 6:14 p.m. by Vice-Chair Dennis Draves.

**8044-21 HENDERSON / POCHOPSKY**                      **THAT** this Board resolve itself into a Committee of the Whole.

**CARRIED**

**8045-21 BRUSH / PEEVER**                      **THAT** this Board resolve itself into a Committee of the Whole, In-Camera.

**CARRIED**

**8046-21 PYE-REASBECK / LOGAN**                      **THAT** we now rise and report to the Board.

**CARRIED**

**8047-21 PEEVER / LOGAN**                      **THAT** this Board reconvene in Regular Session.

**CARRIED**

**CALL TO ORDER**

The Regular Session meeting was called to order at 6:22 p.m. by Chair Bob Brush

**TERRITORIAL ACKNOWLEDGEMENT**

The meeting opened by respectfully acknowledging being situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

**TRUSTEE ABSENCE**

**8048-21 WIWCHAR / DRAVES**                      **THAT** the Board approve the absence of the following Trustees from the November 2, 2021 Meeting of the Board:  
Trustee Archibald  
Trustee Meunier

**CARRIED**

**APPROVAL OF THE AGENDA**

**8049-21 POCHOPSKY / PYE-REASBECK**                      **THAT** the agenda for the Meeting of the Board Dated November 2, 2021 be approved.

**CARRIED**

**DECLARATION OF CONFLICT OF INTEREST**

Trustees were asked to declare conflicts of interest as they arise and must do so in writing in the log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

**APPROVAL OF MINUTES**

**8050-21 STEINBRUNNER / HENDERSON**                      **THAT** the Board approve the minutes of the meeting of the Board held October 19, 2021.

**CARRIED**

**BUSINESS AND/OR QUESTIONS ARISING OUT OF MINUTES**

NIL

**UNFINISHED BUSINESS**

NIL

**PRESENTATIONS**

Communications Officer Denis presented the [November 2021 Strategic Plan Vignette](#) featuring DSB1's Strategic Action of Growth Mindset. Outdoor learning is a key component in fostering curiosity and building new skills.

**8051-21 HENDERSON / POCHOPSKY**

**THAT** the Board receive the November 2021 Strategic Plan Vignette.

**CARRIED**

Superintendent Pladzyk, the Mental Health and Well-being and Special Education team Presented ["Looking Forward"](#), a presentation outlining team targets and actions for the 2021-2022 school year based on successes from the previous year.

**8052-21 PYE-REASBECK / WIWCHAR**

**THAT** the Board receive the Mental Health and Special Education Presentation.

**CARRIED**

**ADMINISTRATIVE REPORTS**

**8053-21 DRAVES / STEINBRUNNER**

**THAT** the Board receive the following Administrative Reports:

- i. DSB1 Vaccination position: Extracurricular Activities
- ii. Strategic Plan Monitoring, 2021-2022

**CARRIED**

**COMMITTEE REPORTS**

**8054-21 LOGAN / PEEVER**

**THAT** the Board approve the minutes of the Human Resources Committee meeting held October 19, 2021.

**CARRIED**

**8055-21 POCHOPSKY / PYE-REASBECK**

**THAT** the Board approve the minutes of the Parent Involvement Committee Meetings held March 29, 2021 and May 3, 2021.

**CARRIED**

**8056-21 PEEVER / WIWCHAR**

**THAT** the Board approve the minutes of the Student Senate Meetings held May 31, 2021, September 20, 2021 and October 18, 2021.

**CARRIED**

**OTHER BUSINESS**

NIL

**ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA)**

**8057-21 DRAVES / POCHOPSKY**

**THAT** the Board receive the Ontario Public School Boards' Association (OPSBA) Report.

**CARRIED**

**CORRESPONDENCE**

**8058-21 HENDERSON / LOGAN**

**THAT** the Board receive the following Correspondence received by the Board:

- i. Letter: October 22, 2021: joint correspondence from advocacy groups in the K-12 and post-secondary sectors to minister of Seniors and Accessibility Raymond Cho
- ii. Letter: October 27, 2021 from Lynn Schott, Chair of the Ottawa-Carleton District School Board to Ministers Lecce and McNaughton re: enhanced PPE

**CARRIED**

**8059-21 STEINBRUNNER / HENDERSON**

**THAT** the Board receive the following Correspondence sent by the Board:

- i. Letter: October 21, 2021, from Chair Brush to Minister Lecce: Amendment to Immunization of School Pupils Act.

**CARRIED**

**STUDENT TRUSTEE REPORT**

Student Trustees are planning the November Student Senate meeting and will set the agenda in the coming days. They are also working with senators for the 2021-2022 school year survey to schools and students.

Student Trustees have contacted schools without Student Senator and are working with Principals of the school for recruitment.

**8060-21 LOGAN / STEINBRUNNER**

**THAT** the Board receive the Student Trustee Report.

**CARRIED**


**ADJOURNMENT**

**8061-21 POCHOPSKY / DRAVES**

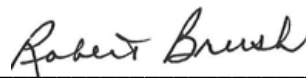
**THAT** we do now adjourn.

**CARRIED**

*The meeting was adjourned at 7:27 p.m.*



SECRETARY OF THE BOARD



CHAIR OF THE BOARD



## District School Board Ontario North East

## Board Report

<b>Title</b>	October 31, 2021 Enrolment			
<b>Date</b>	November 16, 2021			
<b>Presenter</b>	Director Dye			
<b>Strategic Priority</b>	Culture			
<b>Background and Information</b>	<b>Elementary Enrolment</b>			
	<b>School</b>	<b>Predicted</b>	<b>Actual at Oct.31 '21</b>	<b>+ / -</b>
	Bertha Shaw	219	225	6
	Central	321	292	-29
	Clayton Brown	65	71	6
	Cochrane	336	369	33
	Diamond Jubilee	119	122	3
	Elk Lake	28	28	0
	Englehart HS (Elem)	49	54	5
	Englehart PS	181	208	27
	Federal	114	137	23
	Golden Avenue	150	162	12
	Iroquois Falls PS	117	135	18
	Iroquois Falls SS (Elem)	64	68	4
	Joseph H Kennedy	93	110	17
	Kerns	45	45	0
	Kirkland Lake DCS (Elem)	115	135	20
	New Liskeard	420	451	31
	Pinecrest	154	183	29
	R Ross Beattie	274	279	5
	Roland Michener (Elem)	113	139	26
	Schumacher	148	158	10
	Smooth Rock Falls	12	16	4
	Temagami	29	30	1
	Timiskaming DSS (Elem)	117	121	4
	Timmins Centennial	439	430	-9
	WE Miller	314	363	49
	<b>TOTAL</b>	<b>4,036</b>	<b>4,331</b>	<b>295</b>
<b>Recommendation</b>	<b>THAT</b> the Board receive the October 31, 2021 Enrolment Report.			



District School Board  
Ontario North East

**Board Report**

<b>Title</b>	Secondary Inclement Weather
<b>Date</b>	November 16, 2021
<b>Presenter</b>	Director Dye
<b>Strategic Priority</b>	Equity
<b>Background and Information</b>	<p>Inclement weather days carry significant absenteeism, particularly in secondary environments.</p> <p>DSB1's Strategic Priority of Equity: we anticipate, identify and work to remove barriers for each learner.</p> <p>Administrative Council has created draft guidelines for DSB1 Secondary students to participate in synchronous learning on Inclement Weather Days.</p> <p>Elementary schools will remain open on Inclement Weather Days.</p> <p>Secondary Schools will remain open for students in High Support classes.</p>
<b>Recommendation</b>	<b>THAT</b> the Board receive the draft Secondary Inclement Weather Report



## Grade 9-12 Synchronous Learning on Inclement Weather Days

### Overview:

- Students who are in high support classes are welcome to attend in-person or virtually.
- Grade 9-12 mainstream classes are virtual only.
- The hybrid model will not be available for Grade 9-12 classes, with the exception of the high support classes.
- In the quadmester model, teachers will facilitate synchronous learning for 50% of the time and asynchronous learning for 50% of the time (for each class).
- In the semester model, teachers will facilitate synchronous learning for 75% of the time and asynchronous learning for 25% of the time (for each class).
- Synchronous learning can include whole group, explicit instruction, group work, independent work where the teacher is available.
- The asynchronous learning time is a good time for one-on-one support and other Student Success-related tasks (e.g., credit rescue).

