

MINN. UNIV. DULUTH

THESIS. PLAN B... A SUGGESTED POLICY HANDBOOK FOR ELEMENTARY SCHOOL
PRINCIPALS UNDER THE LAKEHEAD BOARD OF
EDUCATION, THUNDER BAY,
ONTARIO, CANADA

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by

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CHAPTER I

INTRODUCTION

In reflection of the increased, practical demands placed upon the Ontario elementary principal, one can ascertain that there has been incredibly meager scrutiny or analysis conducted pertaining to his emerging role within the province, although there appears to be an underlying concern, among administrators, regarding these responsibilities and requirements made upon the principal--in numerous quarters, only a handful of the principals themselves have even raised the question of definitive job responsibilities in any serious manner.

The principals' accountabilities are frequently far-ranging and ill-defined. However, the principal is typically expected to function proficiently within the broad latitude of certain policies and nebulous guidelines developed by boards of education and others. Often there are no formally organized, adequately catalogued or clearly defined and published statements of policies and guidelines for the principal's direction.

What must be accepted, not just in word but in organizational terms and actions, is the concept of operating a school system on the basis of established policy. This is so appealing and so logical that the less than universal acceptance which it enjoys would appear to be somewhat of an oddity. The line of reasoning which argues for the establishment of policy is so obvious that it would seem to require only a few illustrations of its value and its promise.

STATEMENT OF THE PROBLEM

Due to an apparent lack of systematic coordination of school procedures and policies following amalgamation on January 1, 1969, of the Lakehead Board of Education, a rapid, accurate source of such policy data needs to be developed.

At present there is no single, accumulative source of directives and procedures available either to the recently appointed or experienced principal. Therefore, it is the intention of this paper to develop a "Suggested Policy Handbook for Elementary School Principals", employed by the Lakehead Board of Education, Thunder Bay, Ontario, Canada.

NEED FOR THE STUDY

Today's principal expands in professional ability, and the challenges of his decision-making process, by exercising these capacities and assisted by a definitive, orderly policy handbook available for his determination and utilization.

Inasmuch as no consolidated, organized handbook now exists for the principal's function, within the designated area of this study, such a handbook would be an invaluable asset. Increased, time-saving results through the employment of this handbook would fulfill the need for augmented, effective use of the principal's time. No longer can the location of indiscriminate random statements be allowed to inconvenience the principal in his efforts to better systematize his school procedures and practices.

Improved employment of the professional competencies of the principal demand the efficiency to assume enhanced educational leadership, to communicate through letters, memos, reports, and to develop aggressive leadership in the community.

There are many benefits to organizing yourself. Writing in the book, Managing Yourself, Milton Wright enumerates the following:¹

1. You accomplish more.
2. The quality of what you do is better.
3. You finish each task in its proper order.
4. You can do each task in the time best suited to do it.
5. You eliminate hurry, worry, and fatigue.
6. You can measure in advance what you are going to accomplish.
7. At any time you can check the progress you have made toward your goal.
8. You save time.

Yearly repetition of operational directives by authorized personnel, and the confusion resulting from oral statements regarding practices related to the school management, suggest the need for condensing and cataloging the many directives into a single, unified and comprehensive manual. Consequently the principal, within the framework of this reference handbook, will have the license to develop himself in a more organized fashion. This suggested handbook would consolidate widespread and isolated directives thereby bringing such administrative policies within organized boundaries.

In the highly competitive atmosphere of modern organizations, increased measures of accountability for continuous self evaluation are necessary within elementary school leadership. To develop an expanded measure of self evaluation the principal must have access to the guidelines within which he is to function. Through decisions, determined by

¹Milton Wright, Managing Yourself (2d ed.; New York: McGraw-Hill Book Co., 1963).

following the handbook's orderly directives and guidelines, he may become competent in recognizing similar situations in the future which will thereby effect his output with conclusive action and results.

A policy handbook would provide the principal with a means of scrutiny of his operations.

By better understanding his administrative role through the afore-mentioned self evaluation anchored in the handbook, it is further anticipated that the principal may exercise his voice in the affairs of the system as a whole, and participate more effectively with his colleagues in decisions affecting that system.

LIMITATIONS OF THE STUDY

This handbook has been designed specifically for the guidance and assistance of the elementary school principals within this system-- the Lakehead Board of Education, Thunder Bay, Ontario, Canada.

Lack of opportunities to actually "field test" a handbook have required the writer to limit format and organization of material to that which was accessible in the literature and sample handbooks available. In addition, owing to a scarcity of basic handbook studies within the literature, it was felt necessary to use interviews in an effort to pool the information and resources, tendered by other principals, into a definitive background for this handbook.

Furthermore, as there was no ready-made codification system, the investigator found it expedient to extract, summarize and classify alphabetically information pertinent to the handbook construction.

In the collection of the board's numerical policies, no evaluation has been attempted of the basic statements themselves: these have been accepted as current board guidelines, as will future statements received, and thus be incorporated within this handbook.

SOURCES OF DATA AND REVIEW OF THE LITERATURE

The following representative areas were employed in the collection and interpretation of data and statements pertinent to the problem as stated:

PROVINCE OF ONTARIO(Revised)

1. The Department of Education Act(Bill 104, July 28, 1971)
2. The Public Schools Act(Bill 103, July 21, 1971)
3. The Schools Administration Act(Bill 105, July 28, 1971)
4. Board of Education Act(Bill 102, July 23, 1971)
5. Ontario Regulations for Elementary Schools(1971, Ministry of Education)

6. Municipal Act(1969, Province of Ontario)

LAKEHEAD BOARD OF EDUCATION

1. Philosophy Statments
2. Official Policy Statements
3. Rules and Regulations
4. Administrative Bulletins

PRINCIPALS' MEETINGS

1. Zone Meetings(15 principals with their own superintendent)
2. Division Meetings(60 principals with the director of education)
3. Lakehead Elementary Principals' Association

Owing to a limited amount of published material and content suited to the administrative handbook, the expressed needs of the elementary principals, elicited from personal interviews, were extensively used for information as a working tool in the handbook's development. Following these administrative contacts, the respondents in turn, forwarded the policy handbooks listed:

1. Standing Orders for Elementary Schools Metro Toronto Area, Toronto, Ontario, 1971.
2. Campton Handbook, Silver Bay, Minnesota, 1971
3. Policy Manual, Cook County, Grand Marais, Minnesota, 1971
4. Faculty Handbook, Two Harbors Junior-Senior High School, Two Harbors, Minnesota, 1971.
5. Policy Manual, Independent School District No.381, Lake County, Minnesota, 1971

The evaluation of the literature available concerning a Principal's Administrative Handbook available in the University of Minnesota, Duluth library, it was found that one is a proposed handbook for elementary principals in Duluth²; another investigates the role of the principal in Minnesota³; and still another is an aid for the elementary schools of the Diocese of Duluth⁴.

For the collection and interpretation of information applicable to this topic, several periodicals were found to be value and have been incorporated within the bibliography.

In addition to the above mentioned sources, further information was attained from the library facilities of the Ontario Ministry of Education, Region 1 office of Thunder Bay. These titles are included in the bibliography.

²W.C.Simmons, "A Suggested Handbook for Elementary Principals of Duluth Public Schools"(unpublished Masters' Plan B paper, University of Minnesota, Duluth, 1958).

³M. M. Brown, "The Role of the Elementary School Principal in Minnesota"(unpublished Masters' Plan B paper, University of Minnesota, Duluth, 1956).

⁴Sister Jane Lemire, F.O.S.B., "A Suggested Handbook for Elementary Schools of the Diocese of Duluth"(unpublished Masters' Plan B paper, University of Minnesota, Duluth, 1965).

DEFINITION OF TERMS

For purposes of clarity the terms listed below will be used throughout this paper, as they are herein defined.⁵⁻⁶

Administration: All those techniques and procedures employed in operation of the educational organization in accordance with established procedures.

All-level Supervisor: A supervisor who is assigned responsibilities from kindergarten through the secondary school.

Communication: The transference of thought or feeling from one person to another through gesture, posture, facial expression, tone and quality of voice as well as by speech or by secondary means such as writing, telephone, telegraph, radio, newspaper, television, and so forth.

Community Resource: Anything in the community outside the school that has educative value and is within the scope of school use, for example, museums, theaters, courts, libraries, industries, parks, playgrounds, and so forth, including individuals and other human resources.

Curriculum Development: A task of supervision directing activities toward designing or re-designing that which is to be taught, by whom, when, where, and in what pattern.

Director of Education: Chief administrative officer for the local board of education and also may fulfill the position of secretary-treasurer of the board.

Evaluation: A task of supervision. Directing the activities toward planning, organizing, and implementing activities for the evaluation of all facets of the instructional program.

Field Trip: A supervisory activity characterized by a trip away from the school to permit students to see on-going operations which are related to learning. This activity is illustrated by tours of the community, visits to industrial plants and foreign travel.

Function: A general category of behaviors characterizing a major part of the total school operation.

⁵C. V. Good(ed.). Dictionary of Education(2nd ed.; New York: McGraw-Hill Book Co., 1959).

⁶B. M. Harris, Supervisory Behavior in Education(Englewood Cliffs: Prentice-Hall Inc., 1963), pp. 541-46.

Interviews: A supervisory activity characterized by face-to-face interaction between two people with commonly held purposes of analyzing his work.

Leadership: The ability and readiness to inspire, guide, direct or manage others.

Observation: A supervisory activity characterized by the systematic observing of a staff member in action for purpose of analyzing his work.

Public Relations: A task of supervision directing activities toward developing relationships with the public in relation to instructional matters, including informing, securing assistance, and avoiding undesirable influences from the public.

School Operation: The sum total of all legitimate activities carried on under the auspices of the school by both professional and nonprofessional staff.

Supervision: A major function of the school operation which seeks to facilitate the major instructional goals of the school in direct ways, but without direct influence upon pupils.

Supervisor: A professional staff member who devotes himself primarily to the activities of supervision. Many titles are used to refer to those who are supervisors. Commonly used titles include consultants, coordinators, specialists, supervisors, and assistant superintendents.

Supervisory Personnel: All professional personnel who have some responsibility for the activities of supervision.

Testing: A supervisory activity involving the use of tests, inventories, reactionnaires, rating scales, and sociometric instruments with staff members for supervisory purposes.

Visiting Consultants: Supervisory personnel not regularly attached to any local school district, but serving on special request. Visiting consultants may come from the Ministry of Education upon request.

ORDER OF PRESENTATION

Chapter II will outline the formulation of the existing boards of education into the amalgamated Lakehead Board of Education on January 1, 1969. Particular emphasis will be placed on the present administrative structure of said board, including the general and special educational services available to the school by the recently reorganized Ministry of Education.

Chapter III will be devoted to the cumulative proposed handbook. The handbook will permit, within the established framework of determined policies, procedures and suggested board guidelines, the freedom of the principal to develop his school's perspective according to the needs of the community it serves.

In termination, the appendixes will include a summary of 1971 School Legislation from the Ministry of Education, a complete index of the Ministry of Education memoranda dating from 1969, and the twenty-five official Policy Statements from the Lakehead Board of Education.

CONCLUSION

In summary, it is the intention of the writer to compile and draft a suggested policy handbook for elementary school principals employed by the Lakehead Board of Education, Thunder Bay, Ontario, Canada. It is hoped that they will find this reference a beginning place in a project to pool their combined resources in the creation of a more inclusive and definitive official handbook for the principals of Thunder Bay.

It appears quite obvious, from monthly administrative meetings, that many principals feel themselves succumbing to the increasing welter of paperwork and non-education administrivia--all the more worrisome at a time when the tone of most school administrators is that more time than ever should be spent with teachers and students.

Expectation follows that this handbook and the policies therein, would serve as a guide to enable the principal to decipher the many directives, policies, and procedures in a minimum amount of time, and thus free him to concentrate his energies and talents on problems and

opportunities of providing the best possible education for the children of his school area.

The real test of this policy handbook will be in its implementation by the principals in question. The extent to which it serves them as a basis for problem solving, how useful it is in helping the administrators formulate specific plans of action, its value in probing issues, alternatives, and conflicting points of view, and the influences it has in guiding the organization along a preferred course will depend on the emphasis each principal places upon its employment and application.

Finally, it is the writer's wish that this handbook may be of some special assistance to the newly appointed principal who may be new to administration.

CHAPTER II

REORGANIZATION OF THE ONTARIO MINISTRY OF EDUCATION AND THE LAKEHEAD BOARD OF EDUCATION

The succeeding pages show the reorganization of the Ontario Ministry of Education, and the Lakehead Board of Education. Included, as well, are geographic area designations of former and present school zones, structure of the above organizations, the aims and goals of these reorganized bodies; and the roles, functions and responsibilities of administrative staff therein.

REORGANIZATION OF THE ONTARIO MINISTRY OF EDUCATION

The Ontario Department of Education, the principal educational ministerial agency of the Ontario Government, and a consultative service to the Lakehead Board of Education, is now officially the Ministry of Education. With the name change came a complete reorganization of functions, titles, roles and responsibilities within the ministry that pursues the basic philosophy of extending a greater autonomy for day-to-day education to the new larger boards of education.

Since the provincial educational reorganization, boards of education across Ontario have adopted various styles and strategies to accomodate this conversion to larger administrative units. For most boards, consolidating the new jurisdiction into a unit that could be loosely described as a "school system" was a high priority.

Extending equal opportunity to the boys and girls of Ontario, and providing a program of public education that would be a continuous and integrated process from kindergarten to grade thirteen, were the

first two guiding principles enunciated by the Hon. William G. Davis in an address to the House on March 17, 1968.⁷ The need to create educational jurisdictions in Ontario to realize these goals prompted the reorganization of all school boards in Ontario effective January 1, 1969.

The overall goal of the Ministry of Education is to ensure that educational opportunities of recognized quality are made available on an equal basis to all children to a minimum age of sixteen and to all citizens who have a desire to learn and develop through secondary educational experience.

With a view to providing this quality service to people of Ontario, a new organization, the Ministry of Education, came into effect on April 17, 1972. The main purpose of the reorganization was to establish a basis for the efficient organization of its resources which will be flexible and responsive to the needs of education in the Province in the months and years ahead.

The corporate structure of the Ministry is shown on the Organization Chart which includes the names of the three new divisions and the Assistant Deputy Ministers in charge of each division. The Education Development Division, Mr. J. G. Kinlin; the Education Administration Division, Mr. G. H. Waldrum; and the Administrative and Financial Service Division, Mr. J. S. Stephen.

This chart also shows the break-down of branches in each of the three divisions of the Ministry of Education. One of the major changes in the new organization is the creation of the two branches

⁷Opinion expressed by William G. Davis, Ontario Ministry of Education, in an official address("Larger Units of School Administration") at Toronto, Legislative Assembly of the Ontario Government, March 17, 1968.

E.E. Stewart
 approved by the deputy minister date 17.04.72

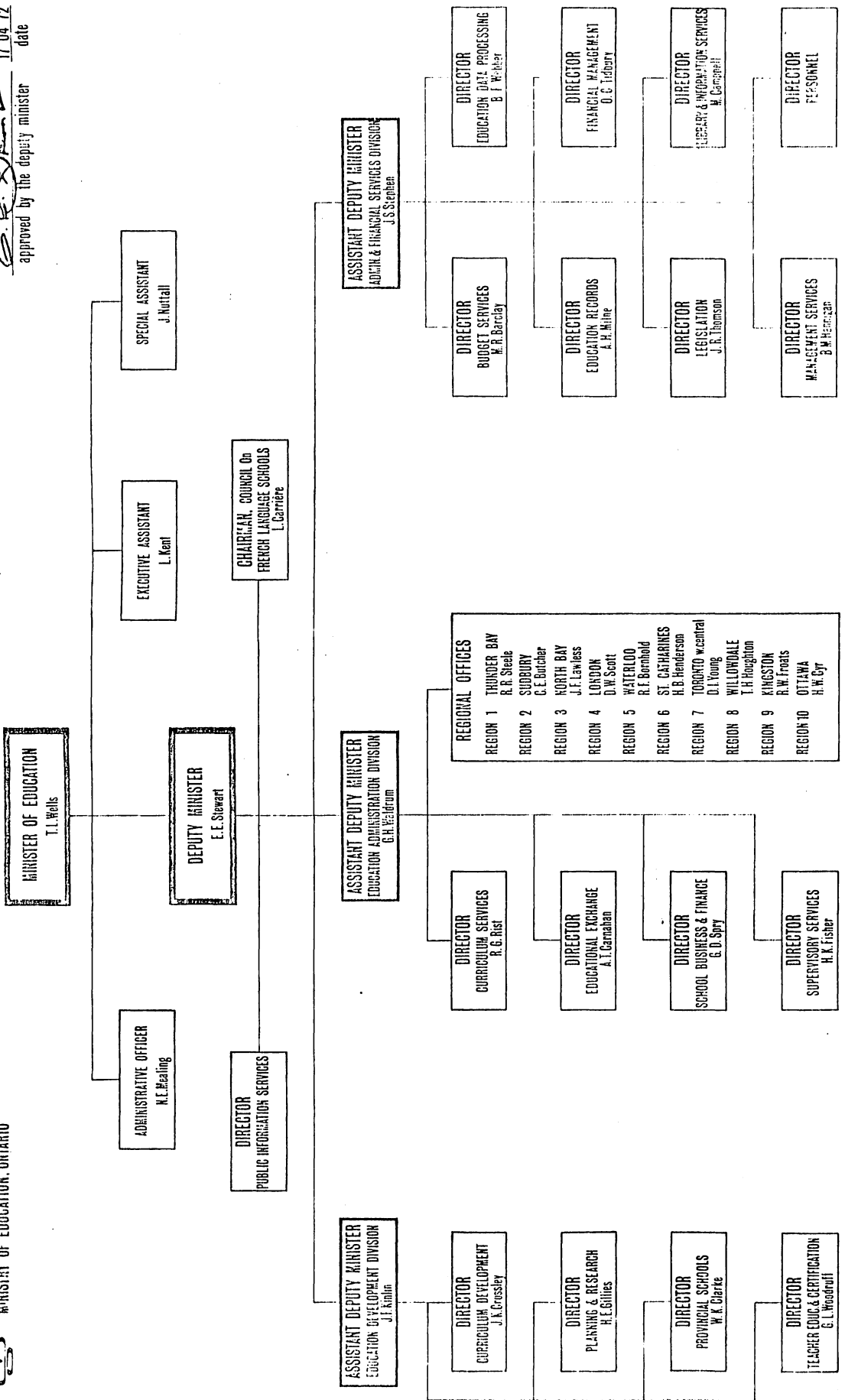


Figure I. Ministry of Education for the Province of Ontario

Curriculum Development and Curriculum Services. The Curriculum Development Branch of the Education Development Division will continue to be responsible for the development of guidelines for the curriculum of the schools in the Province. The Curriculum Services Branch of the Education Administration Division will be concerned with the interpretation and implementation of curriculum, guidelines and feedback to the other branches with respect to guidelines revision or redevelopment, as necessary to suit the needs of schools and students.

The following flow chart, figure I, illustrates the composition of the Ministry of Education for the Province of Ontario commencing with the Minister of Education, Mr. T. L. Wells, through to Region 1, Thunder Bay office, supervised by Regional Director, Mr. R. R. Steele.

CONSULTATIVE SERVICES

Region 1 Office

ONTARIO MINISTRY OF EDUCATION

The role of the Ministry in Thunder Bay, has become one of support. Among the many resources available through the Region 1 office are several groups of people dedicated to the task of making the day-to-day work more effective and of assisting teachers to grow professionally in their career.

One such group is the Program Consultants, all of whom are highly qualified, well experienced teachers. They presumably have been selected for their ability to relate to people, to grasp quickly the essentials of problems, and sympathetically to help teachers and administrators work through to solutions. All are up-to-date in current educational philosophy and possess many interesting ideas related to techniques and strategies in the classroom and school. They do not

attempt to judge or rate the work of a teacher, nor do they report such information to anyone. Their concern is the quality of the program and the ways in which it can be improved. To utilize this service in any area of study, school personnel are expected to analyze their problem to determine those aspects which require discussion and then request a visit from a consultant through the principal.

Another group which can assist, are the Area Superintendents, each of whom is experienced in working with teachers, principals, and school boards. To discuss such matters as school organization, additions, alterations or renovations to an existing school plant, student services, curriculum planning or in-service training, teachers are encouraged to contact them at the Region 1 office.

In addition, the regional office provides (a) aid in school board administration through its regional business administrator and his assistant, (b) youth and recreation services through a team of field consultants, (c) a professional reference library, and (d) a general library of over two thousand films.

The Ministry bears the total cost of these services and is anxious that use be made of them.

AIM: The aim of the Consultant is to help all those involved in education to create the best possible learning condition for pupils.

The subsequent list are some of the consultative services offered in Region 1:

- Discussing with Directors, Superintendents, Principals and others, the nature of their programs in the consultant's special field.
- Encouraging greater K-13 integration.
- Working with other consultants to develop integrated programs.

- Providing an objective view of a system by virtue of the consultant's existence outside it.
- Participating in conferences and meetings within the school.
- Speaking engagements.
- Working with individual teachers in the classroom.
- Assisting community personnel in developing programs for youth, recreation and leisure education.
- Providing school business advisory services.
- Recommending classes, schools, and systems which teachers might profitably visit.
- Providing resource materials on both general and specific educational developments which will be on file in the regional office.
- Aiding in local interpretation of the suggested study guides published by the Ministry of Education.
- Acting as a liaison for feedback from teachers to the curriculum section of the Ministry on the relevance of study guides.
- Helping in the preparation and use of audio visual aids.
- Developing consultant teams to help determine, plan and implement educational innovations.
- Innovative school organization--ungraded schools, subject promotion, continuous programs, pupil evaluation, anecdotal reporting and open concept.
- Utilization of school personnel--team coaching, team planning, interdisciplinary approaches, and paraprofessionals.
- Pre-school education.
- Adult education.
- Community school programs.
- Outdoor education.

In addition to the areas of study covered by consultants in Region 1, it may be possible on request, to borrow the services of other consultants in the following areas: art, music, economics, Francais, and the classics.

Professional services are also available for planning workshops, professional development, field trips, school planning groups, special courses, and invitational conferences.

THE LAKEHEAD BOARD OF EDUCATION

GEOGRAPHICAL DEFINITION

The Lakehead Board of Education in Thunder Bay, Ontario, came into being on January 1, 1969 as a result of the reorganization of the local school boards into a larger administrative unit, thus eliminating twenty six f ormer boards of education.

The board's jurisdiction covers approximately one hundred and fifty six square miles and runs forty miles from Sibley Township School Area about twenty miles east of Thunder Bay to Shebandowan which is approximately twenty miles west of Thunder Bay. The Lakehead School Division as seen in figure II, includes:

1. City of Fort William
 City of Port Arthur
 Municipality of Neebing (townships of Neebing, Blake, Crooks and Pardee)
 Township of Conmee
 Township of Paipoonge
 Township of Gillies
 Township of O'Connor
 Township of Oliver
 Municipality of Shuniah (townships of McIntyre, MacGregor, and McTavish)

2. All of unorganized townships of:
 - Pearson
 - Sibley
 - Scoble
 - Dawson Road

3. Parts of unorganized townships of:
 - Conacher(S.S.1 Shebandowan)
 - Devon(S.S.1 Devon)
 - Forbes
 - Fraleigh
 - Goldie
 - Gorham
 - Laurie
 - Lybster
 - Marks
 - Strange
 - Ware
 - Golding
 - Michener
 - Bobson(S.S.1 Raith)

PERSONNEL AND SCHOOLS

The total professional, secretarial and maintenance staff is in excess of fifteen hundred persons. The board operates nine secondary schools, thirty two former urban schools, thirty former rural schools and one retarded childrens' school. The eighteen board members have a broad background of business and educational experience. Hiring of personnel is in accord with the Ontario Human Rights Code. Salaries are regarded as competitive and there is a variety of fringe benefits. The board seeks teachers of high calibre and to this end actively promotes professional development.