### Staff Considerations:

- If it is safe to do so, staff will report to their home school.
- If the staff member cannot safely travel to their home school, they are permitted to work from home if they can perform their duties from home.
- If the staff member cannot safely travel to their home school and cannot perform their duties from home, they will report to the nearest school within their panel.
- If the teacher is absent, the class will be 100% asynchronous.
- Teachers will communicate a schedule that aligns with the regular school day to students and school administration. They will be available at all times during their assigned periods.
- Support staff will perform their regular duties (e.g., EAs, SERTs and ISAs will support students virtually in classes) as per their regular schedule.

### Student Considerations:

- Grade 9-12 students are responsible for bringing their iPads home.
- Grade 9-12 students are expected to participate in both synchronous and asynchronous learning.
- Attendance will be taken during the synchronous learning sessions.
- Turbo Hubs will be provided to families who need support with connectivity.
- For families that don't have Bell cell service and have no or weak Internet, students will be marked with "G" for attendance.



## **HEALTH AND WELLNESS / EMPLOYEE SUPPORT**

### **1.0 Rationale**

District School Board Ontario North East is committed to creating and maintaining a healthy workplace. The Board believes that both individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to our mission to providing a safe, positive and mutually respectful student focused environment which promotes the development of skills, knowledge and attitudes necessary for life-long learning. This Policy combines prevention and intervention to achieve the goals of personal and workplace wellness.

### **2.0 Definitions**

### **3.0 Policy**

Regular attendance by all employees is essential in order to carry out District School Board Ontario North East's mandate. The Health and Wellness/Employee Support Policy is a comprehensive program aimed at positively supporting the health of employees and the organization.

The Health and Wellness/Employee Support Policy is consistent with the *Ontario Human Rights Code*, the *Workplace Safety and Insurance Act*, *Employment Standards Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.



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## HEALTH AND WELLNESS / EMPLOYEE SUPPORT

### Procedures

Operating procedures for the Health and Wellness/Employee Support Policy are attached as follows:

**Appendix A**

### **ABSENCE REPORTING PROCEDURE**

Supervisor refers to Principal/Manager and/or designate. ~~Principal supervise Teachers, Child and Youth Workers, Educational Assistants, Secretarial Staff and Custodians in their school. Managers supervise the individuals who report to them.~~

Employees are required to advise their **immediate** Supervisor or designate immediately upon any unexpected absence that prevents them from **attending work**. ~~This must be done by telephone. Email messages and voicemail messages are not acceptable on their own. Notification must occur on the day of the absence and prior to the commencement of the work day. The phone call should occur on the day of the absence and prior to the commencement of the work day where possible.~~ Employees must indicate the nature of their absence and the anticipated length of the absence. If the length of the absence is unknown, employees must contact their Supervisor or designate on a daily basis. If the employee is unable to reach their Supervisor by telephone, contact can initially be done by email but should be followed up by a telephone call. Custodial employees responsible for the opening of schools in the morning will make arrangements with the school Principal and Building Supervisor regarding the call-in protocol. ~~Employees must indicate the nature of their absence and the anticipated length of the absence. If the length of the absence is unknown, Employees must contact their Supervisor or designate on a daily basis.~~

The Board reserves the right to request medical information from an employee for absences due to illness, **medical appointment** or disability.

~~1.0 Absences of more than five consecutive working days related to illness or injury (per your DM Program).~~

**1.0** Employees are required to provide medical documentation for absences of more than **three** - five consecutive working days related to illness or injury.

**1.1** Employees are required to provide proof of medical appointment for all full days medical absences. (Appendix A)

**1.2** Employees are required to advise their Principal or Supervisor immediately following any illness or accident that prevents them from working in order to discuss a return to work

~~1.2 When an employee is going to be absent for more than **three to five** consecutive working days (depending on the wording in the applicable Collective Agreement), the Principal or Supervisor will~~

~~notify Human Resources and the employee may will enter the Disability Support Program whereby medical documentation may shall be requested required to facilitate early intervention, accommodation and return to work efforts.~~

~~1.3 The Principal or Supervisor shall indicate to the employee that the Human Resources Officer, or designate, will be notified of the employee's absence to enable early intervention and to facilitate a safe and timely return to work.~~

~~1.4 The Principal or Supervisor will notify the Human Resources Officer, or designate by email, fax or telephone.~~

**1.3** ~~The~~ For any absence over 10 consecutive days, Human Resources ~~Officer, or designate, may will~~ require the employee to provide documentation completed on the Abilities Form (Appendix B) by the appropriate treating medical practitioner that may include the following information:

- 1.3.1 the medically supported restrictions or limitations the employee is experiencing in relation to the essential duties of their position;
- 1.3.2 confirmation that the employee is participating in the appropriate treatment to expedite the employee's safe and timely return to work;
- 1.3.3 expected date employee could participate in the Return to Work Program with appropriate modifications/accommodations based on restrictions/limitations;
- 1.3.4 expected return to work date at regular hours and duties;
- 1.3.5 any other information required to safely return the employee to work in a timely manner;
- 1.3.6 treating medical practitioner's name, address, phone number and fax number;
- 1.3.7 treating medical practitioner's signature.

1.4 Unless otherwise arranged, this documentation must be submitted by the employee or appropriate treating medical practitioner to ~~the~~ Human Resources ~~Officer, or designate~~, within ten working days of the date of the request.

2.0 For modified work arrangements and absences which exceed or are expected to exceed 10 consecutive working days, the Board may require medical confirmation of illness or injury to substantiate ongoing access to sick leave or **Short Term Leave Disability Plan**. This information may be obtained through internal or external resources, (e.g. Third Party Services) as deemed appropriate by the Board. Reference in this procedure to "designate" may include internal and external resources.

### **3.0 Sick Leave Benefit Plan:**

3.1 As outlined below, an employee may access or is eligible for sick leave benefits if they become injured or ill and have an allocation of sick leave benefits.

3.2 An employee may access or is eligible for sick leave if he/she is disabled, which is defined as a state of incapacity which is due to bodily injury or sickness, preventing the employee from working for the Board for remuneration.

3.3 Sick leave benefits are not payable:

- 3.3.1 in cases which are compensable by Workplace Safety & Insurance Board;
- 3.3.2 for 12-month employees during scheduled vacation unless the illness requires hospitalization;
- 3.3.3 when an employee is on an authorized unpaid leave of absence;
- 3.3.4 when an employee has exhausted all eligible days under the sick leave benefit plan;
- 3.3.5 while in receipt of full Long Term Disability Benefits;

3.3.6 when appropriate medical documentation has not been received.

3.4 To be eligible for sick leave benefits, the employee must follow the Board's procedures for reporting absences related to illness or injury and for returning to work, in accordance with 4.0 of this procedure.

3.5 The Board will endeavour to accommodate the return to work and placement of temporary and/or permanently and/or partially disabled employees in accordance with the Disability Support – Early Intervention, Accommodations and Return to Work Procedure.

3.6 Access to sick leave benefits may be denied for failure to provide all appropriate medical documentation requested. Appropriate medical documentation refers to, but is not limited to, medically supported restrictions and/or limitations as they relate to the employee's ability to meet the essential duties of their position. It is the employee's responsibility to submit appropriate documentation to ~~the~~ Human Resources ~~Officer, or designate~~, as applicable.