Special subjects services in the area include: guidance, oral French, physical education, music, remedial reading, art, audio visual aids, family life, psychology and speech correction.

AIMS AND OBJECTIVES OF THE LAKEHEAD BOARD OF EDUCATION

At the first board meeting of September 3, 1971, the Lakehead Board of Education accepted and directed as policy to all schools, the aims and objectives for the board.⁸ The seven aims of education are listed below.

1. To adhere to the over-riding conviction that the needs of the child as a human being and as a learner must be the centre of concern in our schools.
2. To provide every individual with equal access to the learning experience best suited to his needs.
3. To provide a learning environment which will enhance the emotional, social, intellectual, spiritual, and physical development of every child.
4. To provide an environment which invites learning by individual discovery and inquiry so that students may develop inquiring, critical minds and attain the ability to learn on their own and which recognizes the role of group experiences and affiliations and the value of shared activities in the social development of the student. To achieve this aim, a variety of methods and approaches developed by concerned and creative teachers is recognized as valid and of value to the child.
5. To encourage a maximum degree of interest and involvement in education by the community.
6. To develop individual and social responsibilities in a changing society.
7. To identify and consider current problems which are of major concern in our human, social, and natural environment.

In addition the board has identified five distinct objectives as a basis for its operation. These are enumerated as follows:

1. To develop vocations and leisure skills--all students who terminate formal schooling should be able to lead meaningful lives appropriate to their interests and aptitudes.

⁸Policy paper on Aims and Objectives for the Lakehead Board of Education contained in a report of the first Board meeting (Lakehead Board of Education minutes, Thunder Bay, Ontario) September 3, 1971.

2. To encourage, through hiring practices, supervisory support, and professional development, teachers with qualities as outlined in the paper "The Teacher".
3. Within the individual's interests, abilities, and aptitudes to develop a degree of competence, understanding and/or appreciation of:
 - a. the economic and social relationships of the community and society;
 - b. communication skills appropriate to contemporary technology and culture;
 - c. the techniques of scientific discovery;
 - d. mathematical concepts;
 - e. physical and mental health;
 - f. the natural environment;
 - g. aesthetic values.
4. To encourage the continual improvement of the school system in accordance with the aims of the Lakehead Board of Education, and, to this end, to provide within realistic limitations, the resources and the in-service training which are prerequisite of program development and innovation.
5. To establish an adequate system of special services and programs for exceptional children in the schools.

ROLE CLARIFICATION OF SCHOOL TRUSTEES

Trustees are elected for a two year period, with all trustees being elected every two years, with the chairman and vice-chairman elected from the group. These elections, for trustees, are held in conjunction with local municipal elections voted on by the electorate at large. At present the ward system has not been designated for civic elections.

The role clarification of aims and objectives of these elected board members as established by themselves on January 1, 1969, are as follows:

1. Establish policy as per needs of the community. To represent them.

2. Provide best possible conditions for the learning experience.
3. Provide money and budget for plants, books, staff, and so forth. (The where-with-all to do the job.)
4. Reflect public opinion.
5. Give administration the opportunity to advance ideas and initiate policy development--be supportive.
6. Give freedom and scope to implement policy effectively without interference.
7. Provide liaison with civic bodies.
8. Implementation of rules and regulations of the Ministry of Education.
9. Support professional development.
10. Accept the political responsibility.
11. Report progress of dynamic policy and educational development.

ORGANIZATIONAL STRUCTURE

The Lakehead Board of Education, in its' reorganization, has combined functional responsibilities and area, or zone responsibilities, in one position. Thus, at the superintendent level, an individual will have responsibility for some functions such as personnel, or curriculum, and at the same time he will be in general charge of a geographical zone.

Principals in such a structure report to a particular superintendent in his role as zone supervisor. If assistance is required in functional areas other than the one for which the particular zone man is responsible, the principal has only indirect access through his own superintendent. For example, if information about budget is required by a principal, he would probably ask his zone superintendent to obtain the information for him rather than going directly to the business superintendent himself. Figure III above clearly shows this organizational structure.

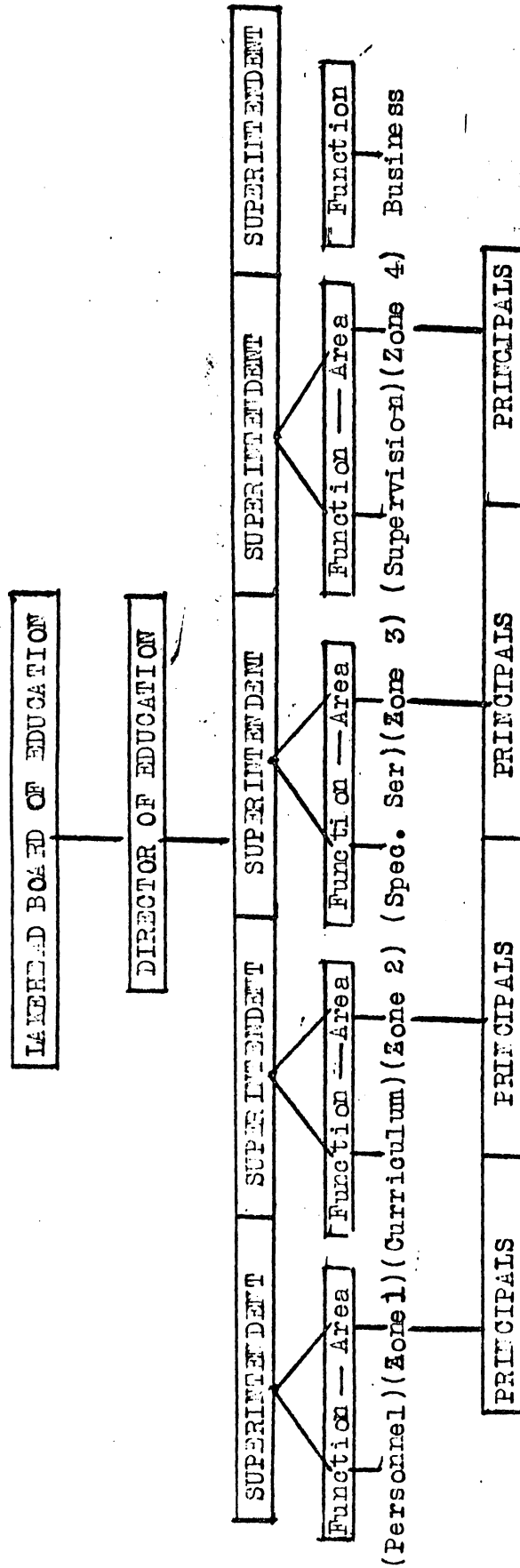


Figure III ORGANIZATIONAL FLOW CHART OF THE LAKEHEAD BOARD OF EDUCATION

GEOGRAPHIC ZONES OF THE LAKEHEAD SCHOOL DIVISION

The Lakehead School Division is divided into four zones, each headed by a zone superintendent, assisted by an assistant superintendent. It will be noted that the division has a vertical organization, kindergarten to grade thirteen, as each zone includes elementary and secondary schools. It will also be noted that each zone includes city public, rural elementary, and secondary schools.

The channel of communication on all school matters of an academic nature is to the zone superintendent concerned. Matters of a purely business nature would be referred indirectly to the superintendent of business. Matters dealing with plant operations and maintenance would be referred to the assistant superintendent of plant services. All other matters which cannot be clearly defined as academic, business or plant should be referred to the zone superintendent of the zone in which the school is located.

The schools in each zone are shown in table I.

TABLE I

Geographic zones 1 and 2 within the Lakehead Board of Education
School Division

ZONE 1

Super.--W. J. Peat

Assist. Super.--W. Hodgson

SECONDARY SCHOOLS

Hillcrest
Collegiate Institute
Lakeview

CITY PUBLIC SCHOOLS

Black Bay Road School
Balsam Street School
Claude Garton School
Prospect Avenue School
St. James School
Shuniah School
Vance Chapman School

RURAL PUELIC SCHOOLS

Five Mile School
John Street School
Gorham and Ware School
McKenzie School
McTavish School
Sibley Public School

ZONE 2

Super.--F. C. MacDonald

Assist. Super.--G. L. Thain

SECONDARY SCHOOLS

Hammarakjold
Sir Winston Churchill

CITY PUBLIC SCHOOLS

Algonquin Avenue School
C. D. Howe School
Cornwall Avenue School
Junot Street School (1972)
Oliver Road School
Pine Street School
Queen Elizabeth School
Sir John A. MacDonald School

RURAL PUELIC SCHOOLS

Crestview School
Fourway School
Grandview School
J umbo Gardens School
MacDonald School
Oliver Road Central School

TABLE II

Geographic zones 3 and 4 within the Lakehead Board of Education
School Division

ZONE 3	ZONE 4
Super.--J. O. Lees Assist. Super.--L. Foster	Super.--W. G. MacKay Assist. Super.--W. J. Gerow
<u>SECONDARY SCHOOLS</u>	<u>SECONDARY SCHOOLS</u>
Gron Morgan Memorial Northwood High	Fort William Collegiate Selkirk Collegiate Westgate Collegiate
<u>CITY PUBLIC SCHOOLS</u>	<u>CITY PUBLIC SCHOOLS</u>
Agnew H. Johnston School Drew Street School Edgewater Park School Franklin Street School Green Acres School Grey Park School McKellar Park School Ogden Street School Sherbrooke Public (1972) Redwood Avenue School Victoria Park School Westmount School	Crawford Avenue School Francis Street School Heath Park School Hyde Park School Isabella Street School Kingsway Park School
<u>RURAL PUBLIC SCHOOLS</u>	<u>RURAL PUBLIC SCHOOLS</u>
Cornmee Public School Hymers Public School Kakabeka Falls School Nolalu Public School O'Connor Central School Paipoonge No.3-4 Pearson and Fraleigh Pineview School Slate River School South Gillies School Twinhaven School	Arthur Street School Blake Central Public School Crooks Public School Riverdale Public School Rosslyn Road School Vickers Heights School

AREAS OF FUNCTIONAL RESPONSIBILITY

The areas of responsibility for the superintendents are shown on the following tabulation.

Superintendent of Curriculum (Zone 2) F. C. MacDonald

Superintendent of Supervision (Zone 4) W. G. MacKay

Superintendent of Personnel (Zone 1) W. J. Peat

Superintendent of Special Education (Zone 3) J. O. Lees

Superintendent of Business W. J. Griffis

In addition to the areas of responsibility listed above; each superintendent functions as a zone superintendent, and is responsible for the schools in his zone, with the exception of the Superintendent of Business. Principals and teachers are reminded, as stated in Memorandum 1969:4 from the Ministry of Education, to refer school academic matters to the Zone Superintendent concerned. The Zone Superintendent may choose to refer, at his level, the matter to his colleague having jurisdiction according to the areas of responsibility shown above.

It will be noted that, with regard to the areas of responsibility mentioned above, as well as in the area organization of schools in geographic zones 1-4, the division is organized to emphasize the continuity of the educational process from kindergarten through and including grade thirteen.

Integration and coordination of the educational program is provided by the administrative council, composed of the five superintendents and chaired by the Director of Education. Others may be co-opted as resource persons to advise on particular matters. The Administrative Council advises the director of Education in making

recommendations to the board. The Director, appointed by the Board of Education, has a dual role, in that he serves as secretary-treasurer of the Lakehead Board in addition to his prime function as chief educational, administrative officer.

Each superintendent is accountable for various areas of operations, program and curriculum as designated by the Director of Education. These responsibilities are shown on following tables.

TABLE III

The responsibilities of the Superintendent of Curriculum

Driver education program
 Program consultants--curriculum referrals
 Department of Education program changes
 Courses and course content--academic, commercial, technical
 and operational
 Textbooks
 Library resource centre
 Curriculum committees
 Outdoor education
 Education research and non-graded organization
 Programs--audio visual, including E.T.V.
 Publications--professional library
 Public relations--news media, home and school
 Special projects, for example: science fair, air cadets
 Extra curricular programs--music, art, public speaking
 Investigation and assessment of instructional equipment,
 supplies and school furniture

TABLE IV

The responsibilities of the Superintendent of Supervision

Certification
 Evaluation of teachers for contracts and permanent contracts
 Promotion, demotion, transfers, and dismissals of staff
 Supervision of coordinators, supervisors and consultants
 Liaison with the Ministry of Education
 Diploma requirements
 Summer schools for students
 Audio visual education--supervision
 Adult education
 Coordinator of technical education
 Chairman--new schools and additions
 Extra curricular and special projects
 Analysis and review of existing organizations and practices
 Interpretation and implementation of regulations and legislation

TABLE V

The responsibilities of the Superintendent of Personnel

Recruitment and appointment of staff in schools
 Category placements
 Salaries, work load and fringe benefits
 In-service education of staff including orientation programs
 Winter certification course for staff
 Internship program
 Summer school courses for staff
 Leave of absence and Sabbatical leaves
 Staff records and contracts
 Supply teachers
 Discipline and relations
 Staff attendance at conferences
 Supervision of practice teaching and liaison with training
 institutions
 Teacher exchange and National Defense Schools

TABLE VI

The responsibilities of the Superintendent of Special Education and
Student Services

Retarded childrens' school
 Guidance
 Student services
 Psychological and psychiatric services
 Attendance matters
 Pupil-parent referrals
 Transportation and field trips
 Special education
 Home instruction
 Grade nine orientation program
 Statistics re enrolment and accomodations
 School safety
 Red Cross youth

TABLE VII

The responsibilities of the Superintendent of Business and
Finance

Budget--preparation and control
 Data processing
 Accounting
 Purchasing, warehousing, deliveries, inventory
 Payroll
 Personnel (non-teaching)
 Cafeteria operation
 Insurance coverage, claims, and so forth
 Tax collections in areas without Municipal governments
 School plant operations
 School plant maintenance
 New construction--design--supervision
 Transportation--contracts--billing
 Rentals

As well as these responsibilities, each zone superintendent will have direct responsibility over a specific geographical zone. Within this zone, the superintendent will coordinate all educational activities while relating in various functions to the appropriate superintendent. These staff responsibilities will include such things as the hiring of administrative staff, budgets, staff requirements of schools, keeping the principals informed and receiving resignations from staff.

ROLE CLARIFICATION OF SUPERINTENDENTS

Superintendents are appointed by the Director of Education, and have historically remained in that position until retirement. In summation, role clarification of the superintendents' positions is as indicated in table VIII.

TABLE VIII

 The role clarification of a Superintendent

Possess professional knowledge and experience
 -provide facts and opinions
 -make recommendations
 -provide valuable liaison
 -encourage and initiate meaningful change
 Sympathetic to innovation--create atmosphere for change
 Policy--provide clarification of policy, Board and Ministry of
 Education--to Board and teaching staff
 Play a supportive role
 Resource persons for programming
 Certification of personnel
 Liaison--help resolve staff-parent problems
 Support and aid professional development
 Important communication person between trustees and other
 departments and systems
 Provide guidelines and guidance
 Aid in teacher and program evaluation
 Allow autonomy in school policy and decision making
 Interpret and implement board policy
 Suggest policy and program development to trustees
 To see goods and services are provided for the betterment of
 the educational system
 To show community involvement
 Aid in establishment of budget priorities

SUMMARY

A structural model for the ministry has been developed which provides a meaningful framework for implementing the responsibilities of the ministry, both now and in the future.

The model also recognizes the continuing need for a regional organizational interface between the Ministry of Education and those units that fall within the ministerial jurisdiction and to which are delegated the responsibilities for educational program delivery.

School boards have been established to carry out this direction.

This organization, for communication and integration, does not preclude the possibility of additional ad hoc committees to deal with specific problems, or the establishment of standing committees. It is also understood that from time to time the Ontario Ministry of Education may make mandatory certain additional advisors or school committees.

In the Minister's official announcement, Mr. Wells explained⁹

"Authority and responsibility in education in Ontario have always been divided between local communities and the broader provincial community. The balance between the two has continually changed and the present trend towards greater autonomy for local authorities will likely continue, although provincial authority will not be abandoned."

⁹Opinion expressed by Thomas Wells, Ontario Ministry of Education, in an official address ("Official Statement Announcing the Reorganization") at Toronto, Legislative Assembly of the Ontario Government, April 17, 1972.

A SUGGESTED POLICY HANDBOOK FOR ELEMENTARY
SCHOOL PRINCIPALS UNDER THE LAKEHEAD BOARD
OF EDUCATION, THUNDER BAY, ONTARIO, CANADA

Compiled and Submitted

by

Frank G. Draper

1972

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¹⁰*Note. Pagination in parentheses are temporary; such may be subject to revision as additional information is received and incorporated with the handbook.

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FOREWORD

Much information, dealing with various facets of administration and the increased problems that face the principal, has been published in recent years. The writer does not attempt to discuss all these aspects or issues, but has confined his investigation to the assemblage of this handbook, as a necessary "working tool", for reference and utilization by principals in their daily decision-making processes.

This handbook is based on regulations, directives and policies that have wide applicability to elementary school situations. These guidelines have been categorized alphabetically, and augmented by appendixes containing Ministerial Legislation, Indexes, Personnel, and Board Policy Statements.

It has been the intention of this investigator to compile and draft a suggested policy handbook for elementary school principals employed by the Lakehead Board of Education, Thunder Bay, Ontario, Canada. It is hoped that they will find this reference a beginning place in a project to pool their combined resources in the creation of a more inclusive and definite official handbook for the Principals of Thunder Bay.

CHAPTER III

PROPOSED HANDBOOK

School administration is defined as a process concerned with the execution of policies within a unified system related to organizing and allocating human and material resources to accomplish predetermined objectives.¹¹

This proposed handbook constitutes a systematic culmination of regulations, directives and procedures to be executed in conjunction with the official policy statements of the Lakehead Board of Education as contained in the appendixes.

¹¹Stephen U. Krezevich, Administration of Public Education (New York: Harper and Row Co., 1969), p. 23.

SCHOOL POLICIES

A. Absence

1. Absence - Leave of
 - a. Refer to Policy Statement Number 6, Section A and B.
2. Absence - Principal from duty
 - a. Refer to Policy Statement Number 1, Section 5.
3. Absence - Pupils
 - a. When a pupil returns to school after an absence his parents or guardian shall, orally or in writing as the principal may require, give reason for the absence.
 - (1) Refer to Department of Education Act, Section 18, 19.
4. Absence - Teachers due to illness
 - a. Refer to Policy Statement Number 5.
5. Absence - Supply teaching program
 - a. When a supply teacher is required
 - (1) Regular teacher
 - (a) i) Thunder Bay North (Port Arthur and McIntyre) advises Mrs. Edith Enstrom (767-2931) between 7:30 a.m.- 8:00 a.m. (between 9:00 a.m. - 5:00 p.m. call 344-9151) of inability to perform regular duties;
 - ii) Thunder Bay South (Fort William and Neebing) advises Mrs. Louise Cifarelli (623-6671) between 7:30 a.m.- 8:00 a.m. of inability to perform regular duties;

iii) For the present, in schools outside the City of Thunder Bay, regular teachers are asked to contact their principals directly.

(b) advises principal that the Board Office has been notified of impending absence, and that a supply teacher is being allocated;

(c) on the morning of return to duty advises the Board Office between 7:30 and 8:00 a.m. of intention to return. (When possible, the regular teacher and supply teacher should keep in touch with each other regarding the school work and probable returning date of regular teacher.) Please do not make calls in the evening to Mrs. Enstrom or Mrs. Cifarelli.

(2) Supply teacher

(a) Will be contacted by Board Office between 7:30 and 8:00 a.m. conditions permitting, and assigned to the classroom of the absent teacher;

(b) will be advised by principal on arrival at the school designated concerning the nature of her duties;

(c) will be informed by the Board Office between 7:30 and 8:00 a.m. on the day the regular teacher is returning to duty. (When possible, the regular teacher and supply teacher should keep in touch with each other regarding the school work and probable returning date of regular teacher.)

(3) Notes

(a) Notification of unforeseen absence during the day will also be handled through the Board Office, the regular routine being followed except insofar as times are concerned. Calls related to the afternoon session should be made by 11:00 a.m. if possible.

(b) The work of Supply teachers will be

more effective if a guide to classroom routine is available. Supply teachers should find

- i) up-to-date seating plan
- ii) time-table which indicates procedures
- iii) plan book of daily work
- iv) texts which pupils use

(c) Regular teachers should be left a record of work covered during their absence.

(d) Supply teachers may be expected to assume the role of the regular teacher in the matter of playground supervision and other customary duties.

A. Accident

1. Accident - Reporting procedures

Record in duplicate, on enclosed forms, all accidents or unusual occurrences, whether or not the Lakehead Board of Education is likely to be involved in any legal liability action. Forward original copy of accident form accurately and fully completed to:

The Resident Inspector,
Phoenix of London Insurance Group,
Medical Arts Building,
Victoria and May Streets,
Thunder Bay, Ontario.

Phone 623-0231

Retain duplicate copy in your office. It is most important that your file on accidents be available and complete at any time. Your file is the official Board record of accidents.

Accidents to students may involve the insurance company handling student accident insurance. No additional information is required. Liaison will exist between the Board's insurance agent and the insurance company for student accident insurance.

2. Accident - Staff protection act re: Workmen's Compensation

In a letter dated January 14th, 1972, and signed by W. A. Pearson, Claims Supervisor for the Workmen's Compensation Board, the following statement was made:

Whether a teacher is coaching a sporting activity or is supervising a group of students on a (weekend) field trip, in both instances he would be considered to be within the course of his employment. Therefore, they would be entitled to the protection of the Workmen's Compensation Act for any accident incurred while performing the above functions.

3. Accident - Workmen's Compensation

a. In all cases of accident -

(1) The Employer shall:

(a) Furnish First Aid in accordance with

Regulation 12-21.

(b) Record First Aid attention.

(c) Complete and give to the workman

Treatment Memorandum (Form 156) if medical aid is required.

(d) Provide immediate transportation to a hospital or doctor, or the workman's home

when necessary.

(e) Provide the Board with Employer's Report of Accident (Form 7) and any further reports or information which may be necessary as requested.

(2) The Workman shall:

(a) Promptly obtain the necessary and proper First Aid.

(b) Notify the Employer immediately of any accident requiring medical aid and ask Employer for Treatment Memorandum (Form 156) to take to doctor or hospital.

(c) Have the initial choice of doctor or other qualified practitioner. A change of doctor cannot be made without Board's permission.

(3) In the Act, "medical aid" means medical, surgical, optometrical and dental aid, the aid of drugless practitioners under The Drugless Practitioners Act, including Osteopaths and Chiropractors, and the aid of Chiropodists under the "Chiropody Act".

(4) For information write to:

The Workmen's Compensation Board,

90 Harbour Street,
Toronto 1, Ontario.

Telephone 362-3411
Long Distance Area Code 416

- A. Addresses - Staff and pupils re: request of lists
1. The principal shall keep the winter and summer addresses and telephone numbers of all his staff members.
 - a. Name, address changes and phone numbers for all staff members should be immediately reported to the principal who will in turn notify the Board office.
 2. It has been the policy to refuse to give lists of students to any person or organization asking for such lists, as they are the private property of the school and the Board, and are not available for outsiders.
 - a. The following instructions were sent out by the Department of Education on April 7, 1945:

Inspectors, principals and teachers should not give lists of teachers or secretaries, and their addresses, to companies, persons, or agents for business purposes.
 3. Confidential information concerning pupils and parents which is in the school's possession should be regarded as a trust.

A. Advertising Material

1. The initiative for securing the material should come from the school. In other words, the

materials should be of the type that teachers seek, not materials that are thrust upon them to promote the interests of an outside agency.

2. The material should fulfill a legitimate purpose of the school curriculum and should not only be interesting to pupils but should be related to some part of a course of study for the grade or level concerned.
3. The profit purpose of the sponsor should not be prominent or dominant in the material. The advertising feature of the material should not be blatant. Generally speaking, advertising which deals with a group of companies is more desirable than advertising which deals with one company in a business in which several companies are keen competitors and also contribute to the upkeep of our schools by means of taxation.
4. That schools should not accept printed material that is clearly in the nature of propaganda or that violates the attitudes which are recognized as ideals in our school system or in our city.

A. Agreements

1. Agreement between Board and elementary teachers
 - a. Refer to Policy Statement Number 1.
2. Agreement between Board and secondary teachers
 - a. Refer to Policy Statement Number 2.

A. Art - Asbestos Powder

1. In 1968, the use of powdered asbestos for art work was banned. If you have any of this asbestos on hand, would you please have it packaged and returned to the Board of Education Shop on Finlayson Street. It would be used by the Maintenance Department for boiler installation purposes.

A. Assessment Report

1. Mail one copy to the Superintendent of Supervision November 30 and April 15. The report will be directed then to the Zone Superintendent for further study and action.
 - a. The format generally is left open to the principal. The report could include comments on the building, enrolment and trends in school population, program, recommendations, plans and activities in the school. It should be a guide and a help to superintendents in long-range planning and evaluation of program.
 - b. The report in April could serve as a progress and evaluation report on projects reported under way in the November report.

A. Athletics

1. No athletic activities, games, races, etc., should

be carried on in public school during school hours (9:00 to 12:00 and 1:00 to 4:00), by outside school authorities, with the following exceptions:

- a. During the recess periods
 - b. During the period 3:30 to 4:00 p.m.
 - c. During the regular physical training period.
2. Care should be taken that no pupil be allowed to engage in athletic or physical activities if the school doctor, the personal physician or parent have indicated that such participation might be unwise.

A. Attendance

1. Attendance at school
 - a. Applications for Employment Certificates or Home Permits must be made to the Attendance Counsellor.
 - b. Names of pupils who have applied for Employment Certificates or Home Permits should not be taken off the register until the permit has been granted.
 - c. Pupils transferring from Grade VIII to a secondary school at the end of June should be counted as present in the public school for the days set aside at the end of June for induction into the secondary school.

2. Attendance - compulsory age 6 - 16
 - a. Children who have reached their sixth birthday on or before the first school day in September must attend school.
 - b. Pupils who reach their sixteenth birthday during the months January to June must attend school until the end of June of that year.
 - c. Pupils who reach their sixteenth birthday during the months September to December may be permitted to leave school at the end of the preceding June only on receipt of permission from the Attendance Department.
3. Attendance - Form G47
 - a. Retain one copy. Mail original and two copies to the Director of Education by January 7.
 - b. Evening and summer courses will be reported separately and will not show on enclosed copies.
 - c. Perfect aggregate attendance for elementary schools may best be determined from monthly attendance reports. Disregard Direction Number 7 (on back of form)
 - d. Non-resident Children's Aid Society wards will be entered under "Pupils whose Gross Fees are receivable from Other Boards."
 - e. Grand total figures must agree with totals of monthly attendance reports.

4. Attendance - guidance for principals

a. A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if the child is absent from school for the purpose of receiving instruction in music and the period of such absence does not exceed one-half day in each week.

(1) Refer to the School Attendance Act

b. A pupil may temporarily retire from school at any time with the consent of the principal or at the oral or written request of his parent or guardian. NOTE: The principal will be careful to see that any oral or written request comes only from an authorized source.

c. Where the principal believes that a pupil is making an unjustifiable use of the privilege of retiring from school, he shall promptly notify the Board.

(1) Refer to Department of Education, General Regulations, Section 19.

5. Attendance - is a right

a. The Public Schools Act specifies the age governing the child's right to attend Public School: Section 5 (1) Subject to Section 6, a person who has attained the age of five years on or before the 31st day of December in any year has the right to

attend, after the first day in September of the following year, a public school in the school section in which he and his parent or guardian reside or a public school in another section for which the board has made provision under Section 6 unless:

(1) His parent or guardian is a separate school supporter; or

he is unable by reason of mental or physical defect to profit by instruction; or

he has been promoted to a grade beyond the grade required to be operated in the public school; or

he has attained the age of twenty-one years.

Section 5 (3) It is the responsibility of the parent or guardian to submit evidence that the child has a right to attend the school, including proof of age. Section 5 (4) Where a board

operates a kindergarten in a school, the age at which the child has the right to attend kindergarten in that school is lower by one year than that stated in subsection 1.

6. Attendance - Register instructions

a. Registers for schools in The Lakehead Division will be available shortly. The following points of clarity should be reviewed along with instructions

in the Register and should be discussed in detail with every staff member who will be using the Register. Some schools may wish to keep a record of attendance temporarily on a separate sheet of paper for the first few weeks of school.

- (1) 1. Register reduced in size from $8\frac{1}{2} \times 15$ to $8\frac{1}{2} \times 11$.
2. Form 94 - school year and holidays on page 2
3. Teachers required to sign on the last day of September, January and April.
4. Principals are not required to sign Register.
5. Grants will be based on the enrolment figures shown in Column N. on page 11 on the last school day in September, January and April.
6. Kindergarten (and other part-day attendance) pupils will be recorded in the same manner as full day pupils.

NOTE - The adjustment to the equivalent of full day attendance will be made at a later date by the Department.

7. Right Side Pages - pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 31

(a) Cols. 1 - 2 - 3 will be required to be completed.

NOTE - Col. 2 - accumulated absent days to date, if a pupil were absent 2 days per month, Col. 2

for September would read 2
for October would read 4
for November would read 6
for December would read 8

(b) Cols. 4-5 (blue) "G days" and "Days Present".

Figures are to be entered in Column 4 - "G Days". No entry is required in Column 5 "Days Present".

(c) Further, no calculations will be required on a class basis. This will reduce the clerical work-load on the teachers and attendance clerks.

8. Non-Resident column. (Gate Fold on page 10)

These should be entered as shown on specimen page 6. Information with respect to Board or Agency responsible for payment of fees should be entered in Column A, page 10, (under the Gate-fold).

9. Grade or Level Column. (Gate-Fold on page 10)

This column may be used if the teacher wishes to do so, especially if two or more grades are taught in the same class.

10. Instructions for Use of Register

Most of the instructions have been changed this year. It is most important that principals review these with teachers and attendance clerks.

11. Horizontal Lines

The drawing of horizontal lines through all periods of non-attendance

- (a) prior to enrolment
- (b) subsequent to transfer or retirement

will continue to be required as in previous years.

12. Pages 6 and 7 - Enrolment Date and Enrolment Summary - (specimen pages) C.F. pages 10 and 11.

These pages have been colour-coded to assist in recording and summarizing:

Admissions - internal and external-blue
 Transfers - internal and external-mauve
 Retirements - pink

Please refer to par. V, VI, VII, pp. 3 and 4.

13. Enrolment - Col. b or c, page 10 (see par. V Admissions)

The teacher/attendance clerk will enrol only those pupils who actually attend school.

NOTE - Anticipated enrolment such as:

- (a) pupils returning late from vacation
- (b) pupils returning late from working on the farm - and -
- (c) kindergarten pupils

are not to be entered until they are in actual attendance at school.

14. "G" Days (see par. IV (I), (2), (3))

Explain reason for "G" Day under "Explanatory Notes", Col. 6 on the applicable monthly page.

15. Transfers and Retirements - par. VI (1) (2) (3), page 4

See also "notes" (a), (b), (c), (d), especially noting (c)

16. Explanatory Notes - (Col. 6, right side page)

Show reasons and dates for absences and destination of Transfers and Retirements.

17. Page 32

Has 5 columns intended for use as directed by the Board. No conclusions have yet been reached here. Suggested uses could be

- (a) whether pupil has school insurance
- (b) whether pupil is restricted from gym classes

For the time being, this page may be disregarded.

18. Back Cover - Calendar

In addition to the date, areas shaded red

denote school holidays and the small red numbers indicate the "elapsed school year day to date."

7. Attendance - Youth Allowances - Dependent Youth Remaining in Full Time Attendance
 - a. The Youth Allowances programme became effective September 1, 1964, providing for payment of \$10.00 per month on behalf of dependent youths between the ages of sixteen and eighteen years of age who remain in full-time attendance at a recognized school.
 - b. The basic requirement is that a student, to qualify for the allowances, must be a full-time attendance at school or university. However, if a youth cannot attend school because of a mental or physical infirmity, Youth Allowances may continue, provided there is an acceptable Certificate signed by a doctor filed with this office.
 - c. Each September this office sends applications on behalf of some 250,000 boys and girls age 16 and 17 who may be eligible to receive Youth Allowances in September. In addition, approximately 12,000 applications will be sent each month for youths who will attain the age of sixteen during that month.
 - d. Secondary school principals and their staffs will be asked by the student to endorse the school attendance certificate on each application card.

It would be appreciated if the school would not use the lever type of seal of these application cards, as the embossing prevents the machine sorting of cards. If a rubber stamp is not available, the signature alone will suffice.

e. Reporting - to facilitate the administration of the two programs, this office is in constant touch with the school authorities throughout the province of Ontario. Reporting forms and postage-free envelopes are available from the school attendance office. A requisition form is also included for re-ordering. You will note that the first portion of the Form 132 requests the information necessary to identify the correct Family Allowances account. The same information is required for both Family Allowances and Youth Allowances. Section "A" is for the reporting of children under sixteen years of age. These children are entitled to Family Allowances up to and including the month in which they reach the age of sixteen years. In order that we may properly action the Family Allowances account, we would appreciate receiving a report under either of the following circumstances:

- (1) A child has been excused from attendance
- (2) A child's attendance at school is not satisfactory. Section "B" is for reporting students sixteen and seventeen years of age.

These students are entitled to youth allowances.

A. Audio Visual

1. Audio Visual

- a. Refer to Policy Statement Number 20

2. Audio Visual Film Library

- a. The Department of Education has approved the establishment of an audio visual film library to be under the joint jurisdiction of the Lakehead Board of Education and The Lakehead District Roman Catholic Separate School Board.

- b. A depository of 16 mm films will be established at the Lakehead for use in the schools operated by the above-mentioned boards.

- c. The initial supply of films will be provided by the Department of Education, at Department cost, according to the following formulas:

1. One film for each public school teacher x the Lakehead Board of Education percentage for grant purposes for public schools:

2. One film for each separate school teacher x the Lakehead District Roman Catholic Separate School Board percentage for grant purposes for separate schools;

3. One film for each secondary school teacher x the Lakehead Board of Education percentage for grant purposes for secondary schools.

4. It is anticipated that this formula will establish a film "pool" for 700-800 films.

- d. Interested teachers will be invited to serve on selections committees to choose films for the primary, junior,

intermediate, and senior divisions, as well as in all subject areas of the curriculum. It is considered extremely important that teachers have the opportunity to recommend to selection committees, or to serve on selection committees, in order that the best films may be acquired for the film "pool." It is hoped, when constituted, that the film library will be directly related to actual classroom needs in the school divisions.

e. The work of the selection committees will be implemented and coordinated by the audio visual coordinators of the boards, assisted by a staff coordinating committee who will recommend priorities and advise on other matters.

f. The Department of Education has arranged for the viewing of films at the Lakehead by the selection committees.

Committees may request delivery of films in which they are interested, for preview and assessment. If films from sources other than the Department of Education catalogue are required, the boards will be responsible for any transportation costs.

g. The Lakehead District Roman Catholic Separate School Board and the Lakehead Board of Education have approved the establishment of the joint film library principle, and have established a joint committee of trustees and officials to complete working arrangements in connection with the following matters: housing the film collection, secretary-librarian and booking services, shipping and receiving, cataloguing, records, repairs and renewals, distribution to schools, sharing of costs.

h. Following approval by both boards of the joint working arrangements, the operation of the film library will be carried out by the audio visual coordinators, according to the terms of reference established.

B. Books

1. Book Rebinding

a. Here is some information on the rebinding of books, text or library. At the present cost of books it would seem advisable to recycle old books. (Rebound books cannot be rebound.) Most out-of-town binderies pay freight one way. It is advisable to ship not less than one hundred pounds at any one time to get the cheapest freight rates. We should prepay all such shipments. There is not much to choose between the quality of most binderies; however, the Rehabilitation Centre product is considered inferior to the other three shown here.

b. If you are using this service

- (1) Pack your books and call for an order number.

Identify the shipment with this number.

Enclose a listing.

- (2) Prepare a purchase requisition to cover the shipment.

- (3) Refer to the order number. Indicate if library or texts.

- | | |
|--|-----------------------------------|
| (4) Golden Rule Bindery
Box 308
Oshawa, Ontario. | Cost per book \$1.30
flat rate |
|--|-----------------------------------|

- | | |
|---|---|
| (5) Brown Brothers, Ltd.
25 Waterman Avenue,
Toronto 16, Ontario. | Cost per book \$1.65
Discount over \$5,000
3 percent. Orders
\$10,000 - 5% discount. |
|---|---|

- (6) Universal Bindery(Man.) Ltd.
959 Powell Avenue,
Winnipeg, 21, Manitoba.

B. Break and entry

1. Break-in

The recent rash of break-ins is quite alarming. It is suggested that no cash funds be kept in the school except the principal's petty cash fund. Apparently, from time to time, teachers have collected funds from the students for various purposes and in order to prevent loss of any of these funds, a temporary bank account should be opened in the name of a student organization with a signing officer to be determined by teachers and pupils concerned.

The board does not insure for thefts of cash from our elementary schools.

2. Break-in protection and security of building contents and equipment

Since September 1, 1969, the school division has experienced considerable loss in equipment. In some cases there has been definite evidence of burglary, but in many instances there has been no evidence of any break-in or burglary.

The type of equipment which has disappeared includes tape recorders, record players, microscopes, etc., all of which are very useful to individuals.

The incidence of disappearances has reached the proportions now that our insurance companies refuse to settle claims unless the board pays the first \$100.00 of replacement cost. Formerly the board paid the first \$25.00 of replacement cost. If a loss is incurred now in a school and the item requires replacement, the \$100.00 replacement cost must come out of the school's or department's equipment budget allowance.

It would appear that security precautions must be emphasized and enforced. Such precautions should include:

- (a) Keep all equipment in a classroom or any other designated area that can be locked when not in use.
- (b) Be sure classrooms and other storage areas are locked when not in use.
- (c) Do not loan out equipment to anyone.
- (d) Be suspicious of individuals in school buildings before and after school hours and during lunch hours who do not appear to have a purpose for being there.
- (e) Have inventory record of all equipment in departments and school with serial numbers, manufacturers, etc.
- (f) Have teachers, caretakers, etc. report immediately, any item of equipment missing.
- (g) Paint name "Lakehead Board of Education" on all equipment (stencils to be provided).

If our losses continue to increase, the board could be forced into absorbing a still higher share of replacement cost.

3. Break-in responsibility

- (a) To all rural principals and caretakers:

The question has come up as to the responsibility of the principal and caretaker in the event of a break-in or vandalism at the rural schools. Since the caretakers are not at the school full time, there has also been the question of what to do in case of an emergency arising during school hours when the caretaker is not available.

In the case of a break-in or vandalism, the caretaker should, of course, be immediately notified. The Assistant Superintendent of Plant's office should also be notified as soon as possible. In the case of serious damage, the police should also be called.

Should any emergency arise during the day, the caretaker should be notified if the principal feels the matter can be handled by him. If the emergency is of such a nature that it is beyond the capability of the caretaker, this office should be called and/or the shop in either Fort William or Fort Arthur. For your information, the numbers to be called are as follows:

1) Administration office 622-3941 (Mr. Ken McKay)

B. Busing

1. Bus riders - regulations for

- (a) Every bus rider must abide by these rules or be deprived of the right to ride the bus.
 - (b) All riders shall remain seated when bus is in motion.
 - (c) Keep head, hands and arms inside the bus.
 - (d) All riders shall remain in the seat assigned to them.
 - (e) Scuffling, fighting, obscene language are forbidden.
 - (f) Bus riders will not litter the bus with food or other debris.
 - (g) Bus driver is asked to report any misconduct.
 - (h) Bus driver is in complete charge while on bus.
 - (i) Parents will be notified if the misconduct continues.
- Bus rider may be denied the privilege of riding.

(j) Damage to the bus other than regular usage will be paid for by the rider.

(k) Be at the loading place at the scheduled time morning and afternoon.

(l) Follow the recommended procedure when crossing the roadway.

(m) Inform driver, if possible, when rider will be absent.

(n) Cooperate with the bus patrol at all times.

(o) Smoking is not permitted on school buses.

2. School buses - discipline

(a) Refer to Policy Statement Number 18.

3. School Buses - operator

(a) Refer to Policy Statement Number 15.

C. Cafeteria

1. Cafeteria managers

Your orders to various suppliers expired at the end of June. Will you please have prepared new requisitions for each supplier as you did in March and April, to cover the period September to December. The amount will be your estimate only and can be revised if inadequate or will be automatically cancelled at the end of December if it is too much.

These requisitions can be worded as follows:

"To cover the cost of supplies for the period September to December inclusive. This cancels all previous outstanding orders. Please show this order number on all delivery slips and invoices."

\$ _____

In placing orders, every advantage must be taken to buy at the wholesale level where it is feasible to do so.

All orders to be placed by the cafeteria manager or head of the commercial cooking department.

C. Cash

1. Petty cash

- (a) Refer to section titled "Break-ins"

C. Certificates

1. Certificates - birth

(a) The principal is responsible for ensuring that the age of each child entering the public school is correctly stated and accurately recorded.

(b) Proof of age should be furnished by the parent on the request of the principal.

(c) Parents may obtain birth certificates for pupils in Ontario from the

(1) Registrar General, Queen's Park, McDonald Building, Bay and Wellesley, Toronto 182, Ontario.

(2) In exceptional cases, the age of any pupil born in Ontario may be checked by submitting the name and place of birth of the pupil, the name of the parent and the given date of birth to this office.

(d) The registrar at the Vital Statistics Office has notified this office that it takes five or six weeks to issue a birth certificate after application has been made.

(e) When the principal thinks it is necessary for the parent to obtain a birth certificate for the pupil and, where the parent states that he is unable to secure a birth certificate before the expiration of five or six weeks, the principal may accept other proof or statement of age pending receipt of the birth certificate.

2. Certificates - proof of age

(a) It is the responsibility of the parent or guardian to submit evidence that the child has a right to attend the school including proof of age.

(b) Your attention is drawn to Memo 1969-70, dated April 23, 1970, from Mr. J. F. Kinin, Assistant Deputy Minister.

It will be in order for you to accept Notice of Birth Registration, dated subsequent to January 1, 1965, in lieu of birth certificate, as proof of age. This notice now carries the date of birth which was not the case previous to January 1, 1965.

C. Children's Aid Society

1. Wards - of children's aid societies

Your attention is directed to Department Memorandum 1971-1972, dated February 17, 1972, the first part of which deals with wards of children's aid societies. You will recall that an earlier memorandum directed that C.A.S. wards were to be considered as resident pupils from January 1st, 1972. Memorandum 1971-1972 amends this to classify C.A.S. wards who were apprehended outside the Lakehead School Division as non-reident pupils for whom fees are receivable from the Minister.

The following actions are now required:

- (a) Revise register entries from January 1st, 1972 to show such pupils as responsibility of the Minister.

(b) Submit to this office revised Monthly Enrolment Reports (yellow form) for the months of January and February, if such students are enrolled in your school. You are asked to show such pupils under Section B(3) as a separate entry, indicated as C.A.S.

(c) Submit a list of the names of these C.A.S. wards on the rolls in January and February, 1972 as was done in September, 1971. This will assist this office in checking against lists of students supplied by the local C.A.S. office. We are experiencing considerable difficulty in reconciling our list of non-resident pupils with lists received from the responsible agencies.

Please note that this revised provision applies only to wards who were apprehended outside our division, and not to those normally resident in this jurisdiction.

C. Christmas

1. Christmas programs

(a) Christmas programs should be so planned as not to offend any religious group.

C. Contests - School Involvement

1. "Discover Canada" school trips

We have received an inquiry concerning participation by our elementary schools in this contest sponsored by the Canada Bread Division of Corporate Foods Limited. While we appreciate this company's interest in the furthering of the study of Canadian geography, Administrative Council

feels that it would be contrary to board policy for our schools to participate or become involved in this commercial venture. Our schools, therefore, will not participate in this contest.

C. Continuous Progress

1. Refer to Policy Statement Number 25

C. Courier Service

For some time the delivery service to schools has been hampered by the fact that one vehicle has been attempting to make daily deliveries to schools. In an effort to improve this Warehouse Delivery Service, and as well to give the outlying rural schools an extra delivery each month, the following schedule will go into effect January 31st, 1972. This is for a trial period of approximately two months, after which time the service will be assessed.

1. CALLS WILL BE MADE TO SCHOOLS ONLY:

(a) If a pickup was requested through the switchboard at the Resource Centre by the school before 4:30 the day previous, or there is a scheduled pickup for the film library.

(b) If there is something to be delivered. (Such as a film)

2. CALLS WILL NOT BE AUTOMATIC

(a) It is anticipated that schools will be visited at approximately the same hour each day. Schools are asked to have pickups ready. This particularly applies to films.

D. Development - professional

1. Refer to Policy Statement Number 18
2. Refer to Policy Statement Number 20, Section 1 - 7

D. Directory

The Lakehead Board of Education publishes a staff directory each year. When preparing the list the principals should include the

names of secretaries, clerks, resource teachers, cafeteria workers, custodians, and matrons as well as teachers.

D. Disposal

1. Disposal of school materials

- a. Outdated textual materials may be given to students on a first come, first serve basis. All such materials should be clearly marked "discarded."
- b. Typewriters, sewing machines and other capital outlay items will be traded in on new equipment or sold to the public after an announcement is made in an appropriate advertisement. Disposal by such sale will give preference to current students on a first come, first serve basis. All materials to be disposed of in this manner must be cleared by the superintendent or assistant superintendent.
- c. Disposal to students or other persons of the general public of any other kinds of materials or equipment must be cleared with the superintendent or assistant superintendent.
- d. There will be no awards of equipment or supplies purchased with school funds to athletes or other students. Baseball caps and indoor track shoes may be given to the student who has used the items during the season provided they have paid at least one half the cost.
- e. School equipment will not be checked out to students during the summer. This will include athletic equipment and music equipment among other types.