3.7 In order to maintain access to sick leave benefits, ~~the~~ Human Resources ~~Officer, or designate~~, may request the employee to attend an Independent Medical Assessment (IME) and/or have completed a Functional Abilities Evaluation to determine the employee's restrictions and/or limitations related to the employee's position, This will assist in providing return to work and/or accommodation options. In requesting the IME, the following protocol will apply:

3.7.1 If ~~the~~ Human Resources ~~Officer, or designate~~, requires medical information to determine whether an employee is able to return to work or should properly remain off of work and in receipt of sick leave benefits, ~~the~~ Human Resources ~~Officer, or designate~~, shall so advise the employee and request that such information be provided;

3.7.2 The employee is required to provide the requested medical documentation to ~~the~~ Human Resources ~~Officer, or designate~~, in response to the request;

3.7.3 ~~The~~ Human Resources ~~Officer, or designate~~, will review the documentation provided by the employee. If ~~the~~ Human Resources ~~Officer, or designate~~, is not satisfied with the adequacy of the medical information provided, ~~the~~ Human Resources ~~Officer, or designate~~, will clearly identify to the employee why the information is not adequate;

3.7.4 The employee will be given an opportunity to provide ~~the~~ Human Resources ~~Officer, or designate~~, with further medical information;

3.7.5 ~~The~~ Human Resources ~~Officer, or designate~~, will review any further documentation provided by the employee. If the entirety of the medical documentation provided does not reasonably permit ~~the~~ Human Resources ~~Officer, or designate~~, to determine whether the employee should return to work or remain off of work, the employee may be requested to submit to an IME;

3.7.6 If the employee fails to attend the IME or does not, prior to the IME, provide ~~the~~ Human Resources ~~Officer, or designate~~, with further medical information to reasonably permit ~~the~~ Human Resources ~~Officer, or designate~~, to determine whether the employee should return to work or remain off of work, the employee's wages and/or benefits may be discontinued.

#### 4.0 Responsibilities of the Employee:

- 4.1 Personally report an absence, unless the employee is incapacitated and unable to do so. Failure to report absences at the first opportunity in accordance with these procedures may result in denial of pay and/or benefits.
- 4.2 Indicate, in general terms, the reason for the absence, i.e. due to accident, illness, contractual, etc.
- 4.3 To call in directly to their Principal or Supervisor and if not immediately available, the Principal or Supervisor will return the call. Unless otherwise arranged with the Principal or Supervisor, the employee is to call in on each day of absence.
- 4.4 Assume responsibility for the costs associated with the initial documentation from the appropriate treating medical practitioner in relation to the absence. Costs associated with subsequent request(s) for medical documentation by ~~the Human Resources Officer, or designate,~~ will be borne by the Board.
- 4.5 To be eligible for sick leave benefits, employees may be required to provide satisfactory medical documentation by the appropriate treating medical practitioner, in accordance with this Procedure.
- 4.6 Maintain regular contact with their Principal or Supervisor during his/her absence when he /she is unable to perform the essential duties of their position due to disability.
- 4.7 Participate in appropriate treatment, as determined by the treating medical practitioner(s), to ensure a safe and timely return to work.
- 4.8 Participate in the development of his/her Return to Work Plan, including taking the proposed Return to Work Plan (including accommodations and/or modifications) to the appropriate treating medical practitioner(s) for approval, if necessary.
- 5.0 **Responsibilities of the Principal/Vice-Principal or Immediate Supervisor:**
  - 5.1 Communicate the Attendance Support Procedures and Guidelines to the employee.
  - 5.2 Ensure the daily maintenance of accurate, up-to-date records regarding employees' absences as designated by Human Resources.
  - 5.3 Monitor individual employee absenteeism records as designated by Human Resources.
  - 5.4 Receive call-ins or return employees' calls should a message be received from employees, and determine the reason for absence. Example: When do you expect to return to work? Have you seen a Doctor? Is there any way I can help to accommodate your return to work?
  - 5.5 Ensure employee confidentiality in relation to absences and medical information.
  - 5.6 Contact **the** Human Resources **Officer, or designate,** for assistance when restrictions and /or limitations have been identified.
  - 5.7 Forward all medical documentation (if received) directly to **the** Human Resources **Officer, or designate,** in a secure and confidential manner. Do not keep any copies of medical documentation at the school location.

- 5.8 Advise employees of their obligation to provide satisfactory written proof of disability, as required, confirming disability and ensuring continued payment of sick leave benefits. Principals and Supervisors shall not require an employee to sign a release to authorize collection of medical information.
- 5.9 Participate in the development of the employee's Return to Work Plan, including providing accommodations and/or modifications to the employee's duties and/or hours, based on recommendations from ~~the~~ Human Resources ~~Officer, or designate.~~

**6.0 Responsibilities of ~~the~~ Human Resources ~~Officer, or Designate:~~**

- 6.1 Request proof of continuing disability from the employee in the case of absences exceeding 5 consecutive working days, at appropriate intervals, in order to maintain the sick leave benefit or determine if participation in a Return to Work Program is appropriate.
- 6.2 Receive all medical documentation required and provide support to the employee during their time of disability.
- 6.3 Assist the Principal or Supervisor by maintaining contact with employees disabled for more than 5 consecutive working days, verifying that the employee is under the active care of the appropriate medical practitioner and following an appropriate treatment plan, and advise the Principal or Supervisor of the expected return to work date, when known.
- 6.4 Develop an appropriate Return to Work Plan (including appropriate accommodation and/or modification recommendations) based on the employee's restrictions and/or limitations.

**7.0 Responsibilities of Superintendent(s)**

- 7.1 It is the responsibility of the appropriate Superintendent to administer this Procedure and Program Guidelines.
- 7.2 The appropriate Superintendent shall review this Procedure and Program Guidelines on a regular basis or as required by legislative change.

**~~For further direction beyond this Procedure, refer to Appendix C: Disability Support — Early Intervention, Accommodations and Return to Work Procedure.~~**

## **ATTENDANCE SUPPORT PROCEDURE**

### **INTENDED PURPOSE:**

District School Board Ontario North East is committed to creating a supportive and healthy environment for its employees. Individual and organizational health are important factors that affect the ability of employees to attend work on a regular basis. Attendance Support is an early intervention program designed to assist employees who are struggling to maintain regular attendance at work.

~~The intent of the Attendance Support Procedure is to provide non-disciplinary and supportive assistance to employees who exceed the school board's established threshold.~~

~~When an employee's absences exceed the established absence threshold the following procedures apply in accordance with the Attendance Support Program Guide.~~

Should a disability be identified, that requires support or accommodation at any time during the process, District School Board Ontario North East will support the employee's transition into the Disability Support Program.

The intent of the Attendance Support process is to provide non-disciplinary and supportive assistance to employees who exceed the established absence threshold. When an employee's absences exceed the established absence threshold, the following procedures apply.

The Employee Family Assistance Program (EFAP) is District School Board Ontario North East's free and confidential employee support program for permanent staff. Services include professional support and resources that are intended to assist employees and/or their families with a wide range of personal issues and challenges.

### **Definitions: PROCEDURES:**

#### **1.0 Absenteeism:**

- 1.0.1** Innocent (Non-Culpable) Absenteeism relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. These absences are not dealt with through a progressive discipline model; instead the employee is supported through the Attendance Support Program.
- 1.0.2** The Board reserves the right to consider the termination of an employee for continuous, non-culpable absenteeism, greater than 24 months.
- 1.0.3** Culpable Absenteeism relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early and abuse of leave are examples of culpable absences. Employees with culpable absences are subject to progressive discipline, in accordance with District School Board Ontario North East's Progressive Discipline Procedures. These absences are not dealt with through the Attendance Support Program.