D. Dress

Principals or school authorities do not have the power to prescribe the manner and mode of dress of pupils while attending school unless such mode of dress is detrimental to the discipline of the school. Cleanliness and decency in clothing should be required also, exceptions relate to the wearing of certain clothing for special activities where safety is involved. For example, the wearing of gym shoes during physical education activities is required as a safety measure. Any reasonable requirement for wearing clothing suitable for physical education activities may be made.

E. Emergency

1. Bomb scare procedures

The following is the procedure to be followed on receipt of a phone call or message concerning the placement of a bomb in a school:

- a. The person receiving the call should attempt to prolong the conversation and try to identify the caller. The message should be recorded as received.
- b. The principal should be given immediately the complete message.
- c. The principal should call the police to ask for assistance in a search, preferably from plain clothes policemen.
- d. Upon the arrival of the police, a quiet search of the school will be made by the police, principal and available staff.
- e. Evacuation of pupils and staff would take place only if the principal and/or police consider it absolutely necessary. Obviously, evacuation and interruption of the school program is the main goal of many of the pranksters who call.

- f. Each principal may wish to develop a search procedure to be followed in his school.
- g. The principal will report to the Superintendent of Supervision, giving details and action taken.
- h. It is preferable that no publicity be given to the bomb scare.

2. Emergency procedures

- a. Refer to Policy Statement Number 14 revised

3. Emergency - state of

- b. Refer to Policy Statement Number 14 revised

E. Errands

School children should never be sent on errands during the school day which takes them off the school grounds, without the permission of the principal.

E. Exclusions

- 1. Before taking any steps leading to a formal exclusion, the principal should consult his zone superintendent.
- 2. Inquiry should be made at the former school or at the attend- and office concerning any new pupil who, you have reason to suspect, may have been excluded from school.

E. Experiments - hazards

- 1. Hazardous experiments involving electricity

J. E. Edwards, Electrical Inspection Superintendent of Ontario Hydro, has drawn to our attention some of the hazards inherent in certain experiments suggested in A Source Book For Science Teaching.

He makes specific reference to pages 184, 185, 186 and 187.

The risks present in the experiments cited will be obvious to

anyone familiar with electrical energy. Teachers must accept full responsibility for involvement of children in any activity calling for the employment of electrical power. In this regard, a thorough review of current school practices should be made. Where reasonable doubt exists, advice from qualified authorities should be sought.

E. Equipment

1. Moving heavy equipment

The danger of serious accident makes it imperative that public school pupils be not permitted to move pianos or other heavy equipment.

F. Field trips

1. Refer to Policy Statement Number 8
2. Field trips - consent forms

To the Lakehead Board of Education:

The undersigned _____ and
 _____, parents of _____ a
 student of _____ who is participating in
 name of school

_____ description of field trip
 hereby represent to The Lakehead Board of Education and to those
 in charge of said trip.

1. We acknowledge that the trip is on a purely voluntary basis and that it is not a requirement of the Lakehead Board of Education that the above student attend, and we are fully aware of the potential risks in respect thereof.

2. In consideration of The Lakehead Board of Education and its employees permitting the above student to join in the outing

anticipated, the undersigned hereby remise, release and forever discharge The Lakehead Board of Education and all of its employees, servants or agents and their respective heirs, executors, and administrators, successors and assigns of and from all manner of actions, cause of action, suits, debts, duties, accounts, bonds, covenants, contracts, claims and demands whatsoever which against the said Board or its employees, servants or agents we jointly or severally ever had, now have, or by reason of any cause, matter or thing arising out of, or as a result of, or in respect of the taking of the said student upon the trip or outing aforesaid and this release extends to and includes the transportation of the said student to and from the site thereof.

IN WITNESS WHEREOF we have hereunto set our hands and seals.

WITNESS:

DATE:

) _____
) _____
) _____

3. Field trips - extended

- a. Refer to Policy Statement Number 19

F. Films

1. Student use of

From time to time students request the use of library films for their independent study. This interest should be encouraged, and the method to be employed for student film loan is as follows:

- a. Requested film to be booked in the teacher's name with the teacher's approval as well as identifying student.

- b. The teacher is responsible and must assure that the student is a competent 16mm projector operator. Damage to the film or machine will be regarded as the teacher's.
- c. Pick up and delivery of films will be the same as for normal classroom use.

This is a newly identified service of the Cooperative Film Library. Your guidance and cooperation with this idea would be much appreciated.

F. Firearms

The Lakehead Board of Education has the responsibility of control of all student activities dealing with firearms.

The use of firearms on school grounds or in school buildings shall be limited to use as a prop or as an instrument of instruction.

When used as such it will be used minus the firing pin or bolt.

The principal will be responsible for administration of this policy.

F. 1. Fire drill instructions

The principal is responsible for instructing all staff members in the proper operation of the fire alarm system, to the end that the fire alarm will be sounded immediately in case of fire or suspected fire and the fire department notified.

- a. See regulations of the Lakehead Board of Education - #28, Section 25.
- b. The card showing "Fire Drill Signals" (form 412) must be posted in a prominent place in each classroom and in all other areas where pupils, teachers and other adults gather. Example:

auditorium, gymnasium, dental and medical offices, rooms used by workmen, etc.

c. The fire drill exit for each room and the nearest fire alarm box in the school shall be indicated clearly in the appropriate spaces provided on the card.

d. At the beginning of each school year, the principal shall plan the routes for exit from each classroom and other parts of the building. The plans should be made so that each exit is cleared at approximately the same time. When each teacher has been notified as to the route for exit, the teacher shall print this on the card (form 412). Individual practice, particularly with primary classes may be necessary.

e. Fire drills shall be held at irregular intervals without notice to teachers or pupils, (see numbers 18 and 19 below.)

f. Principals shall conduct fire drills in sufficient number to establish and maintain a satisfactory practice. There shall be at least two drills in September and in October and at least one in each succeeding month of the school year.

g. Each month the principal shall report the day and month of each drill on the grade class file.

h. During inclement weather, any drill or practice should be done without exposing the pupils unnecessarily to unfavourable climatic conditions.

i. The signal shall be the continuous ringing of the fire alarm. See Fire Alarm Signal Card - Form 412.

j. In regular drills, all exits should be used. In order to prepare for cases of special emergency, fire drills should be conducted with one or more exits cut off. In doing so, care must be taken not to cause dangerous congestion.

k. The principal is responsible for seeing that the school is cleared of all personnel. He should discuss with the caretaker procedures for ensuring that the boys' basement and all boys' lavatories are cleared. He should assign to the secretary, if full-time, or to a lady teacher or to senior girls, the duty of seeing that the girls' basement and all girls' lavatories are cleared.

l. Upon hearing the signal, all pupils shall walk in line or lines, avoid crowding and refrain from talking.

m. The pupils must not be allowed to put on additional clothing or to gather up their books or other possessions.

n. After ensuring that the room is cleared of all pupils and that the classroom door is closed, the teacher shall accompany the pupils, preferably at the head of the class, to maintain order and control and to decide on alternate routes if necessary.

o. On arrival at a safe distance outside the building, the teacher must check to see that all pupils of the class are accounted for.

p. Senior pupils shall be trained to proceed at once for special duties such as

- (1) opening all exit doors
- (2) Giving any needed assistance at the top and bottom of stairways or other places of danger
- (3) Assisting pupils needing special care

q. On the sounding of the fire alarm, all pupils, teachers and other persons shall walk out of the building in an orderly manner. The building must be completely evacuated (See item #18)
Drill on the meaning of the signals should not interfere with

this evacuation once the fire alarm has been activated. Such drills and practices may be done subsequent to this.

Orders to meet possible emergencies while the automatic alarm is still ringing will be given by the principal or teacher.

When the alarm has stopped, orders may be given verbally or by manually controlled signals.

(r) (1) The principal will give notice of the proposed time of a fire drill to the school office and clerical staff, to the chief caretaker and/or the chief engineer who shall be responsible for notifying all maintenance men in the school.

(2) The persons referred to in (a) are expected to take part in the drill unless their participation will interfere with the safety of persons or material, or the efficient operation of the plant.

(3) If no advance notice is received and the fire signal is given, everyone must assume that there is a fire and must act accordingly.

s. The following extracts from the standing order issued by the Public Health Department should be observed in so far as they refer to public schools:

(1) The Superintendent of Public Scholls will instruct all public school principals to notify the medical, dental and nursing staff of the time of proposed fire drills.

(2) The staff is accordingly instructed to arrange that, at the appointed time, unless absolutely necessary or unavoidable, there be no work in progress which will not allow of temporary suspension or will prevent participation of staff or pupils in the fire drill.

(3) In the event of an emergency activity having to be proceeded with at the time of a fire drill, the members of the staff so engaged and the patient are excused from participation, provided notice has been received that the signal is for drill purposes only.

(4) If no notice of fire drill has been received, and the fire signal is given, it must be assumed that there is a fire; any patient in the medical or dental service rooms who is not able to leave the building by his own strength, must be conveyed to a place of safety. To meet such a necessity, the staff is instructed to anticipate the means of conveyance.

(5) Members of the staff are required to request the principal to assign them posts to be assumed at the time of fire drill or fire. The primary responsibility will always be to effect orderly exit of those in and about the medical and dental service rooms, after which posts as assigned must be promptly taken.

t. Doors must not be locked or bolted during public occupancy of buildings. It is mandatory that there be two means of exit available for all swimming pools and gymnasias at all times when being used by the staff and children.

2. NOTE

a. Speed is not the main objective of a good fire drill. Order and control at all times must be the primary aim.

b. It is recommended that at the beginning of each term, the principal note on his calendar or daily memo book, the proposed dates for fire drills as a reminder for himself.

c. Every teacher should know how to give fire alarm signals.

d. A large woolen blanket, to which to wrap a patient, should

be provided in any room where there is danger of clothing becoming ignited because of an open flame.

(e) Plainly visible near each phone, there should be listed the phone numbers for emergency use: - ambulance, doctor, fire department, police.

(f) Special provisions for relaying signals will have to be made in each case for schools with portable buildings.

(g) All members of the staff should know those locations where the fire alarm signal may be activated. Senior pupils should know the locations of the fire alarm boxes nearest to their school and to their homes.

3. Fire Inspection Report

The board has recently received a report from the fire inspector following his annual inspection of our schools. He has particularly taken specific exception to the growing practice of using school hallways as display board. He has also expressed concern with some schools erecting tables and displays of equipment in the hallways. This tends to restrict exit passageways in case of fire and the increasing volume of displays in the halls would constitute a serious fire hazard in case of fire in any of our schools.

We would ask the cooperation of our school principals to limit displays in hallways to one information bulletin board on each floor.

F. Flag

1. Flying the Canadian flag

a. The absence of a board policy has caused some concern as to when the flag shall be flown, both at full staff and

and half staff. It was agreed that when school is in session the flag shall be flown.

b. Upon a decision from chairman of the board or the director, all schools may be requested to fly flags at half staff. In the use of a particular school where the principal feels the flag should be flown at half staff, he can make such a decision. Once the flag has been raised and then lowered to half staff, the flag shall be left in the half staff position until the funeral is over.

c. "A flag properly flown at half staff shall be $1-\frac{1}{2}$ widths from the top of the flagpole."

F. French

1. Supply teacher - oral French

The ladies in charge of supply teachers have been advised not to provide a supply teacher unless so directed by the zone superintendent or assistant to meet a situation where the regular teacher is going to be absent for a period extending beyond a few days.

F. Funds

1. Charity

The board operates three charity funds for staff. These are "The Public School Teachers' Charity Fund" and "The Secondary School Teachers' Charity Fund", and "The Non-Teachers' Charity Fund."

The members of the various funds sign a deduction authorization form and determine the amount of their own contribution. These are deducted monthly and held in trust. The board records on the employee's T4 slip each year the total amount of the deductions and these are eligible for income tax deduction.

The funds are managed by three separate staff committees who determine the distribution of the monies to various charities and organizations, and direct the payment. An annual financial statement is prepared each year and audited.

In 1970 staff contributed, through the three funds, a total of \$33,796.90, which was distributed to ten organizations, including The Thunder Bay United Appeal, Ontario Society for Crippled Children, The Salvation Army, Canadian Cancer Society, Lakehead Association for the Mentally Retarded (Building Fund), Ontario Heart Foundation, Ontario Diabetic Association, etc.

Charity Fund authorization forms are available from the payroll department or your staff representative.

For further information please ask your staff representative or principal.

2. Funds - Safe Keeping of funds in public schools
 - a. The safe keeping of funds is the responsibility of the principal.
 - b. No safes will be provided in public schools
 - c. To discourage break-ins for minor amounts like Junior Red Cross funds, etc., during which the cost of repairs far exceeds the funds stolen, collections might be regularly spaced in time and banked by the school with credit slips given to each class.
 - d. No recommendation will be made to the board for the replacement of funds lost through disregard of this standing order.
 - e. No school shall keep in excess of \$10.00 within the school overnight.

F. Fuel

1. Oil delivery slips

We are still having difficulty in paying for oil deliveries because we are not getting acknowledgments of delivery. Please make sure that you are sending in delivery slips immediately. If the delivery man does not leave a slip, please send in either:

- a. The form the driver leaves
- b. Your own dated and signed acknowledgement to the fill.

Send to Assistant Superintendent of Plant.

F. Funerals

It is desirable that the same procedure be followed in all schools in case of the funeral of a member of the staff.

The usual custom is to arrange for the doubling of classes in order to permit a number of teachers to represent the school at the funeral. Arrangements are usually made to have all teachers and pupils observe a short period of silence in respect for the deceased, at approximately the time of the funeral. This is generally considered to be more advisable than the early closing of the school to permit a large number of pupils to congregate at the funeral.

The Director of Education or the Superintendent of Public Schools should be consulted in case circumstances seem to make other special arrangements necessary.

G. Gifts

Collections by pupils for gift giving to teachers is prohibited. The exchanging of gifts between pupil and teacher or of pupils giving teachers or principals gifts should be discouraged. Any change from this policy should have the consent of the principal.

G. Grants

1. Grant days

a. Refer to Policy Statement Number 14 revised

2. Grant days - application for additional days information

Re: APPLICATIONS FOR ADDITIONAL DAYS FOR GRANT PURPOSES
UNDER SECTION 5 (a) OF THE Department OF EDUCATION ACT

It has come to our attention that principals are uncertain concerning the closing of a school when a large proportion of the pupils have been absent because of transportation difficulties. In most cases, the principal has kept the school open for those students who could and did attend; in some cases the principal has closed the school even though some pupils had already reached the school.

Because different interpretations have been placed upon Section 5 (c) of the Department of Education Act, applications will be accepted in all past cases when a school has been closed because of inclement weather.

You are hereby advised, however, that from this date (February 25, 1965) the schools should be kept open for those pupils who can and should attend. An application for additional days for grant purposes should be submitted only for those pupils who were absent because of a breakdown of transportation arrangements. An application for additional days for grant purposes for absence of the total number on the roll because of impassable roads should be submitted only when all pupils are unable to attend or when too few teachers are present to carry on classes even on a combined basis. The closing of a school when one or more teachers and some pupils are present

should, therefore, rarely occur. Even though the number of pupils who do attend under such circumstances may be quite small, the time can be spent very profitably in review work and tutorial assistance.

All applications for additional days for grant purposes under Section 5 (c) of the Department of Education Act for elementary schools shall henceforth be submitted to the elementary school superintendent.

3. Grant days - recording of

The Register of Attendance lists under Section 6 as a permissible "G" day, failure of transportation arrangements caused by inclement weather.

In cases where a bus is unable to make the run because of weather conditions, the letter "G" will be entered in the daily column for each pupil who did not attend school because transportation was not available. The reason for the "G" day is to be shown under "Explanatory Notes" in the far right column.

Principals will notify their zone superintendent in each instance. The zone superintendent will forward two copies of the form "Application for Additional Days for Grant Purposes." The principal will complete both copies and submit them to his zone superintendent, who will return one copy, which is to be kept on file in the school.

The attention of principals is directed to department memorandum 1964-65:67 Re: Applications for additional days for grant purposes under Section 5 (c) of the Department of Education Act which reads in part:

"It has come to our attention that principals are uncertain concerning the closing of a school when a large proportion of the pupils have been absent because of transportation difficulties. In most cases, the principal has kept the school open for those students who could and did attend; in some cases the principal has closed the school even though some pupils had already reached the school."

You are hereby advised, however, that from this date, the schools should be kept open for those pupils who can and should attend. An application for additional days for grant purposes should be submitted only for those pupils who were absent because of a breakdown of transportation arrangements. An application for additional days for grant purposes for absence of the total number on the roll because of impassable roads should be submitted only when all pupils are unable to attend or when too few teachers are present to carry on classes even on a combined basis. The closing of a school when one or more teachers and some pupils are present should, therefore, rarely occur. Even though the number may be quite small, the time can be spent very profitably in review work and tutorial assistance."

G. Grants - travel

1. Federal grants for travel

- a. Refer to Policy Statement Number 19

H. Hearing - hearing handicapped child - program for

1. Refer to Policy Statement Number 17

H. Holidays

1. Religious holy days

"A child is excused from attending school, if he is absent on a day regarded as a holy day by the church or religious denomination to which he belongs." (The Schools Administration Act, Section 6 (2) (C).

The pupil will be required to present to the principal a written notice from his parent that the parent wishes the child to be absent on a religious holiday.

a. JEWISH HOLY DAYS AND FESTIVALS

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
(1) Passover (Pesach)	Apr. 3 Apr. 4 Apr. 9 Apr. 10	Apr. 21 Apr. 22 Apr. 27 Apr. 28	Apr. 10 Apr. 11 Apr. 16 Apr. 17	Mar. 30 Mar. 31 Apr. 5 Apr. 6	Apr. 17 Apr. 18 Apr. 23 Apr. 24
(2) Pentacost (Shavuoth)	May 23 May 24	June 10 June 11	May 30 May 31	May 19 May 20	June 6 June 7
(3) New Year (Rosh Hashanah)	Sept. 13 Sept. 14	Oct. 1 Oct. 2	Sept. 20 Sept. 21	Sept. 9 Sept. 10	Sept. 27 Sept. 28
(4) Day of Atonement (Yom Kippur)	Sept. 22	Oct. 10	Sept. 29	Sept. 18	Oct. 6
(5) Tabernacled (Sukkoth)	Sept. 27 Sept. 28 Oct. 4 Oct. 5	Oct. 15 Oct. 16 Oct. 22 Oct. 23	Oct. 4 Oct. 5 Oct. 11 Oct. 12	Sept. 23 Sept. 24 Sept. 30 Oct. 1	Oct. 11 Oct. 12 Oct. 18 Oct. 19

b. ROMAN CATHOLIC HOLY DAYS

(1) The Feast of the Epiphany	Jan. 6	Jan. 6	Jan. 6	Jan. 6	Jan. 6
(2) Ascension Thursday	May 15	May 7	May 20	May 11	May 31
(3) Feast of All Saints	Nov. 1	Nov. 1	Nov. 1	Nov. 1	Nov. 1
(4) Feast of the Immaculate Conception	Dec. 8	Dec. 8	Dec. 8	Dec. 8	Dec. 8

c. ANGLICAN HOLY DAYS

- (1) Ash Wednesday
- (2) Ascension Day
- (3) All Saints' Day
- (4) The Patronal Festival of the Parish Church

d. UKRAINIAN HOLY DAYS

(1) Christmas	Jan. 7	Jan. 7	Jan. 7	Jan. 7	Jan. 7
(2) New Year	Jan. 14	Jan. 14	Jan. 14	Jan. 14	Jan. 14
(3) Feast of the Epiphany	Jan. 19	Jan. 19	Jan. 19	Jan. 19	Jan. 19
(4) Good Friday	Apr. 11	Apr. 24	Apr. 16	Apr. 7	Apr. 27

H. Home Economics Departments

Your orders to various suppliers expired and were cancelled June 20. Will you please prepare new requisitions for each supplier as was done in March and April, to cover the cost of supplies for the period September to December inclusive. The amount will be your estimate only and if excessive will be cancelled at year end.

The requisitions can be worded as follows:

"To cover cost of home economics supplies for the period September to December inclusive. This cancels all previous orders. Please show this order number on all sales, bills and invoices."

All orders to be placed by the Head of the Home Economics Department.

H. Housing

1. House Trailers

There is provision in the Public Schools' Act to collect Trailer License fees from occupants of house trailers in our school district. In the case where a house trailer has been located on a piece of property for some length of time, the District Assessor's Office will have assessed it as a private dwelling, however, there may be transient house trailers moving into your school area and your assistance is requested in notifying the Superintendent of Business of any of these you may become aware of.

I. Instructional Materials

1. Instructional materials representatives - appointment of.

In order that continuous and effective liaison may be maintained between the audio visual department and the school, principals are requested to appoint staff member to act as Instructional Materials representative.

In some cases a name has been suggested in the space below. Should this be the case, it is hoped that the person named will be prepared to act.

Where no suggestions are offered, principals are asked to appoint a staff member who has demonstrated interest in instructional materials.

I. Insurance

1. Basic group life insurance program

a. Effective September 1st, 1971, our present group life insurance contracts have been transferred from North American Life and Casualty Company to The Mutual Life Assurance Company of Canada. At this time, through agreement with the elementary and secondary teachers, all basic group life insurance will be provided under one policy.

b. The benefits remain unchanged and are as follows:

- (1) All male employees, both teaching and non-teaching, are insured for \$3,000 or may elect to be insured for up to $1\frac{1}{2}$ times annual earnings adjusted to the next higher \$1,000.
- (2) All female employees, both teaching and non-teaching, are insured for \$3,000 or may elect to be insured for

up to one and one-half times annual earnings to the next higher \$1,000.

The insurance coverage will cease on termination of employment, or age sixty five, whichever is earlier.

Your monthly cost for the above benefits will be 26.4 cents per \$1,000, of which the board will underwrite $66 \frac{2}{3}$.

b. Members insured under previous plan:

All members are automatically insured under our new program with The Mutual Life of Canada.

Members who initially elected to be insured for an amount less than one and one-half times earnings, may now have a further opportunity of obtaining exactly one and one-half times earnings. If you wish to obtain this greater protection a letter should be sent to The Lakehead Board of Education requesting the increased amount before October 15th, 1971
IT IS NOT NECESSARY FOR THOSE INSURED UNDER OUR PREVIOUS PLAN TO COMPLETE AN APPLICATION CARD.

c. Members not insured under previous plan:

For those of you who initially did not wish to be insured under our previous plan, you now have a further opportunity to be included under this program. An application card is attached to this letter for your completion. You should indicate on the application card in the top right hand corner whether you wish to be insured for the flat amount or up to one and one-half times your annual earnings. You must submit your application card to The Lakehead Board of Education before October 15th, 1971 if you wish this insurance without evidence of insurability.

d. General

Shortly, each participating member will receive a wallet certificate indicating the amount of group life insurance for which he is insured. In addition, a booklet is being prepared providing you with full details of this plan.

Please note the following:

- (1) The amount of group life insurance for which you are insured will be paid to your named beneficiary should death occur from any cause.
- (2) You may designate anyone as your beneficiary.
- (3) Should you terminate employment with us, you may convert any amount of your group life insurance policy to an individual permanent program with the Mutual Life of Canada. The minimum conversion amount is \$2,000.

2. Insurance (medical - Ontario hospital services)

Effective April 1, 1972, the amalgamation of both hospital and medical plans come into being. This effects your December 1971 payroll deductions re hospital. There will also be a deduction for OHSIP (medical) in December covering the benefit month of January 1972. NO FURTHER DEDUCTION FOR OHSIP AFTER DECEMBER 1971. Everyone gets two free months of OHSIP (medical) covering the benefit months of February and March 1972. Therefore, you are to use your OHSIP number, when seeing your doctor, until March 31 1972. After that date, your hospital number will serve for both doctor and hospital. New identification cards, with your hospital number, will be issued some time in January, 1972.

100% rates for hospital and medical (combined) are:

Single	\$11.00	Family	\$22.00
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Single with semi-private	12.00	Family/semi-private	24.00
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Your deduction (1/3) will be:

Single	\$ 3.67	Family	\$ 7.33
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Single with semi-private	4.00	Family/semi-private	8.00
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Important:

If you, or your spouse, are age 65 or over, you are exempt from paying the above plan. The Payroll Department is to be advised in this case and exemption slips are to be signed.

Subscribers to OHSIP, in our group, will not be deducted after December 1971. If spouse is in another group, his (or her) hospital premiums will be increased.

Transfers will be received at any time.

Any changes, such as marriage, addition of child, etc., should still be made with the payroll department during the months of January, February and March, 1972.

Make all inquiries to Payroll Department, Extension 40.

3. Insurance - Transportation - liability of private vehicles

A note appended to the memorandum of May 27, 1969 indicated that the insurance committee was studying the matter of liability in cases where private cars are used.

Our insurance brokers have now indicated that the board is covered for liability to the extent of its coverage under the Non-Owned Auto Policy. In effect, this means that if an accident occurs when a board employee is using his own car on board business, and

such accident results in a lawsuit leading to an assessment against both the board and the employee, the board is protected to the maximum of its coverage. This coverage does not protect the employee should he be sued.

They suggest that any individual, such as teacher or parent, using private cars for transportation should have substantial public liability coverage, such as \$200,00 to \$300,00. It is our understanding that the additional premium to provide coverage in excess of the usual \$100,000 is small. In the event of an accident, the owner of the vehicle is responsible.

Therefore, principals are directed to request written assurance from individuals that they have coverage as noted above.

I. Intermediate division

1. Students - intermediate division (grade 7 - 8)

a. Refer to Latest Department Circular H.S.T. (1971-72)

"RECOMMENDATIONS AND INFORMATION FOR SECONDARY SCHOOL ORGANIZATION LEADING TO CERTIFICATES AND DIPLOMAS."

(1) This document deserves your careful study if you have intermediate division students (Grade 7 - 8) for the following reasons:

- (a) You are a feeder school to some secondary school and you must know on what basis they are organized.
- (b) You should understand the learning philosophy that attends their organization.
- (c) You should be ready to explain to and counsel your graduates with respect to areas of study, credits, mandatory and optional courses.

I. Inventories

Each principal, in June, should take an accurate inventory of all books, supplies and equipment on hand in his school.

J.

K. Kindergarten

1. Assessment verification

a. Sufficient forms are enclosed for listing all children registered for admission to kindergarten in September. In completing this form, principals are asked to adhere to the following:

- (1) Complete the form and send ONE COPY to the attendance counsellor for your school before May 31st. Retain one copy in the school.
- (2) Include ALL kindergarten pupils registered.
- (3) Supply the former address if different from the present address within the past year.
- (4) If the principal is SURE that assessment is public, mark "O.K." under column "Assess".

If there is doubt, leave the last two columns blank for completion by the attendance counsellor.

(5) Attendance counsellor will check doubtful assessments and return the form to the principal.

(6) Please note

Revised registration forms have space for assessment and verification but no longer have space for religion. Principals should not concern themselves with the religious denomination of students.

2. Toys - method of purchase

a. The Method used in previous years of purchasing kindergarten toys from local stores while Christmas stocks are at their best worked well and can be repeated this year. Briefly, the toys are selected by the teacher, held as a lay-away and delivered and invoiced in January 1972.

Arrangements have been cleared with the four stores listed below. Please follow these steps:

- (1) Check with your principal to determine how much you can spend for toys within the limit of your 1972 budget
- (2) Make the selection at any of the stores listed, referring to the person named or his assistant. The items will be set aside for later delivery, to your school. Be sure to identify your school.
- (3) Have your school office prepare a purchase requisition dated January 3, 1972, listing the items and the marked price ticket prices.
- (4) Send your requisitions immediately to the purchasing department. Your order will be sent to the store specifying delivery and billing in 1972.
- (5) Follow the regular receiving record procedure when the toys are delivered.

b. Toys - purchasing outlets

THE STORES DESIGNATED FOR THESE PURCHASES ARE:

- | | |
|---|---|
| <p>(1) Chapples Stores Limited
Mr. H. Loney</p> | <p>(3) T. Eaton Company Limited
Mrs. McKinnon</p> |
| <p>(2) Simpson-Sears Limited
Mrs. Doran
Mrs. Blight</p> | |

L. Learning disabilities - special program

1. Refer to Policy Statement No.22

L. Library

1. Library book purchase orders

NOTE: These orders are to be used for library book orders. All other books will be ordered on regular purchase orders.

a. Librarian or principal

(1) Type purchase orders (if no typewriter available, print legibly) indicating:

(a) Code (Leave blank until new code of accounts has been circulated.)

(b) Mark "X" to show whether or not processing required.

(c) Number of copies - list price - show extension on quantities more than one

(d) school name

(e) School address. (Rural schools type: c/o Harold Street Warehouse, Postal Station(p), Thunder Bay, Ontario.

(f) Author

(g) book title

(h) Publisher. Type publisher's address only if ordering direct.

(i) Edition date if required.

(j) Name of book wholesaler . Address not necessary.

Use recognizable abbreviations only.

b. Library book purchase orders (continued)

(1) Detach with last carbon part 5. File it in your card file box.

(2) Forward parts 1-2-3-4 still attached to stub to the purchasing department. Each batch submitted should have the principal's authorization on the forms provided.

c. Purchasing department

(1) All titles will be cleared through the superintendent of curriculum.

(2) Orders will be charged to each school's budget and signed and separated. Distribution will be as follows:

(a) copy 1 to wholesaler or publisher

(b) copy 2 to accounts payable file

(c) copy 3 and 4 to receiving point. This will be school or central warehouse. These will be filed numerically awaiting receipt of books.

d. School or receiving point

(1) (a) check the books to the packing slip

(b) pull corresponding copies 3 and 4

(c) attach book receiving copies 3 to the packing slip

Sign the packing slip and forward to accounts payable.

Sign each No.3 book slip.

(d) If no packing slip available, prepare a receiving record indicating: school - supplier - date

e. Library book purchase orders - receiving

(1) Sign it and attach book receiving copies No.3.

Forward to accounts payable. It is not necessary to list the order numbers. Sign each No. 3 book receiving slip.

(2) If books are received at a central warehouse or are to be distributed, the No.4 copy of the book order is to be matched to the book for identification

f. Accounts payable

- (1) (a) Will receive packing slip or receiving record with book order copies No.3 attached.
- (b) Match to invoice and pass for payment.

g. Incorrect shipments

- (1) Write the order number from the packing slip on a piece of paper and place it in the book for identification.
- (2) Send the book to the purchasing department for correct direction.

h. Cancellation of orders

If you receive notification of the cancellation of an order by a supplier:

- (1) Pull your copy or copies of order and mark cancelled.
 - (2) Make a note on the cancellation voucher that you have seen it and send it to the purchasing department.
 - (3) Should the cancellation be received by the purchasing department first, they will cancel the outstanding order and note that this has been done on the cancellation voucher.
- (i) Purchasing department will send the cancellation to you so you can withdraw your order and place an equivalent order for another book.

2. Library - visitation by classes (public)

Among the schools's objectives is the encouragement of better reading habits among children, including membership at public libraries.

Throughout the years excellent cooperation has been received from the libraries through various programs designed to bring greater numbers of children into contact with books.

Inasmuch as long range values of transporting classes to the library are difficult to determine, it has been decided that no special program of visitation will be laid on in 1970-71.

Future class trips to the library will be considered as field trips, with transportation costs borne by the school's budget.

L. Littering

Many of you have heard unfavorable comments concerning the unsightly appearance of our school grounds. This is caused, in the main, by the careless depositing of paper and other litter by the children on school property. We have also received complaints from home owners near our school grounds about children throwing paper and other litter on their property.

While our caretaking staff continue to do their best to keep our school property neat and tidy, they will need the full support and cooperation of our teaching staff and students. Any effort by the staff to encourage a sense of pride in the students regarding the appearance of their school and its grounds and a respect for the property of others will be appreciated.

The Superintendent of Supervision would like to hear from principals who have been successful in developing ideas which have received the support of their students in this endeavor.

L. Loitering

Any person not the parent or legal guardian of a pupil in regular attendance at a given school, who loiters in or about the school

building or grounds without written permission from the principal, custodian or other person in charge thereof, or in violation of posted rules or regulations governing the use thereof, shall be guilty of disorderly conduct.

M. Magazines

1. Subscriptions

Attached is the check list for consolidated subscriptions. Our common commencement date will be September each year. By working through the Franklin Square-Lawson Subscription Agency this can be done. A periodic check of magazines ordered should be made to ensure that they are arriving.

(a) Renew

Will you please complete the attached form indicating, beside those publications you now receive and wish to continue, the expiry date and "renew".

(b) Cancel

Those you wish to cancel indicate the expiry date and "cancel".

(c) Subscribe

New subscriptions you wish to subscribe to just mark "subscribe".

(d) Not listed

If some subscriptions are not listed, please add them to the list and mark as above. Do not include technical or academic publications that would not be available through Franklin Square. Such subscriptions would be University Studies, etc. These should be submitted on separate requisitions as each subscription falls due.

PLEASE COMPLETE AND RETURN THE ATTACHED FORM BY THE END
OF MARCH

M. Mail

1. Mail deliveries to all public schools

a. During the summer months, from the end of June to September 1, all mail - letters and parcels - will be directed to 2135 Sills Street and 10 South Algoma Street. As well, all express and freight shipments will be directed to the Harold Street Warehouse.

(1) Port Arthur schools

First and second class mail will be sorted into your bins at 10 South Algoma Street and delivered to your schools in bulk, or you may pick it up.

(2) Fort William schools

First and second class mail will be sorted into your bins at 2135 Sills Street for delivery to schools or it may be picked up.

(3) Rural schools

We are awaiting word from the post office as to where this will be handled. But you will be advised as to the location. Regardless, it will be delivered to your school in a bulk package.

Parcel shipments will be checked off, receiving records prepared, and the parcels delivered to your schools. By doing this there will be no delay in paying your suppliers. We will require your copies of unfilled orders.

(4) Fort William and Port Arthur schools

At the end of June deliver to the receptionist at 10 South Algoma Street or 2135 Sills Street a file folder headed " _____ School, _____ unfilled order copies" containing all regular order copies. These

will be returned to your school as completed.

b. Turn in your book order copies in a bundle in a wrapper showing your school name. Two copies of each order are needed, the receiving copy and one other filed in numerical sequence. The copies should be together, not in two separate groups. As the books are received and checked off, one copy will be used as a receiving record and the second copy will be placed in the fly leaf of the book for your use. The books will be delivered to your school.

(1) Rural schools

We have your copies of orders so no action is required.

Your books and shipments will be checked and delivered to your schools during the summer months.

c. Information

The purchasing of processed books will be cut off on August 1.

The purchase of all other books will be cut off on September 15.

You will be advised of the cut-off date for all other purchasing.

N. Nurse

1. Nurse's room - facilities to be provided

a. At a recent meeting of the Health and Safety Committee, nursing room facilities in our schools were discussed. Agreement was reached that, as far as possible, the following facilities should be made available in each public and secondary school.

(1) a room, preferably 20 feet long

(2) desk and chair for the nurse

(3) extra chair or two for students

- (4) the room should be free from interruption during a pre-arranged time for its use by the public health nurse;
- (5) a cupboard which can be locked for storage of students' health records. (This applies particularly to schools in the city);
- (6) When the nurse's room is quite distant from the office, a phone close by for the nurse to use in private would be helpful;
- (7) blinds on the windows to shut out bright light during vision tests;
- (8) Good Lite electric eye chart

b. In many of our schools the above facilities are already available. Nonetheless, kindly check with your public health nurse to see whether or not there are any deficiencies, and then take steps to eliminate the shortages.

c. Some shortages have already been brought to our attention. Any that occur in your school will be listed at the bottom of this memo. Good Lite Eye Charts will be ordered from this office when we are sure of the number required.

d. As we have had excellent cooperation from the Thunder Bay Health Unit in the past, we hope every effort will be made to provide the facilities required and make the working conditions for the school nurse as pleasant as possible.

2. Nursing - observational visits by nursing students.

Permission has been given for observational visits to public schools by students of the Lakehead Regional School of Nursing. Visits are for a period of one half day and the number of students sent at any one time will never be more than two.

In each case the principal will be contacted first for approval of the visit and to permit the principal to make arrangements with the teacher selected by him.

Your cooperation is requested.

O. Outdoor education

1. Refer to Policy Statement Number 21.
2. Outdoor education program suggested
 - a. Refer to Policy Statement Number 21, Addition 1 through 8.

O. Overseas teaching service

1. Service with the D.N.D. schools overseas

The following is a letter from the Department of National Defense in connection with overseas assignments.

" "The Department of National Defense Schools in Europe provide elementary and secondary education for children of personnel of the Canadian Armed Forces. The staff for these schools is employed on a two-year "loan-of-service" basis with the cooperation of the Canadian employing School Boards.

For the 1972-73 school year we will require classroom teachers, elementary school Principals, Vice-Principals, Supervisors, Consultants and Specialists. There will be openings in all grades and subjects from Kindergarten to Grade 13. Teachers possessing experience and special training in music, art, physical education, language arts, remedial reading, opportunity classes, special therapy, library science, religion, outdoor education, guidance, home economics, industrial arts, instrumental music, commercial subjects, French and German will be required either at the elementary and/or secondary level.

The secondary schools overseas follow the Ontario program of studies and use the credit system of subject promotion for Grades 9 to 13 inclusive. Since the secondary pupils are granted the Ontario secondary school graduation diploma on successful completion of Grade 12 and a secondary school honour graduation diploma on completion of Grade 13, candidates who apply for the Principalship of a secondary school should be familiar with the credit system and the requirements for granting such diplomas in Ontario.

In addition, teachers of French as second language will be required for teaching French Conversation from Kindergarten to Grade 6 and LPI (Le Francais International) method in Grades 7 to 11. There will also be a few vacancies in l'Ecole de Langue Francaise, where the language

of instruction is French, in all subjects from Kindergarten to Grade 11. L'Ecole de Langue Francaise follows the Quebec program of studies.

Candidates for assignment must be Canadian citizens, with five or more years of teaching experience and preferably single. Married teaching teams, however, are eligible for nomination. Married teachers who are experienced at the senior grade levels also may be accepted as candidates for assignment when the number of single applicants fails to meet the requirements.

Prior to acceptance for overseas assignment, candidates and their accompanying dependants must meet the medical requirements laid down for service personnel and their dependants for overseas duties."

In the secondary schools, none of our candidates have been successful in several years, and in the elementary schools six members of our public school teaching staff submitted applications to D.N.D. at this time last year and none were offered an assignment overseas. Any staff member interested in nomination for a position overseas with the Department of National Defense Schools should submit their request, in writing, to this office as soon as possible, and not later than Friday, October 29, 1971.

P. Pen pals

1. I.O.D.E pen pal project

Mrs. Eileen Aitken, convener of the Princess Beatrice Chapter, I.O.D.E., has requested permission to obtain names of Grade 6 pupils in zones 1 and 2 or the division who are interested in securing a pen pal.

The administration requests principals to lend their support to the project by submitting names to Mrs. Aitken at 105 Hourigan Crescent, Thunder Bay #P".

P. Police

1. Investigations

- a. The responsibility for calling in the police to a school be placed up to the individual principal.

b. When the police call at a school and request the privilege of questioning a pupil, the principal use his discretionary powers in granting or withholding such privilege.

c. In cases involving young children, the principal should make every reasonable effort to communicate with the parents before notifying the police.

d. The police question a pupil only in the presence of the principal.

e. If the principal be in doubt in any instance which may arise, he should consult the zone superintendent.

2. Pupil contacts and police interviews

a. School personnel do not have the legal right to allow children to be interviewed except by the police and in such case the principal must be present.

P. Pregnancy

1. Staff maternity leave

a. Refer to Policy Statement Number 5, Article VIII

2. Student

Procedure in dealing with the problem of pregnancy

a. The girl should withdraw from school at the end of the fourth month of pregnancy.

b. Homebound instruction will be provided during period of withdrawal.

c. The girl may re-enter school after delivery of the child with medical approval. If the girl is a senior and has completed her senior work, she may participate in commencement.

d. She may not take part in extra-curricular activities or represent the school during the year of pregnancy. Awards

earned prior to pregnancy will be given privately.

e. The boy may remain in school for academic study during the time of his paternity.

f. He may take part in commencement activities.

g. He may not take part in extra-curricular activities or represent the school during the year of his paternity.

h. Awards earned prior to knowledge of paternity, but not yet received, will be presented privately.

P. Principal

1. Elementary school principals - administrative duties

a. Refer to Policy Statement Number 1, Section 1

The primary and middle school principals are directly responsible to the superintendent of schools. As a professional representative of the superintendent, each principal is primarily responsible for the management of his or her building and for the supervision of classroom procedures. The duties of these principals may be described as follows:

(1) Administrative duties

a. To meet with others on the administrative staff to discuss policies in relation to welfare of the school and to communicate policy decisions to the teaching staff.

b. To cooperate with the assistant superintendent for instruction and with the administrative assistant with regard to building maintenance; the hot lunch program and transportation.

c. To develop a budget for the operation of the building and to assist the superintendent in evaluating the budget request.

- (d) To assist the superintendent in interviewing and ranking applicants for positions in the system. To make recommendations and job analysis of personnel to carry out program.
 - (e) To submit reports to the superintendent concerning staff teaching skills.
 - (f) To participate in professional activities such as conventions, institutes, civic meetings, and to be conversant with educational trends and research.
- (2) Improvement of instruction
- (a) To help individual teachers improve the quality of instruction by classroom visitation followed by conferences, to organize in-service programs and staff meetings, and to provide necessary resource materials.
 - (b) To provide for the evaluation of pupil growth through report cards, parent-teacher conferences, cumulative record information and standardized tests.
- (3) Planning for pupil personnel
- (a) To make class lists assigning children to teachers .
 - (b) To organize the lunch program and to supervise the lunchroom.
 - (c) To provide for playground supervision.
 - (d) To act as counselor to pupils, teachers and parents.
 - (e) To provide for pupil safety and health by taking care of emergencies, making accident reports, notifying parents and the school nurse of accidents injuries.

- (f) To assume responsibility for school attendance.
 - (g) To encourage development of pupil leadership through safety patrols, lunchroom helpers, pupil librarians, monitors.
- (4) Plant and office management
- (a) To supervise maintenance of building and school grounds and to cooperate with the administrative assistant in such matters.
 - (b) To plan for library services.
 - (c) To secure adequate equipment and supplies for the building.
 - (d) To plan for the selection and accounting of textbooks, workbooks, etc.
 - (e) To provide a teacher's handbook.
 - (f) To provide for necessary schedules for staff assignments.
 - (g) To set up vertical and horizontal committees for coordination of school programs.
- (5) School Community Relations
- (a) To cooperate with the P.T.A. in planning programs and projects.
 - (b) To interpret the school program to parents and the community through open house, conference days, special programs, bulletins, and newspaper publicity.
 - (c) To work with community groups.
 - (d) To schedule the use of the school buildings by qualified groups of citizens and organizations, to bill and collect for such use, and to arrange for

custodial services.

(6) Grade placement

- (a) To place students in classes in which they can make the best progress.

(It will not be the prerogative of parents to have a choice of teachers for their children)

3. Elementary principals - responsibilities - accountable to the department of education

ONTARIO DEPARTMENT OF EDUCATION ACT, Section 8, (1)

"A principal shall be in charge of the organization, management and discipline of his school."

P. Psychology services

1. Psychological services

a. Consent and referral forms

- (1) A number of forms for signature of the parent are being sent to your school. Effective immediately, each referral for psychological services should be

(?) accompanied by this consent form.

- (2) The following procedure is suggested for initiating a referral and following through with the report:

(a) An interview with the parent in order to discuss the child's problems might terminate in suggestion for a psychological assessment. The parent's signature on the consent form is obtained.

(b) A referral for psychological services is made out in duplicate. One copy, with the accompanying consent form, is sent to the psychology department in care of Mrs. Bernice Dyck. The other is retained for your records.

- (c) The referral is turned over to the psychometrist assigned to your school, who will take whatever action she feels necessary in diagnosing the problem and determining what recommendations she should make. The report, which is sent to you, should be discussed with the parent in a personal interview. At that time the school should be prepared to explain what steps will be taken to implement the recommendations.
- (d) The psychology report should be kept in a confidential file and not filed along with the O.S.R. card. When a student transfers to another school in this system the psychology report is forwarded on request only. If a student transfers out of the system, the psychology report should be returned to the psychology department.

2. Psychologist (school)

a. Primary objectives

- (1) He shall be responsible for the entire testing program level.
- (2) He shall give such individual and group tests on the elementary level as his certification allows.
- (3) He shall give such individual and group tests on the secondary level that only his certification allows.
- (4) He shall field and process to the depth of his ability referrals made by the elementary director.
- (5) He shall field and process to the depth of his ability referrals made by the high school counselor.

- (6) He shall evaluate and interpret test scores and make recommendation for special placement for those so warranting this.
- (7) He shall be responsible for drafting reports and evaluations and filing such for all referrals made to him for evaluation.
- (8) He shall observe such classes as are necessary to assess the learning and personal abilities of students being evaluated.
- (9) He shall draft such documentation as is necessary to enable state funding for special students.
- (10) He shall act as a liaison between the Duluth Mental Hygiene Clinic, the local medical staff, and the school district on mental health problems.
- (11) He shall act as a liaison between the regional consultant for special services and the school district.
- (12) He shall establish classes, and direct and counsel classes for special learning difficulties.
- (13) He shall meet regularly with all special education staff members to assess and improve the special education services of the district.
- (14) He shall promote and provide leadership for in-service programs in the area of special education.
- (15) He shall meet and consult regularly with school psychologists from other schools for the betterment of our program.
- (16) He shall assist teachers and principals in providing for the individual learning needs of all students.

- (17) He shall provide for home psychological counseling as may be necessary for the welfare of individual students.
- (18) He shall keep himself knowledgeable of curriculum trends and assist in their innovation as the total program allows.
- (19) He shall work closely with parents in keeping them informed on the progress of special education recipients.
- (20) He will requisition such materials and equipment necessary for special education instruction.
- (21) He shall always be available to elementary students for personal and educational counseling.
- (22) He shall insure that all test scores and other pertinent information for elementary students is placed in cumulative and permanent files.
- (23) He shall perform such other duties as assigned by the superintendent of schools.