DEFINITIONS	MAY INCLUDE
Absences	<ul style="list-style-type: none"> <li>● Personal illness/injury unrelated to work (paid and unpaid) if the absences are less than 10 consecutive days and the employee is not involved in the Disability Support Program.</li> <li>● Medical/Dental appointments</li> <li>● WSIB claim related absences if the absences are sporadic and &lt;10 consecutive days and the employee is not involved in the school board's Disability Support Program or a Return to Work Program.</li> <li>● Emergency leaves due to personal illness/injury under the Employment Standards Act</li> </ul>
Not considered absences under the definition of this Procedure	<ul style="list-style-type: none"> <li>● Vacation</li> </ul>
	<ul style="list-style-type: none"> <li>● Family medical leaves as defined by the Employment Standards Act</li> <li>● Pre-approved prolonged leaves of absence</li> <li>● Bereavement leave</li> <li>● Jury or subpoena leave</li> <li>● Pregnancy/parental leave</li> <li>● Workplace illnesses or injuries (approved)</li> <li>● Union business leave</li> <li>● Examinations and convocations</li> <li>● Quarantine</li> <li>● Observance of recognized religious holy days</li> <li>● Inclement weather day (approved)</li> <li>● Approved Long Term Disability Benefit claims</li> <li>● Paid or unpaid personal leaves</li> <li>● Emergency leaves under the Employment Standards Act not due to personal illness/injury</li> </ul>

## 2.0 Absence Threshold:

- 2.1 The Absence Threshold is the established number of days absent absences to that trigger possible entry into the Attendance Support Program. When an employee's absences exceed the threshold, Human Resources and/or the Principal/Supervisor/Manager may meet with the employee to discuss his/her level of absenteeism having regard for the personal circumstances of the employee
- 2.2 The threshold should be reviewed every two years by the Board. Employees will shall be notified of threshold adjustments changes by the first working day of the next school year. The threshold is used as a mechanism to trigger non-disciplinary and supportive intervention.
- 2.3 When an employee's absences exceed the threshold, the Attendance Support process will be initiated.
- 2.4 Entry into any level of the multi-level The process is consistently applied to all employees using discretion. The goals that are set within any level are specific and unique to each employee's circumstances.
- 2.5 The employee may include his/her representative in the Attendance Support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.
- 2.6 The Attendance Support Process includes 4 distinct components, Preliminary Meeting, Coaching level 1, Coaching Level 2, and Coaching Level 3. may include a Preliminary Meeting and an ongoing Attendance Coaching Process if necessary.
- 2.7 Attendance will continue to be reviewed on a rolling 12-month calendar to gauge improvement and identify ongoing barriers.

~~i. The Preliminary Meeting includes the employee and the Principal/Supervisor Human Resources to initiate discussion related to the employee's absence level, gain an understanding for the issue(s) that may be preventing the employee from regularly attending work, offer support and guidance, as well as set discuss attendance goals for the next 90 days. The Principal/Supervisor may also be included in the meeting.~~

~~ii. Coaching Process Level 1 When an employee continues to struggle with maintaining consistent attendance at work, the Coaching Process will be initiated. This process consists of a meeting that includes the employee, Principal/Supervisor and/or and Human Resources Officer to continue to offer support, advise the employee they will be formally entered into the Attendance Coaching Level process and set further attendance goals with the employee, that will apply for the next 12-month period. 90-working days. The employee may enter into Level 1 the Coaching Process as he/she has been unable to meet the improvement in attendance goals established in since the Preliminary Meeting has not been met OR the prorated threshold is exceeded during the Preliminary review period. The Coaching Process may also include the Superintendent of Human Resources at any point in the process.~~

iii. ~~Coaching Level 2~~ consists of a meeting that includes the employee, Principal/Supervisor and/or Human Resources Officer. The employee may enter into Coaching Level 2, as he/she has been unable to meet the attendance goals established in Level 1 OR the prorated threshold is exceeded during the Level 1 review period. Attendance goals will again be set with the employee that will apply for the next 90 working days.

iv. ~~Coaching Level 3~~ consists of a meeting that includes the employee, Principal/Supervisor and/or Human Resources Officer and/or Superintendent. The employee may enter into Level 3, as he/she has been unable to meet the attendance goals established in Coaching Level 2 OR the prorated threshold is exceeded during Level 2 review period. Attendance goals will again be set with the employee that will apply for the next 90 working days. The employee will be advised that failure to meet the attendance goals set in Coaching Level 3 may result in the termination of employment.

v. ~~When attendance goals have been met within a Coaching Level, the employee enters into a review period of up to 12 months where their absences are monitored by the Human Resources Officer.~~

~~vi. Employees who do not exceed the threshold in the review period mentioned in 2.7 above will exit from the Attendance Support Process.~~

### **3.0 Employee Responsibilities:**

- 3.1 Maintain regular attendance.
- 3.2 Participate actively in all levels of the Attendance Support Process.
- 3.3 Cooperate in setting personal attendance goals.
- 3.4 Contact their union representative if the employee wishes them to be involved.
- 3.5 Provide any appropriate documentation, during any level of the process, to support that absences are medically related, in accordance with ~~1.0 and 2.0 of~~ the Absence Reporting Procedure.

### **4.0 Principal/Supervisor Responsibilities:**

- 4.1 Communicate attendance expectations to all employees through an annual review of the Attendance Support Program.
- 4.2 Assist ~~the~~ Human Resources ~~Officer~~ in identifying absenteeism trends or patterns, such as the following:
  - 4.2.1 frequent absences of short duration;
  - 4.2.2 absences of more than ten days;
  - 4.2.3 absences due to doctor appointments or scheduled treatment;
  - 4.2.4 absences due to workplace injury and/or illness;
  - 4.2.5 unauthorized absences;
  - 4.2.6 a pattern of repeated days of absence taken in proximity to weekends;
  - 4.2.7 absenteeism in excess of the threshold identified above;

4.2.8 absences in excess of standard recovery time, in accordance with Canadian Medical Association, for an employee's illness or injury as identified by **the Human Resources Officer, or designate.**

4.3 Address all absenteeism issues and seek support from Human Resources.

4.4 ~~Conduct the Preliminary meeting with all employees whose absences exceed the threshold.~~

**Appendix C**

**DISABILITY SUPPORT – EARLY INTERVENTION,  
ACCOMMODATIONS AND RETURN TO WORK PROCEDURE**

**1.0 Background:**

The Board's Disability Support Program is an integrated partnership among employees, supervisors/administrators, Unions, and health care providers that supports employees with a safe and timely transition from illness/injury for successful return to work which benefits students. This program fosters a widespread understanding that the way to reduce the incidence and duration of an employee's absences is through early intervention and support. The intent of this procedure is to comply with the Human Rights Code, our duty to accommodate to undue hardship, and to ensure all employees comply with their roles and responsibilities **(See Human Rights Code information attached).**

**2.0 Purpose of the Program:**

2.1 The Disability Support Program provides employees with a safe and timely transition from illness/injury that allow them to remain at work or return to work.

2.2 When appropriate, the program assists employees by providing rehabilitation support, accommodations or modifications to remain at work, gradually return to work and/or modified work prior to commencement of regular full-time, part-time or occasional work.

2.3 When a permanent disability exists, the Board will endeavor to modify both the work and the workplace to accommodate the needs of the permanently disabled employee, based on medically-supported restrictions/limitations, provided that it does not cause undue hardship to the Board.

**3.0 Temporary Disability:**

3.1 Restrictions and Limitations:

An employee who becomes ill or is injured and it appears that an absence from work will result, is responsible for providing medical restrictions/limitations identified by the appropriate treating medical practitioner or specialist for assessment by **the Human Resources Officer, or designate.** The restrictions and limitations shall be shared with the Principal/Vice-Principal or Immediate Supervisor and, at the discretion of the employee, the union representative. Reference in this procedure to "designate" may include internal and external resources.

**4.0 Permanent Partial Disability:**

**4.1** An employee who becomes permanently disabled from an illness or injury, such that they are unable to meet the demands of their former position, may be provided with appropriate accommodations or modifications and/or suitable work based on their physical, mental and vocational capabilities.

**4.2** The conditions for providing such work may be:

- The employee provides current medical restrictions and limitations from the appropriate treating medical practitioner and/or by submitting a Functional Abilities Evaluation (F.A.E.);
- The employee participates in a vocational assessment approved by the employer as needed;
- The Board will promote the retraining of injured employees as circumstances warrant;
- Employees who have a permanent partial disability may be given preference for suitable job postings, subject to mutual agreement by the employer and the relevant union(s);
- Employees are accommodated on the basis of availability of positions, ability to perform the essential duties of the job, and terms and conditions as outlined by the relevant collective agreement, individual contract and/or relevant legislation.