P. Public Relations

1. Public relations at school level

In 1971 the Teacher-Board Education committee (elementary) considered the topic Public Relations at the School Level under three aspects: Purpose, Roles, and Strategies.

A statement of the committee's thinking was prepared and sent to zone principals' meetings for discussion. It was recommended that following discussion at the school level, suggestions and viewpoints should be sent to the board's public relations committee.

Meanwhile, members of the Teacher-Board Education Committee (Elementary) further refined their thinking and sent to the

and sent to the Public Relations and Publicity Committee, in January, the following statement which, in part, summarizes viewpoints expressed by trustee members on the committee.

a. viewpoints

- (1) The purpose of public relations is to present to the public what is happening in the schools, to develop an understanding of the objectives of the school program, and to foster an understanding of methods and curriculum.
- (2) The most effective public relations can take place at the school level, where the parent can have direct contact with teachers and the school, and where he can learn what is happening in his school, to his child.
- (3) Involving parents in what you are doing in the school is the best method of increasing their understanding of your philosophy, goals, and methods.
- (4) There is, at present, too often a gap between what the school is doing, and what the parents understand of the school's purposes and approaches. The child, caught in the middle between the differing attitudes and approaches of home and school, often suffers. Closer liaison between home and school could lessen the conflict between the two, (a) by increasing parental understanding of the school's approaches, thereby reducing criticism, and (b) hopefully, by developing parental attitudes which are supportive of the school's approaches.

- (5) It is to be hoped that teachers, as well as parents, would gain in understanding as a result of closer liaison between home and school. The parent and teacher should be considered as a team, both possessing a great deal of knowledge about a particular child, both sharing a concern for that child, and working together to achieve what is best for him.
- (6) Too often, the school consults with parents only when a child is having problems. The parent whose child is apparently doing well is equally desirous of discussing his child's program and progress with the teacher.
- (7) It is recognized:
- (a) that parents often have a real fear, or awe, of the school, and are hesitant to approach the teacher.
 - (b) that teachers have real reluctance, in many cases, to encourage parental involvement.
 - (c) that the school principal must always be in charge of the public relations program in his school, as he is responsible to both his staff and the students, and must consider what approach is most appropriate for his particular school.
 - (d) principals should attempt to lessen hesitancy on the part of parents and teachers where hesitancy exists.
- *addition made by Public Relations and Publicity Committee
- (8) It is also recognized that parental involvement is very slow to grow, and initial programs can be very discouraging in the response they receive. Parental

involvement on several different levels, e.g. interviews, associations, volunteers -- is desirable in drawing out as many people as possible.

2. Public Relations - parent education

a. It is the responsibility of the principal to carry on the continuous education of parents. This should be done through:

- (1) individual counseling
- (2) informal contacts
- (3) group activities
- (4) parent-teacher conferences and meetings
- (5) open house or parents night
- (5) parents visit the classroom

3. Public Relations - parent involvement

a. How some schools have succeeded in

- (1) Parent interviews, with all parents, not just parents of children having problems.
- (2) Parent nights, with demonstrations of school programs
(Note: parents are frustrated with parent nights when this is the only opportunity they have to speak with their child's teacher.)
- (3) Home-school associations: (a) must be vitally related to the school's programs and the child's education.
(b) required, therefore, considerable involvement of the school principal and/or staff.
- (4) Open door policy: (a) where parents are invited to come in and observe regular school programs, either at a particular time, over a particular period of time, or at any time. Some schools have tried these and have not found it as disruptive as was feared.

- (5) Parent volunteer programs: Schools which have embarked on parent volunteer programs have found interest increases steadily.
- (6) Use of parents and community people as resource people in areas where they had a particular talent, knowledge or set of materials pertinent to the students in their studies.
- (7) News letters from schools to homes.
- (8) Stories to news media on special programs in the schools.
- (9) Staffs are requested to give consideration to all of the above and submit to the Public Relations and Publicity Committee an expression of the school's viewpoint in these matters.
- (10) After receiving a broad sampling of opinion from the schools, steps will be taken to draft a board policy statement dealing with public relations at the school level.

P. Pupils

1. Punishment

- a. Corporal punishment should be administered only when necessary and then only in the manner following:

- (1) On the hands of the pupils.
- (2) With the strap supplied by the board.
- (3) In the presence of another teacher or the principal.

In case of opposition, the pupil may be suspended by the principal. A careful record of every case of corporal punishment shall be made by the teacher administering the

administering the punishment in a book supplied for this purpose by the board.

b. DO NOT

- (1) Give corporal punishment when angry;
- (2) Use language which may be considered abusive, insulting, or reflecting unfavourably on parents or relatives of pupils
- (3) Struggle with the pupil in order to administer punishment
- (4) Require pupils to stand in the hall as punishment

c. Care should be taken to see that corporal punishment is not administered to a child who has a record of poor health, heart condition, or epilepsy.

d. Difficulties with pupils which look as if they may lead to corporal punishment should be discussed with the principal.

2. Requirements and responsibilities

a. A pupil shall:

- (1) attend classes punctually and regularly
- (2) submit to such discipline as would be exercised by a kind, firm, and judicious parent
- (3) be neat and clean in his personal habits; diligent in his studies; courteous to his fellow pupils, and obedient and respectful to teachers
- (4) take such tests and examinations as are required by the Department of Education for the Province of Ontario

b. When a pupil returns to school after an absence, his parent shall, orally or in writing as the principal requires, give the reason for the absence

- c. Every pupil is responsible to the principal for his conduct on the school premises, or while travelling on a school bus that is owned by or under contract to the board.

P. Purchasing

1. Purchasing department

- a. Refer to Policy Statement Number 4

2. Purchasing policy

The policy of the Lakehead Board of Education requires that all purchases be made by the purchasing department. All requests are to be referred through your department head or principal to the board office. Forms for submitting requests are available in all school offices.

3. Purchasing procedure

- a. Requisitions are required for all supplies and services.

These are to be completed and forwarded to the Lakehead Board of Education Purchasing Department. Normally these will be forwarded daily with the mail package. Requisitions should be submitted well in advance of need.

However, an emergency purchase can be arranged by a telephone call to the purchasing department. All such emergency purchases are to be covered by a regular requisition.

The requisition forms are made in a six part set. These are partially prepared in the school or department requiring the supplies. The form is completed in the purchasing department.

(1) Preparing the requisition

- (a) Type or print heavily on a firm surface, the following:
- (i) Suggested supplier - or leave blank
 - (ii) School name
 - (iii) Date
 - (iv) Department
 - (v) Date required by
 - (vi) Quantity, description, price of each item
- (b) Detach No.6 and last carbon. Retain this at point of origin
- (c) Complete balance of set with signature of department head and principal or superintendent.
Forward complete requisition sets (parts 1-5) to purchasing department

(2) Purchasing department

Purchasing department will check each requisition, complete shipping instructions, code and assign an order number to each set.

Normally suggested suppliers will be used, but some changes may be made in consultation with schools or departments concerned. Consolidation of purchasing will be our aim.

a. Order parts will be distributed as follows:

- (1) Part 1 - Numerical sequence file by order number
 - 2 - To supplier as our order
 - 3 - Accounting office copy

4 - School office copy

5 - To ordering department. Public schools destroy this copy if received.

- (2) School office will file No.4 copy of order pending arrival of shipment. Use Shannon arch files if the volume warrants.
- (3) Receiving Procedure - Goods received direct from supplier
 - a. Local delivery
 - (i) Check that goods or number of packages agrees with delivery slips
 - (ii) Sign receipt copy of delivery slip and set goods aside with packing slip for preparation of receiving form and detailed checking
 - b. Common carrier - freight or express
 - (i) Check that the number of pieces agrees with the carrier's receipt
 - (ii) Check for any visible damage to the shipment
 - (iii) If shipment in good order, sign carrier's receipt, Set shipment aside for preparation of receiving form and detailed checking.
 - (c) Board's own delivery
 - (i) Shipment will have a packing slip. Set aside for detailed checking.
 - d. Short shipments (This refers to a shortage in the number of delivered pieces, not shortages in packing by the supplier.)

- (i) Write plainly on the carrier's receipt the number of pieces short before signing.
- (ii) Have driver acknowledge the same shortage on our copy of the waybill.
- (iii) Set shipment aside for checking.
- (iv) If shortage not delivered within a day or so, notify the purchasing department so that a claim can be lodged.

e. Damaged shipments

- (i) Shipments showing signs of damage on arrival are to be receipted as "DAMAGED", Write number of pieces damaged on carrier's receipt.
- (ii) Do not unpack shipment: Notify purchasing department who will arrange for carrier's agent to examine the damage.
- (iii) If damage concealed (shipment received in apparent good order and damage discovered on unpacking) hold up unpacking and notify purchasing department as in (b).
- (iv) The carrier's agent will prepare a report. Pass this with your invoice to purchasing department for the filing of a claim.
- (v) When examination by carrier's agent is complete, continue unpacking and checking. Report items damaged on invoice.

f. Freight and express waybills

These are used by the accounting department to distribute transportation costs.

- (i) Write on each bill the department to which the supplies were consigned.
- (ii) If goods are for two or more departments, show approximate split by weight.
- (iii) Attach freight bill to receiving order for accounting department.

4. Receiving record procedure

a. Person or persons in school detailed to receive supplies. (If receiving and checking can be completed immediately)

- (1) Complete a receiving record for all goods or services, immediately they are received in the school.

Write in: school name, supplier name, order number date, number of pieces, signature.

- (2) Check items to packing slip, sign the slip.

Write on receiving record "AS PER ATTACHED PACKING SLIP"; staple packing slip to No. 1 - white receiving record. If no packing slip is available, list items on receiving record.

Forward both parts of receiving record to school office.

- (3) School office

- (a) Forward No. 1 - white copy to accounts payable department, Education Centre, with packing slip attached.

- (b) Attach No. 2 - yellow copy to corresponding order (If shipment requires further checking)

- (c) Leave No. 1 - white copy with shipment and pass this shipment to the department head.
 - (d) Forward No. 2 - yellow copy to school office.
- b. Person checking shipment
- (1) Follow procedure as detailed above (a.(2)).
Forward No. 1 copy to school office, etc.
- c. School office
- (1) File No. 2 copy on a pending file. (These must be followed up to ensure prompt clearing of shipments)
 - (2) Detach corresponding No. 2 copy from pending file when No. 1 copy returned and follow procedure (school office - 1, 2).
- d. School office
- (1) Forward No. 1 white copy to accounts payable department, Education Centre with packing slip attached.
 - (2) Attach No. 2 - yellow copy to corresponding order.
5. The accounts payable department will pass invoices on the authority of the receiving record. You will receive an invoice copy to match your order file.

Please make sure that records are prepared for such things as oxygen and acetylene refills: Machine Service: care-taking supplies directed to the school: transportation: field trips: physical education trips. --

This procedure is important! Make sure it is understood and followed out!

If invoices are enclosed with the shipment, attach to No. 1 copy of the receiving record and forward to accounts payable.

R. Reading Series

1. Reading series

a. Sullivan reading series

The Sullivan Associates Supplementary Readers, published by McGraw-Hill of Canada, are used by our remedial teachers in their program.

In placing orders for the coming year, principals are asked to avoid ordering books of this series, in order that the series may be reserved for remedial teachers.

R. Recess

1. Recess periods - time of assembly and dismissal

a. Recess periods

- (1) Where school organization permits, there shall be a recess of fifteen minutes during each session.
- (2) Pupils shall go into the school yard for recess, but principals are authorized to allow any pupil, for special reasons, to remain in the school.
- (3) Indoor recesses may be arranged by the principal and his staff according to convenience and the conditions of his school.

b. Staggered hours for recess in some public schools - particularly those where the playground area is small.

In some schools, the recess periods are staggered to permit the junior pupils to use the playground at a time separate from the senior pupils. This practice has been found to reduce the number of accidents and to be in the best interests of the school organization.

The principal will provide recess in accordance with the regulations, using staggered hours where the accomodation and the best interests of the school seem to indicate the superiority of this form of organization.

- c. In senior schools, or schools on a full rotary organization, there shall be eight forty-minute periods of instruction time or the equivalent thereof.
- d. In all schools suitable provision should be made for the accomodation of all children arriving early, especially on cold and wet days.
- e. The time of opening doors to pupils and their place of assembly should be arranged with the caretaking staff. If problems arise, the principal will get in touch with the superintendent's office.
- f. Provision should be made by the principal and staff for a wise use of the 3:30 - 4:00 period. The punitive approach to this period should be discouraged and worthwhile learning situations developed.

R. Red Cross

1. Donations to - Red Cross youth

Your attention is directed to the department of education memo 1970-71: 16, dated January 19, 1971. The following are direct quotes from the memo:

"In Ontario, the Red Cross Youth Fund provides drugs, special foods, orthodontic treatment and eyeglasses for underprivileged children. In addition; the fund finances the operation of three dental coaches servicing the remote areas of the Province."

"The Department recognizes the value of these Red Cross Youth projects and realizes the benefits that children receive from helping others less

fortunate than themselves. We ask your support of the 1971 campaign and wish the Canadian Red Cross Youth every success in this undertaking."

In 1970, the schools of the Lakehead Division contributed \$1996.58. This was a very worthwhile donation, but many schools did not participate. Perhaps more will be interested in contributing this year.

Funds raised for Red Cross Youth should be remitted by cheque or money order, payable to "Ontario Red Cross Youth". Send donations to this office by March 19, 1971, where they will be totalled, submitted to the director, and forwarded to the Provincial Director of the Canadian Red Cross Youth. Each school will receive recognition for contributions made.

R. Religion

1. Religious education

a. From time to time school authorities hear from parents who object to certain aspects of the religious education program. Sometimes it is a matter of teachers who tend to expound their personal beliefs. Sometimes it concerns children who have been lawfully exempted from classes, being made to feel uneasy about being "different".

Principals are requested to have teachers re-examine their procedures in order that learning situations in this difficult area might be kept in accord with the regulations.

(1) Ontario Regulation 81, Section 35, subsection 7 states:

"Instruction in Religious Education shall be given by the teacher in accordance with the course of study authorized for that purpose by the Ontario Department, and issues of controversial or sectarian nature shall be avoided."

(2) Subsection 11 states:

"No pupil shall be required to take part in any religious exercises or be subject to any instruction in Religious Education to which objection is raised by his parent or guardian."

R. Rentals

1. Car plugs

Upon recommendation of the Board's Employee Benefit Committee, the Board has rescinded the rental charge for car plug outlets at schools in the area beyond the former boundaries of the cities of Port Arthur and Fort William.

Henceforth these outlets are available to staff at no charge.

R. Report Cards

1. Refer to Regular Board Meeting No.16, August 24, 1971.

Item 4

- "1. That each school be authorized to devise report cards which will attempt to meet the needs of pupils, parents, and staff members in relation to programs within the school, and which will present as true an evaluation as possible of the student's progress.
2. That teachers report to parents on pupil progress at least once per term (fall, winter, and spring).
3. That the principal be the authority for the approval of the type of Progress Reports used and the frequency and method of reporting to the parents.
4. That these recommendations be on a one-year trial basis to be reviewed by the Report Card Study Committee."

2. Report card - grade 8 promotion

- a. In zones 1 and 2 the attached form, used in 1970, will be used when submitting promotions, transfers and non-promotions for 1971

- b. Change the year 1969 to 1971 and refer to the attached information sheet when making entries.
- c. In this mailing, one sample form only is being included. Principals are requested to estimate their total needs and will provide for the following number of sets:
 - (1) One official set for the home school
 - (2) One working set for the school
 - (3) One set for the Board Office
 - (4) One set for each secondary school concerned
- d. Principals may phone the board office to make known their supply needs. The required number of forms will be sent immediately.
- e. All sets (with the exception of work sheets) should be returned to the zone superintendent by June 23rd for distribution as above.

3. Report cards - sample entries

June Record Grade 8

On each sheet there will be spaces for ten names.

Names will be listed alphabetically. Include all promotions, transfers, and failures.

In each of five areas of the curriculum it will be indicated whether a pupil stands in the upper, middle, or lower third of the student body.

No.	SURNAME GIVEN NAME DATE OF BIRTH DA MO YR	ACHIEVEMENT	U		MATH	SCIENCE	LANGUAGE	SOC. STUDIES	FINE ARTS	ACADEMIC ABILITY	COMMENTS (attitude, health, outstanding attributes)	SEC. SCHOOL PROGRAM
			L	M								
1	ADAMS JOHN 2-11-56	U	X	X						X		P.A.C.I. 5 YR. ARTS ---
		M			X	X						
		L						X				
2												

Academic ability in this record is not necessarily related to achievement. It may represent the teacher's opinion, based on results of standardized tests of learning ability. Evidence may be provided by I.Q.

A clear, concise evaluation of the pupil should appear in this space. It will be, perhaps, the most significant aspect of the record.

Entries in this space will indicate the Secondary school; the course; those transferred because of age; those to remain in Grade 8.

R. Retirement

1. Refer to Policy Statement Number 3
2. Retirement - non-teaching personnel
 - a. Refer to Policy Statement Number 13
3. Retirement - teaching personnel

We draw to your attention the policy of the Lakehead Board of Education regarding the retirement of teachers within this jurisdiction.

"Teachers shall retire at the age of sixty-five. Teachers reaching their sixty-fifth birthday on or before August 31st shall retire at the end of June of that year. Teachers on reaching their sixty-fifth birthday on or after September 1st shall retire at the end of June of the following year."

Teachers retiring in June are asked to submit their letter of resignation as soon as possible.

Where in exceptional circumstances the board finds it necessary to extend the tenure of a teacher beyond the retirement age, this action will be initiated by the board and not by the teacher.

R. Research Projects

1. Educational Research Projects

Until policy regarding educational research in the schools has been established by the board, authority to carry out research studies must be obtained from the office of the Superintendent of Curriculum.

School principals are advised to restrict permission to persons carrying written authority to engage in study.

S. Salary

1. Advances - vacation salary

Please take notice that on some instances in previous years, if payday fell during your vacation time, your pay cheque was issued to you in advance.

Because of the increase in staff due to amalgamation, we will not be able to continue this practice.

If you will be one of the above, please take this as an advance warning so that you may begin setting up your vacation savings fund now, either with your bank by personal deposits or credit union by payroll deduction.

2. Salary - bank account numbers

Commencing with the second payroll in September, all teaching staff employees' regular net earnings will be deposited to the employees' bank accounts. Earnings information stubs will be mailed to your school.

Please complete and return the enclosed employees' bank account numbers form and return to the payroll department by September __. Have only the following employees complete all information asked for on the form.

- a. New employees commencing employment with the Lakehead Board of Education as of September, this year.
- b. Former employees who have made changes in bank and bank account numbers during July and August.
- c. Former employees who have had a change in name during July and August. Please include maiden name in brackets following the married name.

- d. Bank and account numbers go on permanent records and must not be changed during the school term. If they are contemplating changing banks, please notify them to make the change during July and August or before registering on the enclosed form.
- e. NOTE: For the first payroll only in September, all earnings will be issued in the form of a cheque. Notify the teachers to please cash their cheque as soon as possible.
3. Salary - deductions from
- a. Canada pension
- Contributions towards C.P.P. will amount to 1.8% of your pay between \$600.00 and \$5,400.00 (\$5,400 for 1971). The \$600.00 exemption is eligible for superannuation as shown in Item 2.
- b. Superannuation
- In accordance with regulations of the Teachers' Superannuation Commission, deductions will be made from your annual earnings as follows:
- | | | | |
|-------------------|----|-----------------------|------|
| \$1.00 - \$600.00 | 6% | \$601.00 - \$5,400.00 | 4.2% |
| \$5,401.00 and up | 6% | | |
- c. Income tax
- In accordance with the Income Tax Act, please note that, unless a T.D.1 Form is on file to the contrary, deductions for income tax will be made based on an exemption of \$1,000.00 per annum. Please note that your income tax deductions vary as to your pension deductions.

d. Federation fee

Ten deductions commencing in September or October depending upon information being received from the Federation.

e. Ontario Hospital Insurance

(1) New Employees - If you have been paying direct, please bring in to the board office your current billing, if one is on hand, otherwise, please give the payroll clerk your agreement number. If you have been paying through a group, please bring in Certificate of Payment Form 104 from your former employer.

(2) New employees - married whose spouse is enrolled in the Ontario Hospital Services Commission Plan through another group, are required to file an exemption form at the board office. In order to file this exemption we require the spouse's hospital insurance number and the name of their employer.

(3) Former employees - If there has been a change in your hospital coverage during the summer, kindly inform the payroll department of the particulars.

If we do not have, on hand, an exemption form, certificate of payment Form 104, or premium notice, and if you are not enrolled in our group, then, according to the regulations of the hospital commission, you will be deducted as a new subscriber, with one month's arrears, and three month waiting period.

f. Blue Cross semi-private coverage

(1) New employees can add Blue Cross to their hospital coverage at the time of enrolment in our group or at

group openings. Blue Cross has two group openings a year. New applications will be accepted for October and March deductions with effective dates of February 1st and July 1st.

g. O.H.S.I.P. (Medical)

- (1) New employees- If you have been paying direct, please come to the board office and fill out an application blank. You will need the number of your agreement and your current billing, if one is available, and we will arrange to have your agreement transferred to our group plan. If you have been paying through a group, please bring in Certificate of Payment Form 104M from your former employer.
- (2) New employees - married, whose spouse is enrolled in the Ontario Health Services Insurance Plan (medical) through another group, are required to file an exemption form at the board office. In order to file this exemption, we require the spouses OHSIP number and the name of their employer.
- (3) Premium assistance - new employees - Exemption can be claimed for subscribers who are receiving premium assistance.
- (4) Former employees - If there has been a change in your OHSIP coverage during the summer, kindly come in to the payroll office and complete a change card showing these changes (i.e. change of address, dependents, etc.). If we do not have , on hand, an exemption form, Certificate of Payment Form 104M, or premium notice,

and if you are not enrolled in our group, then, according to the regulations of the Health Insurance Registration Board, you will be deducted as a new subscriber.

h. Charity fund - School representatives will contact employees for pledge.

i. Group life insurance - is mandatory for all permanent staff, coverage as follows:

- (1) Male employees will be insured for \$3,000.00 or may elect to be insured for up to 1 1/2 times their annual earnings adjusted to the next higher \$1,000.00
- (2) Female employees will be insured for \$1,000.00 or may elect to be insured for up to 1 1/2 times their annual earnings adjusted to the next higher \$1,000.00.

All new members are required to complete an application form at the Board of Education office during the first two weeks of employment. For further information, please contact the board office.

j. Credit unions -

- (1) Fort William Civic Employees Credit Union
Phone 622-6191
- (2) Thunder Bay Educational Employees Credit Union
Phone 344-2233
- (3) You may make arrangements for payroll deductions. For further information, please contact the above credit unions or your payroll department.

k. Salaries will be paid as follows:

- (1) First salary will be in the form of a cheque paid to you during the end of the first working week.

- (2) Second salary and every cheque thereafter will be deposited to your bank account.
- (3) Note: You will receive five pays during the period September 1st to December 31st, and seven pays during January 1st to June 30th made up of one per month with two in June. One pay consists of 1/12 of your annual salary.