**5.0** **Responsibilities:**

**5.1** **Human Resources Officer, or Designate may:**

**5.1.1** on initial contact, informs the employee that should they desire, they may have a union representative attend any meetings;

**5.1.2** will contact the employee directly in one of two ways:

- phone to discuss the Board's Disability Support Program; and/or
- send a letter to the employee outlining the Board's Disability Support Program;

**5.1.3** work with employees to assess restrictions and/or limitations;

**5.1.4** co-ordinate the return to work of all disabled employees with the employee, the appropriate treating medical practitioner, Principal/Vice-Principal or Immediate Supervisor, and the union representative at the employee's discretion;

**5.1.5** notify the appropriate union(s) of an employee's participation in the Disability Support Program;

**5.1.6** assess the employee's work capabilities in conjunction with medically-supported restrictions and/or limitations provided by the appropriate treating medical practitioner(s);

**5.1.7** inform the employee's Principal/Vice-Principal or Immediate Supervisor of the work restrictions/limitations and initiates the development of the Remain at Work Plan or Return to Work Plan;

**5.1.8** coordinate and facilitate a workplace assessment, when necessary with the Principal/Vice-Principal or Immediate Supervisor and as required with the Health and

Safety Officer or designate to ensure compatibility of work restrictions and the duties to be performed within the work environment:

- co-ordinates the modification of the work or workplace, as needed, in conjunction with medically-supported restrictions/limitations;
- reviews proper body mechanics with the employee and provides instruction, as required;
- assesses the need for change in location and/or assignment;
- in some cases the service of an outside agency may be required;

**5.1.9** co-ordinate the development of a Remain at Work Plan or Return to Work Plan with the employee, his/her Principal/Vice-Principal or Immediate Supervisor, the appropriate treating medical practitioner(s), the employee's union representative, Workplace Safety and Insurance Board, LTD Insurance Carrier, designate and Superintendents, as appropriate;

**5.1.10** shall distribute a copy of the Remain at Work Plan or Return to Work Plan to the above parties and the employee;

**5.1.11** maintain regular contact with the employee and his/her Principal/Vice-Principal or Immediate Supervisor for the duration of the Remain at Work Plan or Return to Work Plan;

**5.1.12** maintain an ongoing assessment of the Remain at Work Plan or Return to Work Plan;

**5.1.13** arrange regular follow-up during the Remain at Work Plan or Return to Work Plan to modify the Plan, as required.

**5.2 The Principal/Vice-Principal or Immediate Supervisor may:**

**5.2.1** be designated by the **Human Resources Officer** to contact the employee and discuss

**5.2.2** the disability support program and, in the case of a minor workplace related injury be asked to develop the employee's Remain at Work or Return to Work Plan;

**5.2.3** participate in the development of the employee's Remain at Work Plan or Return to Work Plan;

**5.2.4** modify the work or workplace, as outlined in the Remain at Work Plan or Return to Work Plan;

**5.2.5** assign work or duties according to the employee's Remain at Work Plan or Return to Work Plan;

**5.2.6** closely monitor the progress of the employee through the Remain at Work Plan or Return to Work Plan and immediately reports any problems or concerns to **the Human Resources Officer, or designate.**

**5.3 The Employee:**

**5.3.1** engages in medical rehabilitation and/or treatment that can be expected to facilitate a timely return to work;

- 5.3.2 participates in development of their Remain at Work Plan or Return to Work Plan and recovery goals;
- 5.3.3 maintains regular contact, as identified in the Disability Support Program, with **the Human Resources Officer, or designate**, to provide updates on status, changes in condition, and review progress through their Remain at Work Plan or Return to Work Plan;
- 5.3.4 must provide appropriate documentation as required by the Absence Reporting Procedure.

## **6.0 Development of Individualized Remain at Work Plan or Return to Work Plan:**

### **6.1 Remain at Work or Return to Work:**

- 6.1.1 Identification of likely candidates for the Disability Support Program shall be made initially by **the Human Resources Officer, or designate**, based on information received from the appropriate treating medical practitioner and, when appropriate, representatives of the Workplace Safety and Insurance Board and Long Term Disability (LTD) Insurance;
- 6.1.2 A Remain at Work Plan or Return to Work Plan, in general, may include, but is not restricted to, some or all of the following:
  - volunteer work
  - reduced work hours
  - modification of duties
  - workplace modifications
  - removal of physical barriers;
- 6.1.3 reassignment to another available position if the employee has the necessary skills and abilities to perform the essential duties of that position;
- 6.1.4 The employee may be provided with a letter to be given to the appropriate treating medical practitioner that outlines the Remain at Work Plan or Return to Work Plan and which indications that accommodations and/or modified work are available. The outline may also include information regarding the employee's job description and physical and/or cognitive demands analysis. A release of medical information consent form will also be provided.
- 6.1.5 Modified work is first provided within the employee's own school or service area, wherever possible.
- 6.1.6 While participating in the Disability Support Program, the employee's status will be monitored by **the Human Resources Officer, or designate**, Principal/Vice-Principal or Immediate Supervisor, in consultation with the appropriate treating medical practitioner(s).
- 6.1.7 Ongoing reviews of the employee's Remain at Work Plan or Return to Work Plan will be conducted with any necessary adjustments made to support the employee's success. The frequency of these reviews is established prior to the placement of an employee in the Plan.
- 6.1.8 The Board will endeavor to modify both the work and the workplace to accommodate the needs of permanently disabled employees, provided that it does not cause undue hardship to the Board.

- 6.1.9 All documentation will be maintained by **the Human Resource Officer or designate** filed separately from the personnel file and will not be further released without the employee's written permission.
- 6.1.10 **The Human Resources Officer, or designate** will review the documentation and then contact the employee to discuss the employee's participation in an individualized Remain at Work Plan or Return to Work Plan.
- 6.1.11 **The Human Resources Officer, or designate**, and the employee will develop a Remain at Work Plan or Return to Work Plan based on the supported limitations or restrictions. The initial meeting may include the employee's supervisor and/or union representative. A written Remain at Work Plan or Return to Work Plan may also be shared with the employee's appropriate treating medical practitioner and/or Immediate Supervisor and/or union representative.
- 6.1.12 Any necessary changes to the work environment will take place prior to the employee's commencement of Remain at Work Plan or Return to Work Plan. It is understood that subsequent modifications may be necessary as the plan progresses.
- 6.1.13 Should the employee not be able to participate in a Return to Work Plan, the employee and **the Human Resources Officer, or designate**, will maintain regular contact. Ongoing, updated documentation will be obtained to determine when participation in the Return to Work Plan will be feasible.
- 6.1.14 The employee may be required to participate in a Functional Abilities Evaluation and/or Independent Medical Evaluation, conducted by a third party, to determine limitations and/or restrictions and to assist in the development of an individualized Remain at Work Plan or Return to Work Plan.
- 6.1.15 The Individualized Remain at Work Plan or Return to Work Plan may include the following information:
- essential job duties/tasks
  - specific physical requirements
  - restrictions and limitations
  - work schedule
  - follow-up work assessment date(s) by **the Appropriate Human Resources Officer, or designate**
  - a gradual resumption of duties assigned under the Disability Support Program
  - a gradual increase in hours worked
  - expected date of completion of plan
  - signatures of employee, **Appropriate Human Resources Officer, or designate**, Principal/Vice-Principal or Immediate Supervisor
  - next meeting date
  - conditions for withdrawal of the individual from the Program
- 6.1.16 Regular follow-up meetings may occur during the Remain at Work Plan or Return to Work Plan to ensure that the employee's needs are being met and to make any necessary changes to the modifications or accommodations should there be a change in the employee's restrictions or limitation.
- 6.1.17 The employee continues to participate in their Remain at Work Plan or Return to Work Plan until they have reached Maximum Medical Recovery and are working at full capacity within any restrictions or limitations, including those that may be permanent in nature.



## Appendices

~~Appendix A: Absence Reporting Procedure~~

~~Appendix B: Attendance Support Procedure~~

~~Appendix C: Disability Support – Early Intervention, Accommodations and Return to Work Procedure~~

Appendix A: Proof of Medical Appointment (Shanyn to provide form)

Appendix B: Functional Abilities Form [LEAVE/ABSENCE/MEDICAL FORMS \(dsb1.ca\)](http://dsb1.ca)

## References

Confidentiality of Medical Records Policy 1.2.25



District School Board  
Ontario North East

**Procedure 1.2.24 Health and Wellness /  
Employee Support**  
Section 1.2: System Policies and Procedures

APPENDIX A

**MEDICAL APPOINTMENT NOTICE**

To be completed for any medical appointment requiring  
a full day of absence or longer.

Employee Name: \_\_\_\_\_

Date of Appointment: \_\_\_\_\_

Time of Appointment: \_\_\_\_\_

Location of Appointment: \_\_\_\_\_  
(Please specify name of city or town)

\*Please submit completed forms to HR at [HumanResources@dsb1.ca](mailto:HumanResources@dsb1.ca).



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## CANADIAN OFFICE & PROFESSIONAL EMPLOYEES PERFORMANCE APPRAISAL

### 1.0 Rationale

A performance appraisal is an ongoing, constructive, cooperative process that helps the staff of District School Board Ontario North East foster an attitude leading to lifelong learning and professional growth, instructional excellence, and job satisfaction. This in turn enhances learning for students.

### 2.0 Definitions

**Probationary Employees:** All new Permanent employees currently serving a probationary period as per the COPE Collective Agreement.

**Non-Probationary Employees:** A permanent employee who has completed the probationary period and is employed by the Board on a full-time or part-time basis

### 3.0 Policy

District School Board Ontario North East is committed to ensuring that this policy outlines a set of procedures to provide a framework for ongoing professional growth and performance appraisal of the professional practices of Canadian Office & Professional Employees (COPE) staff.



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## CANADIAN OFFICE & PROFESSIONAL EMPLOYEES PERFORMANCE APPRAISAL

### Procedures

#### 1.0 Purpose

The performance appraisal procedure is instituted in order to:

- Assess performance and skill levels
- Monitor on-the-job progress
- Improve communication between a principal/supervisor and an employee
- Improve productivity
- Improve principal/supervisor awareness of the work being done
- Better understand organizational goals, objectives and strategies
- Identify development training needs
- Enhance work force planning
- Establish a model of accountability

#### 2.0 Evaluation Procedure

Principal or supervisor provides an appraisal (Appendix A) of the COPE employee group (school secretaries, board secretaries, clerks, information services technicians).

##### Non-Probationary COPE Employees

COPE employees will create a growth plan annually (Appendix B) to establish professional development goals. Performance Appraisals will occur every three years. The Principal/Supervisor may conduct additional performance appraisals as deemed necessary.

##### Probationary COPE Employees

A performance appraisal will occur during the probationary period and at the end of the probationary period. Subsequent performance appraisals must occur once every three years. The Principal/Supervisor may conduct additional performance appraisals as deemed necessary.

Principals/Supervisors are responsible for signing and communicating evaluations. Principals/Supervisors will review the evaluation format with the employee in September of the year the evaluation is to take place, or upon hiring. Completed evaluations are to be shared with, and copied to, the COPE employee. Original form is to be forwarded to Human Resources for placement in personnel files. COPE employees who disagree with their evaluation should bring their concerns to their immediate supervisor. A COPE employee who still disagrees with an evaluation may appeal to the Superintendent of Human Resources in writing within seven days of receipt of the evaluation.

Employees who receive an unsatisfactory performance appraisal (receiving a Level 1 rating on one or more of the standards of performance) are required to meet with their principal/supervisor and complete the COPE Improvement Plan (Appendix C). Employees who receive an unsatisfactory performance appraisal will follow the process as outlined in Appendix D.

### **3.0 Rating Scale**

1. Satisfactory – Performance meets or exceeds expectations.
2. Unsatisfactory – Performance does not meet expectations. Performance improvement plan required.

#### **Appendices**

**Appendix A: COPE Performance Appraisal**

**Appendix B: COPE Annual Growth Plan**

**Appendix C: COPE Improvement Plan**

**Appendix D: Process for Unsatisfactory Performance Appraisal**

#### **References**



## COPE PERFORMANCE APPRAISAL

Name: \_\_\_\_\_ Location: \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### OBJECTIVE

Although daily assessment is a vital function of every principal/supervisor, a formal Performance Appraisal provides for a comprehensive discussion of overall employee performance.

Purposes of the review are many, but generally the exercise should address the following areas:

- To assess performance/skill levels
- To improve communication flow
- To define training needs

Before the interview, you should review the employee's job description, the previous performance appraisal, as well as any specific tasks, projects, or objectives that were assigned during the past year. A minimum of five (5) days should be provided for the employee to prepare for the uninterrupted discussion that will follow.

### RATING SCALE

1. Satisfactory – Performance meets or exceeds expectation.
2. Unsatisfactory – Performance does not meet expectations. Performance improvement plan required. *There is no set formula for the overall rating. One unsatisfactory rating may or may not result in an overall rating of Unsatisfactory. The Principal/Supervisor should use their professional judgement in determining an overall rating.*

STANDARDS OF PERFORMANCE	RATING
<b>Job Knowledge &amp; Skills</b>	
Demonstrates an understanding of job duties and responsibilities as stated in the job description.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Understands the job's relationship with and impact on other functions within the organization.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Possesses the knowledge required to perform the job effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Possesses the technical skills required to perform the job effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates an understanding of policies, procedures, statutes and regulations necessary to perform the job.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Formulates solutions effectively within the scope of the job.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Quality/Quantity of Work</b>	
Completes work efficiently.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Produces the expected volume of work.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates effective application of both technical and non-technical skills as required in the job description.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Uses technology/resources available to achieve quality, service and productivity.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Interpersonal Skills</b>	
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners. (e.g. shows respect, understanding, sensitivity, courtesy, tact and flexibility).	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Understands the role of listening in the communication process.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Provides and receives feedback effectively at all levels of the organization.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Maintains confidentiality at all levels of the organization.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Planning &amp; Organization</b>	
Demonstrates the ability to organize the workload efficiently and effectively.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates the ability to establish and meet deadlines.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates the ability to establish and meet short and long-term goals.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Decision Making</b>	
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Evaluates known facts, develops a thoughtful plan of action, and follows through.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Recognizes when a higher authority should be consulted in respect to decision making.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Initiative</b>	
Is a self-starter in seeking responsibilities, work, and new learning experiences.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates the ability to work with minimal supervision.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Recognizes and acts on opportunities.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Innovation &amp; Change</b>	
Identifies, shares and is receptive to new ideas.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Adapts to new situations.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Helps others adapt to change.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Suggests new procedures to increase efficiency of the position/department.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Contributes new ideas and methods of dealing with problems.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

<b>Health &amp; Safety</b>	
Demonstrates appropriate knowledge of health and safety practices/procedures in the workplace.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Follows all safety rules, practices and procedures.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Uses and maintains equipment properly.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Supports safety by keeping the workplace clean, organized and safe.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>Teamwork</b>	
Promotes and demonstrates trust, mutual respect and a co-operative work environment.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Balances the needs of the organization and team with one's own needs and desires.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Supports teamwork through open and honest communication.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Encourages and recognizes the contributions of others.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Offers assistance to others.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates the ability to resolve conflict within the team.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Demonstrates reliability/dependability.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

**FINAL RATING:**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b> (Performance Improvement Plan required)
--	--

**EMPLOYEE COMMENTS (optional)**

**SUPERVISOR COMMENTS (optional)**

**Supervisor's Signature**

Date: \_\_\_\_\_

**Employee Signature**

The employee acknowledges that they have received and read the appraisal.