4. Principal - experience-allowed at appointment of

- a. Refer to Policy Statement Number 1, Section 2

5. Supply teacher

- a. Twenty days or over of continuous teaching - pay at a higher salary.

(1) Principal notifies

- (a) Payroll

- (b) Superintendent of Academic Personnel

S. Sales

1. Non-promotion of

Principals are reminded that the schools should not become involved in schemes designed to provide to salesmen information regarding potential customers in the community.

Requests to distribute literature and to solicit information for these purposes should be refused.

Persons making such advances may be directed to the office of the superintendent of curriculum.

S. School

1. School boundaries

- a. Refer to Boundaries - flexibility of school

Re: Memo from W. G. McKay, Superintendent of Supervision

2. Closing of school

a. Refer to Policy Statement Number 14 revised

3. School closing re office staff

All public school office staff have the option of working during the regular hours or making up the time for any of the following breaks - subject to the approval of their respective principal:

Christmas, Winter break, June closing and September opening

Unless you complete the section below and return it to this department (business office) two weeks before the respective break, we will assume that you are not working and your salary will be deducted accordingly.



I will be working and/or making up time for the following break (check respective one only).

- () Christmas break (dates) _____
- () Winter break (dates) _____
- () June (use only when school closes before June 30th) (dates) _____
- () September (use only when school is not in session during first work day of September (dates) _____

SIGNED _____
Secretary

SIGNED _____
Principal

SCHOOL _____

DATE _____

4. School hours

a. Refer to Policy Statement Number 10

5. School property use after school hours
 - a. Refer to By-Law Number 6, 1970.
6. School property use after hours
 - a. By-Law Number 11, 1971

To Regulate Use of School Property

WHEREAS the Board is required, pursuant to provisions of Section 34 (8) of the Schools Administration Act R.S.O 1948, Chapter 361 and amendments thereto, to keep school buildings, fences and premises in proper repair and to protect the property of the Board:

AND WHEREAS, pursuant to the provisions of Section 35 (21) of the said Act the Board may permit the premises owned by the Board to be used for any lawful purposes that it deems proper provided the proper conduct of the school is not interfered with;

AND WHEREAS the operation of motorized snow vehicles and motorized bicycles and other motorized vehicles on school grounds constitutes an improper use of school property and is a hazard to the safety of persons otherwise authorized to use school property;

AND WHEREAS it is considered advisable to prohibit the operation of such vehicles on school property;

NOW THEREFORE THE LAKEHEAD BOARD OF EDUCATION ENACTS AS FOLLOWS:

(1) The operation of any motorized snow vehicle, motorized bicycle or any other motorized vehicle on any premises owned by The Lakehead Board of Education (except with the written permission of the Board or its authorized employees), is hereby prohibited.

(2) The Police Department of the City of Thunder Bay is hereby authorized and requested to enforce this By-Law by way of prosecutions under the Petty Trespass Act R.S.O. 1960, Chapter 294 and amendments thereto, or under the Criminal

Code of Canada as may be appropriate in the circumstances.

(3) Motorized snow vehicle shall mean a motorized snow vehicle as defined in the Motorized Snow Vehicle Act of Ontario 1968 and a motorized bicycle includes vehicles commonly called mini-bikes.

DONE AND PASSED by the Board this 23rd day of June, A.D. 1971, as witnessed by the Corporate Seal of the Board and the hands of its proper officers duly authorized in that behalf.

(Seal)

THE LAKEHEAD BOARD OF EDUCATION

Per: Hugh J. Cook (signed)
Chairman

G. F. Kolwell (signed)
Secretary

READ A FIRST TIME this 23rd day of June, A.D. 1971

READ A SECOND TIME this 23rd day of June A.D. 1971

READ A THIRD TIME and finally passed this 23rd day of June A.D. 1971.

7. School bus use after hours

a. Refer to Policy Statement Number 9

8. School year and holidays 1971-72

The school year consists of three terms.

The first or fall term commences on the day following Labour Day and ends on the 22nd day of December, but, when the 22nd day of December is a Monday, the first term ends on the preceding Friday.

The second or winter term commences on the 3rd day of January and ends on the Friday preceding the 21st day of March, but, when the 3rd day of January is a Friday, the second term commences on the following Monday.

The third of spring term commences on the second Monday following the end of the second term and ends on the 30th of June, but, when the 30th day of June is a Monday or Tuesday, the third term ends on the preceding Friday.

FIRST OR FALL TERM - begins September 7, 1971, and ends
December 22, 1971.

SECOND OR WINTER TERM - begins January 3, 1972, and ends
March 17, 1972.

THIRD OR SPRING TERM - begins March 27, 1972, and ends
June 30, 1972.

Holidays

The following are the school holidays during the school year 1971-72:

- 1) Every Saturday and Sunday
- 2) Thanksgiving day October 11
- 3) Remembrance day November 11
- 4) Christmas holidays December 23 to January 2 inclusive
- 5) Winter holidays March 18 to March 26 inclusive
- 6) Good Friday
- 7) Easter Monday
- 8) Victoria day and celebration of the Queen's birthday

May 22

Number of school days

Fall Term		Winter Term		Spring Term	
September, 1971	18	January, 1972	21	March, 1972	4
October, 1971	20	February, 1972	21	April, 1972	19
November, 1971	21	March, 1972	13	May, 1972	22
December, 1971	<u>16</u>		—	June, 1972	<u>22</u>
	75		55		67

Number of school days for the school year 1971-72 -- 197

Number of school days for the calendar year 1971 195

S. Secondary school

1. Organization secondary school

a. Refer to Policy Statement Number 12

2. Secondary school - organization and orientation for grade 8 students.

The latest secondary school organization features a credit system designed to give the student maximum freedom of choice when selecting a program which will allow him to achieve his full potential. As well, in order to provide for the full range of individual differences within any subject or course, there has been an adaptation of courses of study geared to a level system of attainment and treatment. More flexible schedule patterns permit individual timetables for students in relation to their changing needs. It is possible for the student on an individual timetable to work close to his own level in courses appropriate to his special interests, abilities and future goals. It is important then that the student receive expert counseling in order that he make wise decisions about his secondary school program.

Since the decision is so important, it is imperative that help be sought from all people qualified to assist.

These would include

- (a) those who know the student best - the elementary school principal and his teachers, the parents, and the student

himself;

- (b) the secondary school principal and his teachers, particularly the guidance counsellors, who know what lies ahead of the student.

The first responsibility lies with the elementary school principal who must decide whether the student has met the requirements to move on to the secondary school. The principal must realize that, if he grants a clear promotion the student and his parent can select any course or level of learning in the secondary school they fancy. If he is sure the selection is not in the best interests of the student, the principal should advise him and his parents, as well as the secondary school principal. Where curricular choices are made contrary to the advice of the school people, responsibility must be assumed by the student concerned and his parents.

Normally, the student who has received a clear promotion will seek courses in Grade 9 at the Four, Five or Six Level. Remember it is possible to be at different levels in the various courses. Ordinarily, the Level Six would appeal to the honour students in that course, Level Five would include the above-average students, and the remainder would register in Level Four of that course. It is most desirable that the Level selected is in consonance with the student's proven ability and future plans. For example, the student planning post secondary education for which Grade 13 is requisite should concentrate on Level Five (or higher) courses which correspond to the old Five-Year Program. Students, desiring to leave at the end

of Grade 12 to accept employment or to register in post secondary education, would select courses at Level Four or Level Five which are required for their future plans. Some students, who are at least fourteen years of age, who have been promoted, and who declare with their parents concurrence that they plan to take employment within two years, may take a special Level Three Program. This group would include border-line promotions as well as students who have been promoted on condition that they enrol in this Program. In two years, graduates from this group would receive a Certificate of Standing and proceed to employment or to Grade 10 or Grade 11 of a Level Four Program.

Students, who have been found to be slow learners, who have not achieved a clear promotion but who would not benefit by repeating Grade 8 and who are fifteen years of age, may be transferred to a Level Two Program in the secondary school. After Grade 10, graduates from this Program receive a Certificate of Training and may elect to go on in school or accept employment or further job-training.

Level One is designed to meet the needs of the very slow learners who graduate from our Opportunity Classes.

Usually a Three-Year Program, it is an adaptation of the Level Two Program and has enjoyed comparable success in meeting the needs of these students.

In order to best serve the young people requiring remediation and help academically, along with a sound occupational program, Levels One, Two and Three are located in Northwood High School and Gron Morgan Memorial High School. Here, the children benefit from specialized instruction by sympathetic teachers of some experience, and the opportunity to get full use of well-equipped vocational areas. Parents who, in spite of counselling, refuse to allow their children to register in either of these schools are doing their children an injustice. After the student has begun his career in secondary school, it will be the responsibility of the principal and his staff to see that the student continues to take full advantage of the growing freedom of curricular choice to meet his changing needs. Also, where a student in his curricular choices, has persistently and clearly demonstrated inability to meet success in a course or level, he may, after consultation, be transferred by the principal to an alternative course or level in which he will be expected to succeed.

February 1, 1971

S. Secretary

1. Secretarial assistance

- a. Refer to Policy Statement Number 1, Section 4

S. Sick leave

1. Refer to Policy Statement Number 5.

2. Sick leave - cumulative sick leave plan

- a. Refer to Policy Statement Number 5

S. Statute of Westminster

The National Council of the Native Sons of Canada has requested that the Fortieth Anniversary of the Passing of the Statute of Westminster be observed in the schools of the Division.

On December 11th, 1931, Canada received status as an independent nation.

It is felt that the topic should be given attention, particularly in history classes.

S. Superannuation

For the staff who do not understand the method of calculating the contributions to the Teachers Superannuation Fund, Canada Pension Plan, and Income Tax. Please explain the following and post on the bulletin board.

1. The superannuation contributions are calculated on the basis of:
 - a. 6% of the first part of salary below the year's basic exemption as prescribed by the Canada Pension Plan (\$600.00 at present time).
 - b. 4.2% of the part which is between the year's maximum pensionable earnings as prescribed by the Canada Pension Plan (\$5,500.00 for the calendar year 1972); and
 - c. 6% of the part above the year's maximum pensionable earnings

<u>Example:</u>	<u>Earnings</u>	<u>Sup'n</u>	
	\$1.00 - 600.00	6%	(Based on
	601.00 -5,500.00	4.2%	January
	5,501.00 -and up	6%	earnings)

2. It is important that, when changing your employment, you request a Teachers Superannuation Commission Form No. 11 (TSCLL) from your former board of education to be turned into your new board.

By using the TSC11 form, your new board will then be able to establish your correct percentage rate for superannuation deductions.

3. The Canada Pension Plan (C.P.P.) for the calendar year 1972, is based on 1.8% of your earnings between \$600.00 and \$5,500.00. Deductions are made each pay, calculated with a \$50.00 earnings exemption, until the full yearly contribution is reached ($1.8\% \times \$4,900.00 = \88.20 for the year 1972).

Please take notice that income tax deductions vary as to pension contributions because pension contributions are not taxable.

4. Superannuation of teachers

- a. A teacher making application for a pension is required to supply with the application the teacher's own birth certificate, and if married, the marriage certificate, and the birth certificate of the spouse.

Certificates may be required to verify the teaching done with every school board. Teachers are strongly urged to obtain these papers (excepting experience in Toronto) without waiting for the time of retirement, and to retain them until the time comes to make application for pension.

- b. Mr. J. E. Causley, Director, Teachers Superannuation Commission, Department of Education, 789 Don Mills Road, Don Mills, Ontario, will supply application forms for pensions and refunds, and any special information required.
- c. When a teacher applies for superannuation he may apply to have his O.H.S.C. and O.H.S.I.P. coverage transferred to the superannuation group for monthly deductions. He may

also have Extended Health Care (E.H.C.) coverage through the Cooperative Health Services of Ontario.

S. Supervision

1. Supervision - pupils

Some questions have arisen concerning supervision of pupils during school hours while classes are not in session. The following excerpts from Regulations and The Schools Administration Act, pertinent to supervision of pupils, are brought to your attention. There are at present no policy statements of Lakehead Board of Education to augment these regulations.

Under the Schools Administration Act

22(1) It is the duty of each teacher

(d) To maintain proper order and discipline in his classroom and while on duty in the school and on the playground under the direction of the principal

2 (2) Under Ontario Regulations 339/66 (Elementary and Secondary Schools General)

3(3) The noon recess for pupils and teachers shall not be less than forty minutes.

(4) In schools not operated on a rotary system, there shall be for every pupil a morning and afternoon recess of from ten to fifteen minutes in each case.

(7) The board may determine the period of time during each school day when the school building and the playgrounds shall be open to the pupils and, where not

determined by the board, the building and the playgrounds shall be open to the pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.

16(2) A principal shall

(d) Subject to the approval of the board appoint one or more of the teachers for supervisory duty at any time during the period beginning one-half hour before classes begin for the day and ending fifteen minutes after classes end for the day when the school building and the playgrounds are open to the pupils and classes are not in session, and arrange for the supervision of any other school activity authorized by the board;

37 A teacher shall

(c) carry out the supervisory duties assigned by the principal.

40(5) Requirements for pupils

Every pupil is responsible to the principal for his conduct on the school premises or while travelling on a school bus that is owned by or under contract to the board.

2. Supervision report - principal's guidelines

- a. Please mail one copy of this report to the Superintendent of Supervision on the dates noted. The report will be directed then to the zone superintendent for study and appropriate action.
- b. It is suggested that the report be maintained on a daily basis immediately following a classroom visit. Hand-written reports are quite acceptable.
- c. Visitor may be principal, vice-principal, or a supervisor. If a person other than the principal is involved, comments should follow consultation with the persons concerned.
- d. Comments should be concise and generally reflect the whole learning situation (which includes pupil, teacher, environment). Program development of specific strength, weaknesses, or problems of interest to the zone superintendent should be noted.
- e. Evidence of supervision of an on-going nature should be apparent in subsequent visits and comments.
- f. Do not record administrative duties, standardized testing, substitution for teachers, etc. but note significant teacher/principal conferences and group in-service training sessions in the school.

3. Supervision report - teachers - permanent and probationary

After study and consideration by all four zones, the procedure for reporting supervision practices has been revised.

- a. The former supervision report form has been replaced by a single form for each teacher on your staff.

b. The procedure for reporting will be as follows:

A minimum of two reports on each staff member will be received by the superintendent of supervision on the following dates:

(1) First report on all staff December 1st.

(2) Second report

(a) March 1st for all teachers on probationary contract and/or holding less than permanent certification, or those who, in the principal's opinion, require special assistance. It should be noted that, in these cases, the report MUST include a definite recommendation by the principal.

(b) June 1st for the remainder of the staff.

(3) Third report only when requested or considered necessary by the principal.

c. The form has been designated to allow the listing of the criteria of teacher effectiveness, under the following headings:

(1) Personal attributes - The teacher's attitude towards his pupils, his job, his profession, and society. This would include the teacher's academic and professional training - his aptitudes, training, and ability.

(2) Performance - This is the learning environment developed and maintained by the teacher in his classroom. It involves how he controls the class, presents his ideas, his program, his skills, and his techniques.

(3) Product - This is seen in pupil performance, pupil attitudes, and other educational outcomes, as measured in the classroom and outside the classroom, and in further education. Added here may be the teacher's personal contribution to the well-being of the school, the educational system, and the community.

d. The report is to be an overview of the assessment of the teacher based on several classroom visits. A special space has been left for the principal's recommendation, as required in 2(11) above.

4. Supervision report - teachers - probationary re permanent appointment.

Determining whether a teacher, on a probationary contract, should be appointed on the permanent staff is an onerous task.

Principals are now charged with this responsibility.

Judgments are not difficult where teachers are obviously satisfactory and show high potentiality for outstanding service. Nor is it difficult to withhold positive recommendation when it is apparent when communication between the teacher and pupils is lacking.

But how does the principal deal with the doubtful probationary teacher?

Consideration should be given to the involvement of zone superintendents and assistant superintendents when making an evaluation and arriving at a decision.

One should also keep in mind the current state of the profession and the availability of good teachers. In these times, where

there is any degree of doubt about a probationary teacher, his contract should be terminated.

Some basic questions can be asked when coming to a judgment on the matter of permanent appointment.

- a. How does he relate to the pupils?
 - (1) Has there been minimal conflict?
 - (2) Have children reacted with confidence and good humour?
- b. What image does he project in the eyes of the school community?
 - (1) Is he positive?
 - (2) Is he organized?
- c. Does he seem to have potential for educational leadership?
 - (1) Is his academic background sound?
 - (2) Does he relate well to colleagues?
 - (3) Has there been evidence of responsible leadership?

Meeting of
Zone 2 Principals
March 8, 1972

5. Supervision - school, grounds and activities
 - a. Each principal, in consultation with the district inspector, should decide what he considers adequate supervision for his own particular school ground, and should then see that that supervision is regularly maintained, having due regard for an equitable distribution of duties among the members of the staff.
 - b. Supervision of both school grounds and basements shall be carried on without fail during recesses and also for at least fifteen minutes prior to the opening of school for the morning and afternoon sessions.

- c. Playground supervision during recesses will commence the moment the first pupil leaves the school building.
- d. At least one teacher shall remain in charge of each school during the noon hour. Teachers shall take turns in performing this duty.
- e. After consultation with the caretaker the principal shall arrange for the provision and supervision of basement or other school areas for the use of pupils before regular school hours in inclement weather.
- f. All school activities must be supervised by a staff member.

S. Suspensions

1. Each principal shall

"Have power to suspend pupils, reporting forthwith in each instance to the Superintendent of Public Schools and the parents or guardians, as the case may be, giving the reasons therefore." (Regulation 28, Section 22)

- a. In cases of suspension, the pupil should not be sent home at times of regular dismissal.
- b. In any case of suspension, the principal must inform the parent in writing.
- c. The principal must take steps to be certain that the parent has received such letter.
- d. When necessary to report a suspension, complete four copies and mail one copy of the suspension notice to the parent, one copy to the zone superintendent and one copy to the attendance department. When the suspension is lifted, the academic department and attendance department must be notified by telephone.

S. Swimming

a. Public schools swim classes - grade 5

A schedule of swim classes and these instructions are provided for each teacher and the principal. Please study them carefully.

(1) Transportation

- (a) Buses will arrive at the school in time to permit students to arrive at the "Y" to be ready for their lessons to begin on the hour. Classes will end on time to allow boardings of buses by students on the hour for return to their school.
- (b) Where schools are grouped, one bus will make the pickup.
- (c) Transportation will be arranged by this office.

(2) Supervision

- (a) One teacher will travel on the bus and be required to supervise students at all times. Where two schools are combined for a class, principals concerned should make arrangements to share this supervision.
- (b) Teachers are urged to actively assist the swim instructors. Principals may wish to arrange supervision to permit the most suitable person to be in charge of the class.
- (c) The teacher in charge of the group must sign the pool rental form at the "Y" desk. The form will remain with the "Y" to be attached to the invoices.
- (d) Discipline and order should be discussed with students prior to commencement of the schedule. Running, pushing and loud talk, etc. should not be tolerated on the bus, in the locker rooms or in the pool area.

(3) Instruction

- (a) Classes will be divided for swimmers and non-swimmers. Instruction will be geared to the pupil's ability.

(4) Schedule

- (a) In some cases are weekly; in others, classes are twice weekly. Please check the schedule carefully noting starting dates, days, hours and last lessons.

- (b) Lessons missed through closing of schools, etc. may be considered for 'make-up'. The schedule does not permit of classes.

(5) Principals will advise all parents by letter of the programs.

Any parents requesting exemption should do so in writing.

Non-participants will remain at the school.

- (b) Students will provide their own towels and bathing suits. Pupils with long hair should be encouraged to bring bathing caps and may be required to wear them.

- (c) Valuables must be left at home.

- (d) Classes will be confined to grade 5 pupils but at the principal's discretion a few may be added from those who displayed urgent need for further instruction last year and now are in grade 6.

Maximum numbers should not exceed 35. Names recommended by the "Y" recommended for further instruction are attached.

Questions concerning the programme may be directed to

Mr. O. Penner, Supervisor of Physical Education or myself.

General Information

Circular 14 and the provision of textbooks

1 Circular 14, **Textbooks**, an annual publication issued by authority of the Minister of Education, lists textbooks approved for use in the schools. Wherever possible, these lists will include books written by Canadian authors and printed and bound in Canada.

2 Two of the criteria for the selection of books for listing in the Circular are that the content should be of sound scholarship and contemporary relevance, and that the approach should be broadly consistent with the Departmental guidelines which offer a framework upon which courses of study can be developed to suit the local and Canadian environment. Thus Circular 14 may be considered as an instrument to assist in the improvement of instruction and learning.

3 The system of multiple listing of approved textbooks attempts to maintain flexibility in the selection of titles in order to accommodate individual differences among pupils. It is a truism of modern education that if all pupils are to be challenged to the full extent of their capabilities, and that if pupils differ in the manner and rate in which they learn, no single textbook will serve all the pupils in a given grade in any given subject. The involvement of teachers, department heads, and supervisory personnel in the selection of textbooks can therefore be a most effective means of in-service education. All textbooks listed for a subject should be evaluated before the principal selects titles for local use.

4 When a new book is published, the publisher submits copies to the Curriculum Section for evaluation. The Department then sends a copy to each of several readers or critics for comments and criticisms. The books are examined in the light of certain established criteria, and reports are submitted to the Department. When the reports are received, they are reviewed in detail, and a recommendation is prepared.

This process takes some time, but it is necessary to ensure by thorough examination that only the best textbooks are put into the hands of students.

5 (a) Textbooks are those books that boards are required to provide in numbers sufficient for the use of pupils. Pupils cannot be required to buy such books, except in the case of courses leading to the Secondary School Honour Graduation Diploma.

(b) In all subject areas for which books are listed in Circular 14, textbooks must be selected from those listed in Circular 14, unless permission for another selection has been granted by the Minister.

(c) In those subject areas and programs for which no textbooks are listed in Circular 14 (for example, English literature, littérature française, the "authors" in modern languages and classics, and special education), textbooks to be provided by the school board are to be selected by the principal in consultation with the teachers, and the selection approved by board resolution.

In the case of all textbooks which are to be selected locally under 5 (c), preference should be given to books by Canadian authors or editors and which are printed and bound in Canada.

Although the titles of books to be used in English literature courses are not shown in Circular 14, the full title (and the name of the particular edition if such is required) should be included in the list submitted by the principal to the board for approval. If a particular edition is required, the cost involved should be considered in the choice, and the price drawn to the attention of the board when formal approval is sought.

(d) Requests for approval to use textbooks not listed in Circular 14 or not covered under Section 5 (c) of the Circular, must be submitted by the chief education officer for a school board to the Regional Director of Education for the attention of the Superintendent of Curriculum, Department of Education. It is likely that many textbooks envisaged for use with locally developed courses will be in this category. It should be noted that the permission of the Minister of Education is not required for local adaptation of existing Departmental guidelines.

(e) Approval is required for the use of textbooks not listed in Circular 14 to be used in connection with new or experimental courses, i.e., those courses not included in the rationale of existing Departmental guidelines. In addition, examination of new or experimental courses themselves is required for purposes of credit towards an Ontario school graduation diploma. The chief education officer for a school board should send the request for approval of a new or experimental course, along with an outline of the nature of the studies to be undertaken and a list of the textbooks to be used, to the Regional Director of Education. The Regional Director will enlist the support of the program consultants and central office curriculum personnel in examination of the course and in assisting local officials with its design. At the same time, central office curriculum personnel will consider the proposed textbooks. The request for approval should be sent well in advance of the proposed introduction of the course.