Distribution

Original: Personnel File

Copies: Employee, Principal/Supervisor





### COPE ANNUAL GROWTH PLAN

INSTRUCTIONS:

1. TO BE COMPLETED ANNUALLY
2. PARTS "A", "B" AND "C" ARE COMPLETED BY EMPLOYEE AND REVIEWED WITH PRINCIPAL/SUPERVISOR
3. PART "D" IS COMPLETED BY PRINCIPAL/SUPERVISOR AND REVIEWED WITH THE EMPLOYEE.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

<b>A – Specific Areas for Growth</b>	
<b>B – Growth Strategies &amp; Resources</b>	
<b>C – Target Dates for Completion</b>	
<b>D – Overall Review and Suggestions</b>	

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Supervisor

\_\_\_\_\_  
Date



**COPE IMPROVEMENT PLAN**  
**(required for Unsatisfactory Performance Appraisals)**

INSTRUCTIONS:

1. TO BE COMPLETED BY THE COPE EMPLOYEE AND PRINCIPAL/SUPERVISOR TOGETHER IN A COLLABORATIVE FASHION.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Area of Development	Goal(s)	Plan to Support Goals	Timeline

\_\_\_\_\_  
Signature of Employee

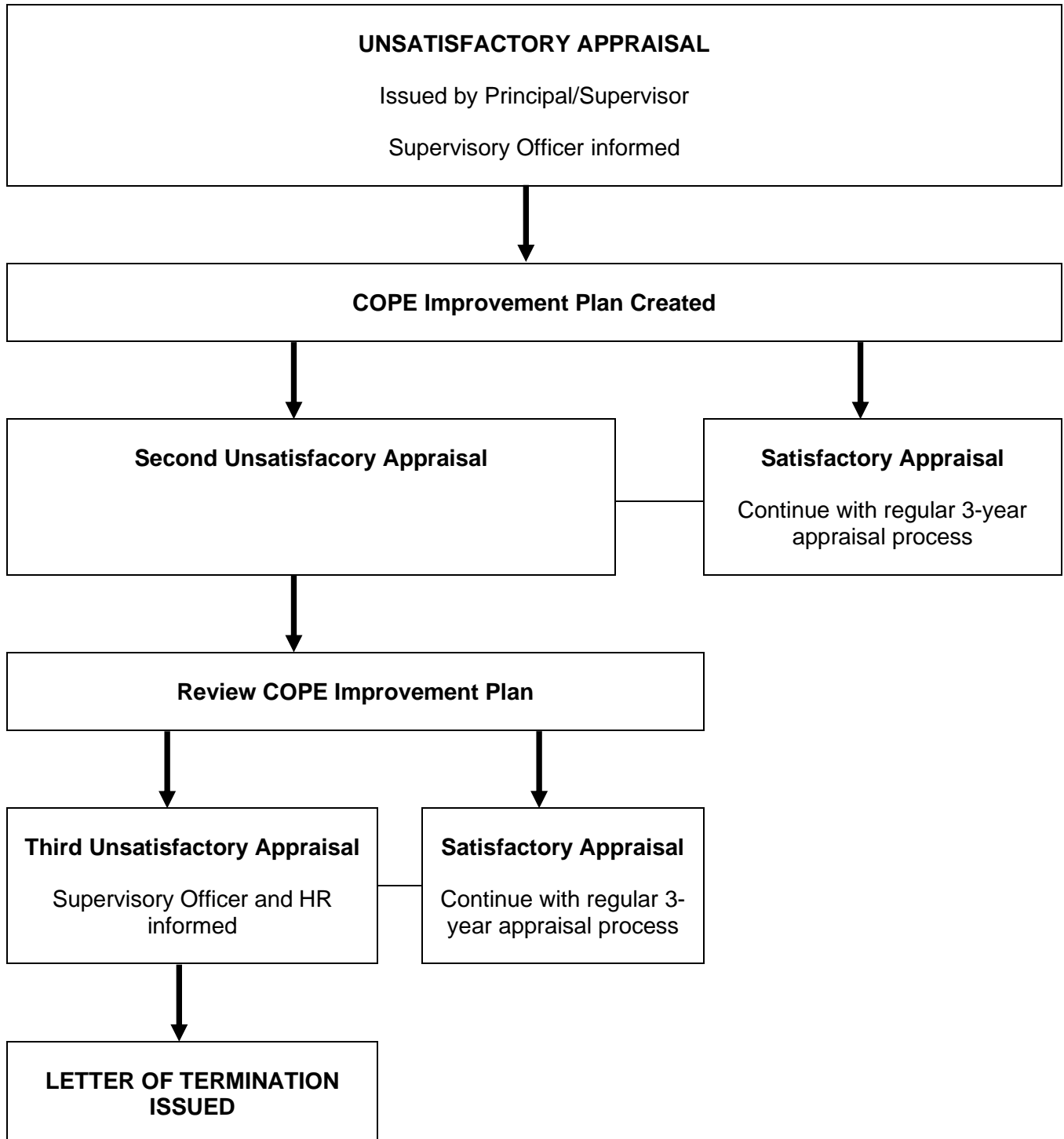
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Supervisor

\_\_\_\_\_  
Date



## PROCESS FOR UNSATISFACTORY PERFORMANCE APPRAISAL



**Minutes of the Human Resources Committee Meeting held November 2, 2021**

# Human Resources Committee

Tuesday, November 2, 2021 at 5:30 p.m.

Microsoft Teams

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## MINUTES

### **TRUSTEES PRESENT**

Bob Brush  
Dennis Draves  
Tom Henderson  
Erica Logan  
Brian Peever  
Rosemary Pochopsky - Chair  
Cindy Pye-Reasbeck  
Ken Steinbrunner  
Larry Wiwchar

### **TRUSTEES ABSENT**

Howard Archibald  
Steve Meunier

### **ADMINISTRATION PRESENT**

Lesleigh Dye	- Director of Education
Lisa Edwards	- Superintendent of Business/Finance and Treasurer
Kristen Niemi	- Superintendent of Education
Steven Pladzyk	- Superintendent of Education
Jim Rowe	- Superintendent of Human Resources

### **RECORDING SECRETARY**

Melanie Carr - Executive Assistant to the Director of Education

### **STAFF PRESENT**

Melanie Carr	- Executive Assistant to the Director of Education
Andréanne Denis	- Communications Officer

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**CALL TO ORDER**

Rosemary Pochopsky, Chair of the Human Resources Committee, called the meeting to order  
At 5:30 p.m.

**PEEVER / HENDERSON**

**THAT** this Human Resources Committee resolve into a  
Committee of the Whole.

**CARRIED**

**ADOPTION OF THE AGENDA**

**WIWCHAR / DRAVES**

**THAT** the agenda for the Human Resources Committee  
Meeting dated November 2, 2021 be approved.

**CARRIED**

**CONFLICT OF INTEREST**

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Chair.  
Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive  
a text from the Director of Education / Secretary of the Board when they are welcome to join.

**IN-CAMERA SESSION**

**LOGAN / STEINBRUNNER**

**THAT** this Human Resources Committee resolve into a  
Committee of the Whole, In-Camera.

**CARRIED**

**BRUSH / PEEVER**

**THAT** we now rise and report to the Board.

**CARRIED**

**PYE-REASBECK / HENDERSON**

**THAT** this Human Resources Committee now reconvene  
in Regular Session.

**CARRIED**

**REGULAR SESSION**

NIL

**OTHER BUSINESS**

NIL

**ADJOURNMENT**

**STEINBRUNNER / LOGAN**

**THAT** this Human Resources Committee now  
adjourn.

**CARRIED**

*The meeting was adjourned at 6:13 p.m.*

**Minutes of the Indigenous Peoples' Advisory Committee Meeting held October 4, 2021**

# **Indigenous Peoples' Advisory Committee Minutes**

Monday, October 4, 2021; 11:00 a.m.  
Microsoft Teams Meeting Due to COVID-19

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**COMMITTEE (QUORUM) MEMBERS PRESENT (Microsoft Teams)**

Howard Archibald	First Nations Trustee, District School Board Ontario North East (Chair)
Derek Jobien	Education Officer, Matachewan First Nation
Steve Meunier	Trustee, District School Board Ontario North East
Lynn Mongrain	Representative, Temagami First Nation
Jane Wallace	Director of Education, Timiskaming First Nation

**COMMITTEE (QUORUM) MEMBERS ABSENT**

Margaret Edwards	Director of Education Wahgoshig First Nation
Neil Iserhoff	Education Director, Taykwa Tagamou Nation
Cindy McKay	Education Director, Mattagami First Nation

**RESOURCE PERSONS & GUESTS PRESENT (Microsoft Teams)**

Shane Polson	Education Partnerships Program Director, Timiskaming First Nation
Randi Ray	M.R. & Co Ltd. Managing Partner, Wabun Tribal Council
Brianna Wabie	Education Portfolio Counsellor, Beaverhouse First Nation

**ADMINISTRATION PRESENT (Microsoft Teams)**

Andréanne Denis	Communications Officer, District School Board Ontario North East
Lesleigh Dye	Director of Education, District School Board Ontario North East
Jill Plaunt	Indigenous Lead, District School Board Ontario North East

**RECORDING SECRETARY (Microsoft Teams)**

Melanie Carr	Executive Assistant to Lesleigh Dye, Director of Education
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**Call to Order**

The meeting was called to order at 11:03 a.m. by Howard Archibald, Chair of the Committee. Introductions were made from all locations. Chair Archibald welcomed all and acknowledged the meeting on the territory of the Nishnawbe Aski Nation.

**Approval of Agenda**

MOVED by Wallace Seconded by Meunier

**THAT** the Agenda for the Indigenous Peoples’ Advisory Committee meeting dated October 4, 2021, be approved.

**CARRIED**

**Approval of Minutes**

MOVED by Wallace Seconded by Jobien

**THAT** the Committee approve the minutes of the meeting held June 7, 2021.

**CARRIED**

**Business arising from the Minutes**

NIL

**Chair Updates (Howard Archibald)**

Chair Archibald held introductions to the Committee Members.

Chair Archibald introduced the “People of Moose River Basin” Book. It was produced as part of the terms and conditions of the environmental assessment (EA) approval for the Lower Mattagami River project. Members from Moose Cree, Taykwa Tagamou Nation and the MoCreebec community contributed to the book and Elders completed the final editing in 2019.

Chair Archibald has 25 copies to introduce to Cochrane Schools as a valuable part of the curriculum. Chair Archibald will present at the following IPAC meeting.

MOVED by Meunier Seconded by Jobien

**THAT** the Indigenous Peoples’ Advisory Committee receive the Chair Updates.

**CARRIED**

**Community Partner Updates**

**Beaverhouse First Nation:**

- Some families have moved to Englehart and had the opportunity to meet with teachers and tour the school.
- A pow wow was in Kirkland in partnership with support groups for the community.

**Matachewan First Nation:**

- Hunt camp hosted over the weekend with over 50 participants. The camp included harvesting, moose and bird hunting.
- The community will have approximately 15 houses covered with Starlink Satellite Internet.

### **Temagami**

- September 20, 2021, students returned to in-person learning.
- The community is hosting several camps for members including hunt camp, fast camp, as well as a culture camp.
- Celebrated national day for truth and reconciliation with activities in the community and a sacred fire from sunrise to sunset.
- September 24, 2021, opened a play station on the island.
- A first nation police received stripes and is now a sergeant!
- The community will host a Terry fox run on Friday

### **Taykwa Tagamou**

- Communities continue to be closed to the public at the Elders request.
- This week begins hunt break in the community
- National Truth and Reconciliation Day
  - A group travelled to Ottawa to recognize the day
  - Mine site had great participation and support. A ceremony was hosted with a sacred fire.
- A ceremony was held at New Post Falls in historic Hudson Bay area with burial at the site. The area is boat access only.

### **Timiskaming First Nation:**

- The community hosted Culture days with Indigenous Student Trustee and Indigenous Lead present at the community event.
- Truth and Reconciliation Day events included school staff from DSB1 visiting Timiskaming First Nation. The community appreciated the presence and visit from DSB1 staff
- Orientation camp hosted Summer 2021 for students
- Shane has settled into the role eloquently and is an essential partnership with DSB1, students and families in the community.

### **Wabun**

- Nishnawbe Aski Nation (NAN) partnership will ensure Starlink is established in all homes with children funded through the Indigenous Community Support (ISC) fund. The community is in data collection phase.
- Students from Mattagami have returned to school for in-person learning.
- Parent survey released to families received 25 responses. Families would like to be engaged in student learning and with the school. They are interested to do so, but unsure how. Communication for DSB1 schools include having conversation in positive note, before negative and ensure positive calls as well.
- Funding available for students from the community to participate in extra-curriculars and academic support.
- Tutor Dr. partnership continues and available for students.
- Professional development – continue partnership with Ontario for available funds including those towards anti-indigenous racism.
- <https://noojimohealth.ca> is an online health care service available.

MOVED by Meunier Seconded by Jobien

**THAT** the Indigenous Peoples' Advisory Committee receive the Community Partner Updates.

**CARRIED**



### **DSB1 Strategic Plan 2021-2025**

Director Dye and Communications officer Denis introduced the 2021-2025 DSB1 Strategic Plan. Chi Meegwetch to Nations that participated in the consultation sessions. The Strategic Plan design was completed by Design de Plume Inc. a women-led, Indigenously owned design firm that focuses on inclusive, approachable and accessible communication solutions.

MOVED by Wallace Seconded by Meunier **THAT** the Indigenous Peoples' Advisory Committee receive the 2021-2025 DSB1 Strategic Plan.

**CARRIED**

### **Indigenous Lead Update**

Jill Plaunt, Indigenous Lead, provided an update surrounding the [Indigenous Portfolio](#).

MOVED by Mongrain Seconded by Wallace **THAT** the Indigenous Peoples' Advisory Committee receive the following Indigenous Lead Updates:

- i. Indigenous Summer Programming
- ii. Indigenous Student Advisors
- iii. [Indigenous Language Norms / Key Messages](#)
- iv. National Day of Truth and Reconciliation
- v. Indigenous Speakers Series
- vi. Professional Learning for Staff: Book Clubs
- vii. Indigenous Studies Sections, 2021-2022

**CARRIED**

### **Director of Education Update**

#### **Reciprocal Education Agreement Update**

Lesleigh Dye, Director of Education, provided an update to the Reciprocal Education Agreements. DSB1 continues to work together with communities and are committed to provide updates and data. Variations of the agreement have been created to honor each community and three are complete.

The Wahgoshig Reciprocal Education Agreement is in final draft.

Taykwa Tagamou is pending completion.

Following completion, Director Dye will work with the communities for yearly reviews.

#### **Every Child Matters Flags**

District School Board Ontario North East was the only in Ontario to fly Every Child Matters Flag for the entire month of September.

#### **National Day of Truth and Reconciliation**

All DSB1 schools engaged in learning throughout the week and hosted events in recognition of the first National Day of Truth and Reconciliations.

#### **Every Child Matters**

The DSB1 2021-2025 Strategic Plan outlines the importance of honoring student voice by listening to and encouraging student confidence. One way to do so is to honor and value art completed by

Meeting of the Board – November 16, 2021

students. Ci-Bee, a Student at Timmins High and Vocational School created an Every Child Matters piece of art that will be offered on shirts for DSB1 staff. IPAC members are welcome to request a shirt as well.

DSB1 and Northern College will host Jesse Wenthe on Wednesday, November 10, 2021. Jesse will highlight the importance of reconciliation and actions as settlers to take towards reconciliation. The event link is forthcoming and will be shared with all IPAC members.

MOVED by Jobien Seconded by Meunier

**THAT** the Indigenous Peoples' Advisory Committee receive the following updates from Director Dye:

- i. Reciprocal Education Agreements
- ii. Every Child Matters Flags
- iii. National Day of Truth and Reconciliation
- iv. Every Child Matters Shirts

**CARRIED**

### **Upcoming Meeting Dates**

Meetings are from 11:00 am to 1:00 pm and the following dates were agreed upon:

- Monday, November 8, 2021
- Monday, January 17, 2022

### **Other Business**

NIL

### **Adjournment**

MOVED by Wallace

**THAT** we now adjourn at 12:32 p.m.

**CARRIED**