(f) To provide students with a wider choice of some of the more recently developed materials for instruction in second and third languages, and pending the development of Canadian materials, special provision has been made to list several additional textbooks. Because the nature of these textbooks requires use in the classroom before a true evaluation can be made, they are given interim approval pending a more complete evaluation.

continued...

(g)

In certain subjects, the nature of the instructional program or the extent to which the textbook is used by the students, may be such that the board would satisfy the requirement to provide textbooks "in numbers sufficient for the use of the pupils" by supplying class sets, each of which would serve for several classes. Such a situation might exist if it were decided to use a number of reference books instead of a single prescribed textbook. It would also apply to subjects in which regular homework assignments were not required.

(h)

Boards are urged to provide schools and/or classrooms, upon recommendation by the principals and supervisory personnel, with

(i)

one or more reference copies of texts listed in Circular 14 other than those adopted as pupil textbooks,

(ii)

one or more copies of reference books chosen by teachers from Schedule E of Circular 14 or from the appendices in Departmental Guidelines.

(l)

In evaluating books, teachers should understand that the most recent addition is not necessarily the best book on the list; it may merely present a different approach to the subject.

If a policy of continuous evaluation is in operation locally, the school is able to replace the least satisfactory texts, or to experiment with new or different texts, without having to discard usable textbooks. Assuming that about one-third of the textbooks must be written off annually as unserviceable, the replacements, if the principal and teachers so recommend, can be new or different books.

6

Since it is impossible to synchronize the times of publication of new books with the date of issuing of Circular 14, the approval of new books submitted to the Department after the issuing of Circular 14 is announced in supplements to that Circular. The announcement of a new book by means of a supplement does not imply that the book should replace the one in current use. The purpose of a supplement is rather:

(a)

to inform teachers and principals of the approval of a textbook for a new guideline for which there has not previously been an approved book, or

(b)

to indicate approval of an additional title which is to be added to those listed in a given category. It is from the augmented list that the principal and teachers will make their selections the following year. The periodic approval of new books allows the teacher more time for careful evaluation than is possible if all new titles were announced at one time.

In approving the purchase of textbooks, boards are reminded that the legislative grant for textbooks is included in the grants for ordinary expenditure.

Books selected from Circular 14 and purchased by a school board remain the property of the board. When these books are loaned to the pupils, they should be collected at the end of the school year so that they may be used again. In all cases the schools should see that proper care is taken of the books, keeping in mind that they belong to the board and are intended to be used for more than one school year.

Selection of Textbooks

Extracts from
The Acts and Regulations

The following extracts from the Acts and Regulations pertaining to the administration of education in Ontario relate to textbooks. For accurate reference, recourse should be had to the Statutes of Ontario.

The Department of Education Act

12 (1)

Subject to the provisions of any statute in that behalf and to the approval of the Lieutenant Governor in Council, the Minister may make regulations with respect to schools or classes established under The Public Schools Act, The Separate Schools Act, The Schools Administration Act, The Secondary Schools and Boards of Education Act, or this Act, or any predecessor of any such Acts, and with respect to all other schools supported in whole or in part by public money,

4. requiring boards to purchase books for the use of pupils;

33. governing the selection and approval of textbooks, library books and reference books for use in Grades 1 to 13 inclusive.

The Schools Administration Act

20 (1)

A teacher shall not use or permit to be used as a textbook in a prescribed subject in an elementary or secondary school any book that is not approved by the Minister or the regulations, and the Minister, upon the report of the inspector concerned, may withhold the whole or any part of the legislative grants in respect of any school in which an unapproved book is so used.

(2)

Where a teacher uses as a textbook, or negligently or wilfully permits to be used as a textbook by the pupils of his school, in a prescribed subject, a book that is not approved by the Minister or the regulations, the Minister, on the report of the inspector of the school, may suspend the teacher and the board that operates the school may deduct from the teacher's salary a sum equal to so much of the legislative grants as has been withheld on account of the use of the book or any less sum at its discretion.

(3)

Subject to the written approval of the board that operates the school, a teacher may replace any approved textbook that is in actual use in an elementary or secondary school by any other approved textbook on the same subject.

22 (2)

It is the duty of a principal, in addition to his duties as a teacher,

(f) to prevent the use by pupils of textbooks that are not approved under the regulations;

34.

Every board shall,

(11)

provide, without charge, for the use of the pupils attending the school or schools operated by the board, the textbooks that are required by the regulations to be purchased by the board.

Regulation, Elementary and Secondary Schools-General

7 (1)

Subject to the approval of the board, the principal shall select from the approved list of textbooks, the textbooks for the use of pupils in Grades 1 to 12, both inclusive.

(2)

Where no textbook for a subject is included in the approved list, the principal shall select suitable textbooks where required and such textbooks that are being introduced for use in the school for the first time shall be subject to the approval of the board.

(3)

A board shall purchase and provide without charge and in sufficient quantity, the textbooks selected in subsections 1 and 2 for the use of pupils in Grades 1 to 12, both inclusive, in schools under the jurisdiction of the board.

Availability of Textbooks

160

To ensure an adequate supply of textbooks in time for the opening of school in September, it is recommended that orders should be forwarded to the publishers by the end of April, 1971. The orders may specify a delivery date that will coincide with the time the books are needed in the schools. If books are ordered early, publishers can plan reprints in time to avoid shortages.

Where books for courses leading to the Secondary School Honour Graduation Diploma are supplied through local retailers, it is suggested that the books be ordered early, with a convenient delivery date specified. In a few localities, it is understood that some retail stores have discontinued the sale of textbooks. It may now be necessary for some schools to order directly from the publishers. Principals are requested to investigate the situation in their localities to ensure that students enrolled in courses leading to the Honour Graduation Diploma have textbooks available to them for September school opening.

Where publishers allow surplus copies to be returned, it is recommended that the surplus supply be sent back as soon as possible, so that the textbooks can be made available in other areas where they may be required.

T. Textbooks

1. Each teacher should be provided with sufficient textbooks to meet the needs of her class. Some provision should be made in the daily record book or other acceptable book, for keeping an up-to-date inventory of classroom textbooks. Adequate care should be taken against loss and damage.
2. The teacher should be instructed to make frequent checks to make sure that no textbooks are missing. Bibles provided by The Gideons should be considered as textbooks and should be retained for use in the school.
3. Pupils who transfer from room to room or from school to school should not be permitted to take textbooks with them. All textbooks must be collected and retained at the end of the school year in June.
4. Care should be taken to see that textbooks are stamped "Board of Education."
5. Pupils losing or destroying books must replace them.
6. Textbooks of pupils who are suffering from a communicable disease should be withdrawn from use for a period of two or three weeks. Exposure to fresh air and sunshine with the pages open will facilitate disinfection. In instances of the more serious diseases of smallpox, leprosy, the books should be destroyed. In cases of tuberculosis, the nurse should be consulted concerning the necessity of destroying books. A receipt should be given for books or other property destroyed which did not belong to the school.

T. Theft of personal property

1. "The Board of Education shall assume no responsibility for any personal property of members of the teaching and non-teaching staffs while on premises under the jurisdiction of the Board."

T. Transfer - teacher request

1. No clearly defined format has been prescribed for a teacher to follow when requesting consideration for a change of schools, effective the commencement of the next school year. To facilitate better communication in this regard, the following procedure is recommended:
 - a. The teacher should discuss the request for transfer with his zone superintendent or assistant superintendent.
 - b. At the time of this interview, the teacher should obtain a "Request for Transfer" form from the superintendent. This form should be completed fully and forwarded to the Superintendent of Academic Personnel. A copy of the "Request for Transfer" should be left with the school principal concerned.
 - c. Consideration will be given to Requests for Transfer received on or before March 20th.

T. Transportation

1. Refer to Policy Statement Number 15

T. Tuberculin testing

Please be reminded that we look to principals and supervisors to check on staff to see that all have had a tuberculin skin test of chest X-ray within the past two years as required by the department (test since Sept. 1, 1969). A record of test results should be kept in the schools.

Tuberculin testing of Grade 12 students by the Thunder Bay Health Unit Team is to commence in November. Testing in public schools will not be done until the spring. Staff who require them should take the skin tests when the team is in the school.

Staff in the Education Centre and the Resource Centre should check the accompanying Thunder Bay Health Unit schedule for a convenient time and place to take the required test. All staff requiring a chest X-ray should note this schedule also.

In the late spring, principals and supervisors will be asked to endorse a letter of certification to the effect that all staff have had a tuberculin test within the past two years.

T. Tuberculin tests - time and place

1. Skin tests

a. North Ward - Nurses' Residence (behind St. Joseph's Hospital)
every Tuesday between 2:00 p.m. and 4:30 p.m.

b. South Ward - North wing of McKellar Hospital (off Arthur
Street)

every Wednesday between 2:00 p.m. and 4:30 p.m.

2. Chest X-rays

a. Fort William Sanatorium, 300 Lillie Street

b. Monday to Friday between 9:00 a.m. and 4:15 p.m.

U. UNICEF

1..Hallowe'en for UNICEF

Principals have received recently literature from the Ontario UNICEF Committee in connection with the Hallowe'en for UNICEF program. Fund raising is normally carried out on October 31st.

Determination of participation will be left to the discretion of individual school principals.

Information and materials may be obtained through

Mr. M. Probizanski, 437 Conmee Street, Thunder Bay 'P',

Mr. Jerry Coffman, 328 Arthur Street, Thunder Bay 'P', or

The Canadian UNICEF Committee, 737 Church Street, Toronto 5.

V. Vandalism

1. Refer to Break-in

V. Vending machines

1. Upon the recommendation of the cafeteria committee the board has established the following policy relative to vending machines.
 - a. "No vending machines, except for sale of milk and/or soup, may be used in elementary schools unless they are for staff use only."

V. Vice-principals

1. Vice-principals - duties of
 - a. The vice-principal is to act as principal when the principal is absent. If there are two vice-principals in the school, the principal in consultation with the zone superintendent, shall designate which one is to act as principal in his absence.
 - b. The principal and vice-principal should share, under the supervision of the principal, the duties in both administrative and curriculum areas.
 - c. Time free from teaching will be granted through internal arrangements or by approval of the board on recommendation of the director of education.

- d. Refer to Policy Statement Number 1, 3 (b)
2. Vice-principal's time for administration duties
 - a. Refer to Policy Statement No. 1, Section No.3

V. Visitors

1. All visitors to school buildings should report first to the principal's office.
2. All visitors to observe classes should make requests in advance. This request should come to the principal's office.

CONCLUSION

Decisions, on the material included within this guideline, should be based on the premise that the handbook itself is "open-ended" and will allow for future, pertinent information to be included as such becomes manifest and available to the elementary principal.

In making use of the flexibility that this handbook provides, the principal should not overlook that the arrangement followed is one that the writer has found practical and valuable; however, this may not be necessarily the best sequence for individual use.

Finding solutions to common administrative problems involves combining all possible information and evidence and reaching a reasonable compromise that satisfies most principals. This is a demanding task and requires diligent effort; it is anticipated, to further this task, that comments and suggestions arising from this overview will be submitted to the writer.

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APPENDIXES

Summary of 1971 School Legislation

BY W. G. CHATTERTON,
Chairman, Legislation Committee, Ont. Dept. of Education

BILL 102:

THE SECONDARY SCHOOLS AND BOARDS OF EDUCATION ACT 1971

1st Reading
6 July

2nd Reading
13 July

3rd Reading
13 July

Royal Assent
23 July

Section 1 (2) (b)

Since secondary school districts usually include more than one municipality, the amendment provides for the use of equalized assessment and average daily enrolment instead of local assessment and average daily attendance.

Section 34 (3)

The subsection, which relates to the accounting by a municipality for school monies for secondary school purposes, is clarified by making it clear that where a sum is collected which is in excess of the board's requirement it is to be retained and applied to next year's levy, except where otherwise provided by the Act, e.g. The Assessment Act, under which the sum is collected.

Section 50 (5)

The amendment makes it clear that a trustee of a board of education appointed by the remaining members elected by separate school supporters to fill a vacancy is a trustee for secondary school purposes only.

Section 71 (1) (2)

By these amendments tuition secondary school fees for wards and children in the care of a children's aid society are eliminated.

Section 83 (6)

The amendment makes it clear that a trustee of a divisional board of education appointed to fill a vacancy is a trustee for secondary school purposes only.

Section 89 (1)

The amendment clarifies the powers of a divisional board relating to interim capital financing by making reference not only to the "duties imposed" upon the board by The Municipal Act, but also to the "powers conferred" thereunder in respect of the issue of debentures.

Section 89 (1a)

The amendment provides a divisional board with the power to arrange for temporary advances up to an amount approved by The Ontario Municipal Board pending the sale of debentures.

Section 109 (4) (5)

The amendments eliminate tuition fees in respect of trainable retarded children who are wards or in the care of a children's aid society.

BILL 103:

THE PUBLIC SCHOOLS ACT 1971

1st Reading
6 July

2nd Reading
13 July

3rd Reading
13 July

Royal Assent
23 July

Section 6 (8) (8a)

The amendments eliminate public school tuition fees for wards and children in the care of a children's aid society.

Section 6 (10) (11)

The subsections are revised to provide for the use of equalized assessment and average daily enrolment instead of local assessment and average daily attendance since the school section may include several municipalities, and to clarify the provisions respecting the payment of fees of pupils resident on tax-exempt lands.

- Section 40** With the establishment of school divisions, provisions for the maintenance, formation and alteration of township school areas are needed only for those parts of the territorial districts which are not included in a school division. The provisions are, therefore, amended accordingly.
- Section 60 (1)** This amendment is to allow all boards of school sections in a territorial district that are not parts of a school division to issue debentures in the same manner as divisional boards.
- Section 61 (1)** The amendment is to make it clear that the subsection applies solely to a board of a school section that comprises only territory without municipal organization.
- Section 63** Section 63 is repealed since it is no longer required in view of the amendment to section 60 and the provision in Part VI of The Secondary Schools and Boards of Education Act for divisional boards of education to raise their own debentures.
- Section 69** Section 69 is revised to provide that the monies raised for school purposes shall be paid over to the board in instalments in the same manner as such monies are required to be paid over the divisional boards of education and to make it clear that the instalments are payable on the specified dates whether or not the tax monies have yet been collected.
- Section 77** This section is now obsolete as there are no longer county or district school areas, and township school areas are dealt with in section 40, as amended.

BILL 104:**THE DEPARTMENT OF EDUCATION ACT 1971**

1st Reading
6 July

2nd Reading
13 July

3rd Reading
28 July

Royal Assent
28 July

- Section 5** The amendment allows the Minister to require the inclusion of additions to the enrolment of a school in respect of the maintenance of attendance records in special cases. The former legislation referred to aggregate attendance rather than to enrolment.
- Section 6 (2)** The amendment is required to render the wording consistent with the use of average daily enrolment. References to "county pupils" and to "perfect aggregate daily attendance" have been deleted.
- Section 12 (1) Para. 2a** The amendment provides for the making of regulations in respect of evening classes.
- Section 12 (1) Para. 9** The amendment provides for the making of regulations in respect of the granting of letters of standing.
- Section 12 (4) (b)** Provision is made for regulations relating to arena managers' certificates.
- Section 12 (4) (c) (i)** Regulations may be made to permit recreation committees to be set up not only by municipalities, but also by counties or by district or regional municipalities. Provision is made for joint recreation committees.
- Section 12 (5)** The amendment is to provide that "programs of recreation" shall include arena management in subsection 4.
- Section 14a** The provisions respecting colleges of applied arts and technology are transferred to the Department of Colleges and Universities. See Bill 98.
- Section 20** The new section is required to authorize changes to be made in the administration of certain scholarships and awards and to render it consistent with current examination requirements and other related procedures.

BILL 105:**THE SCHOOLS ADMINISTRATION ACT 1971**

1st Reading
6 July

2nd Reading
13 July

3rd Reading
28 July

Royal Assent
28 July

- Section 1 (2) Para. 1a** The amendment provides for determining average daily enrolment from the enrolments on the last school days in the months of January, April and September.
- Section 1 (2) Para. 24** The definition of "perfect aggregate attendance" is no longer required and is, therefore, deleted.
- Section 17 (1)** Reference to the number of payments of a teacher's salary is deleted so that the teacher may be paid in the same number of payments as are received by the other teachers of a board who are employed on permanent contracts.

- Section 17 (8)** The subsection which placed salary disputes between teachers and boards in division court is repealed. This amendment will allow an action for the recovery of a teacher's salary to be brought in the proper court on the basis of the monetary jurisdiction of the court.
- Section 18** This section is repealed thus removing the Minister from the process of making an appeal in respect of a decision made in the small claims court under subsection 8 of section 17. Appeals from decisions in the small claims court are provided for in The Small Claims Courts Act.
- Section 35 Para. 16a.** The classes of securities in which boards may invest monies not immediately required are broadened.
- Section 35 Paras. 19 and 22** Provision is made to collect fees by action in the small claims court and the provision for exclusion of a pupil is transferred from paragraph 22 as being more appropriate in paragraph 19.
- Section 35 Para. 38** The provisions for the assumption of responsibility by a board for the operation of certain types of schools and centres are extended to include hospital and sanatorium schools.
- Section 35c (1)** The amendment changes a reference so that the fees in connection with agreements re accommodation for Indian pupils under this section may be determined in accordance with the appropriate subsection of section 100a of The School Administration Act.
- Section 37 (1)** Clauses c to f are new and permit a board to transport pupils to and from special schools, i.e. the Ontario School for the Blind, the Ontario School for the Deaf, Ontario Hospital Schools and children's mental health centres.
- Section 37 (2c)** This new subsection will allow the transportation of pupils living in territory without municipal organization to a secondary school to be provided not only by an elementary school board as in subsections 2a and 2b but also by a secondary school board.
- Section 84 (1) (c) (d)** Certain duties of supervisory officers are revised in view of the formation of larger units.
- Section 97 (4)** The amendment is to make it clear that the share of the trailer licence fees payable to a board under this section are not part of the annual sums required by the board.
- Section 100 (1)** This amendment permits a board to authorize the vice-chairman and treasurer as well as the chairman and treasurer to borrow for current expenditures.
- Section 100a (1) (b)** The amendment spells out in more detail the types of revenue that are excluded from the calculation of revenue for the purpose of determining fees.
- Section 100a (1a)** The definition of average daily enrolment which is now included in section 1 makes this subsection unnecessary and it is therefore repealed.
- Section 100a (2) (a) (b)** The purpose of the amendment is to prevent the fee, in the case of special education classes where the recommended maximum enrolment exceeds that provided in clauses a and b, from being less than that which may be charged for a regular pupil.
- Section 100b (2)** The amendments permit an under-requisition, over-requisition, under-levy or over-levy of a board to be adjusted in the year next following its discovery or over a two or three-year period.
- Section 106 (1)** The amendment is to remove a conflict with section 89 of The Secondary Schools and Boards of Education Act, relating to the withholding of a board's debenture levy by a municipality other than a municipality in a school division.

BILL 106:**THE SEPARATE SCHOOLS ACT 1971**1st Reading
6 July2nd Reading
13 July3rd Reading
13 JulyRoyal Assent
23 July

- Section 22 (8) (8a)** The amendments eliminate tuition fees for wards and children in care of a children's aid society.
- Section 22 (14)** The amendment provides for the use of equalized assessment and average daily enrolment instead of local assessment and average daily attendance in the calculation of non-resident fees, since the separate school zone may include several municipalities.
- Section 45 (1) (f)** The amendment is to make it clear that a board wishing to have the separate school rates collected by a municipal council shall so request on or before the 1st of February as required in section 62 and shall submit the rate to be collected by the 1st of March.
- Section 62 (1a)** The amendment provides for the continuity of a notice given by a separate school board to a council for the collection of rates on behalf of the board.

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Benefits Officer	Mrs. E. C. Jewell	965-2222
Chief Staff Development Officer	J. B. Kenny	965-2222
Office Manager	Mrs. R. Nowell	965-2222
Senior Personnel Administrator	Miss B. A. Pope	965-2222

Director, E.R.A.S.	D. S. Lawless	965-5348
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POLICY STATEMENT NO. 1THE LAKEHEAD BOARD OF EDUCATION

Elementary Schools Only - Attached to *AGREEMENT between THE
LAKEHEAD BOARD OF EDUCATION and
THE ELEMENTARY PUBLIC SCHOOL TEACHERS
EMPLOYED BY THE LAKEHEAD BOARD OF
EDUCATION - Page 19.

* Copy of Agreement enclosed in envelope affixed to inside back
cover of binder.

Approved May 29, 1969
Resolution # 88
Amended May 26, 1970
Resolution # 97

POLICY STATEMENT NO. 2

THE LAKEHEAD BOARD OF EDUCATION

Secondary Schools Only - Attached to *AGREEMENT between THE
LAKEHEAD BOARD OF EDUCATION and
THE LAKEHEAD DIVISION ONTARIO SECONDARY
SCHOOL TEACHERS' FEDERATION - Page 36

* Copy of Agreement enclosed in envelope affixed to inside back
cover of binder.

Approved May 29, 1969
Resolution # 88

POLICY STATEMENT NO. 3THE LAKEHEAD BOARD OF EDUCATIONR E T I R E M E N T

Elementary Schools - Attached to *AGREEMENT between THE LAKEHEAD
BOARD OF EDUCATION and THE ELEMENTARY PUBLIC
SCHOOL TEACHERS - Page 17, Article XII, Clause
12:03

Secondary Schools - Attached to *AGREEMENT between THE LAKEHEAD
BOARD OF EDUCATION and THE LAKEHEAD DIVISION
ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION
Page 14 - Clause 7 (b).

* Copies of Agreements enclosed in envelope affixed to inside back
cover of binder.

Approved May 26, 1969
Resolution # 86

POLICY STATEMENT NO. 4THE LAKEHEAD BOARD OF EDUCATIONP U R C H A S I N G

The Purchasing Department is established as the central authority for purchasing requirements for all purposes under the jurisdiction of the Board. The department shall purchase all materials, supplies, equipment, and contractual services except the following: construction contracts; legal, audit, and medical services; insurance, and utility services.

Every purchase must be made on the Board's Official Purchase Order. No account will be accepted for payment unless supported by a purchase order. All purchase orders must be signed by the Purchasing Agent or the Assistant to the Purchasing Agent. In the absence of both, either the Superintendent of Business or Assistant Superintendent of Business or Assistant Superintendent of Plant shall sign purchase orders.

The Purchasing Department shall purchase locally provided quality, service, price, and delivery are at least equal to quotations furnished by out-of-town suppliers. Knowledge of alternative sources of supply shall be maintained by the Purchasing Department.

The Purchasing Agent is authorized to purchase in the open market, goods and contractual services provided such purchases are included in the budget.

- (a) To the amount of \$500.00 upon such terms as he deems are in the best interest of the Board.
- (b) In an amount exceeding \$500.00 but not exceeding \$2,000.00 provided such purchases are included in the budget and shall, wherever possible, be based on at least three competitive bids, and purchase made from the lowest responsible bidder provided quality, service, etc., are equal to higher bids.
- (c) In an amount exceeding \$2,000.00 but not exceeding \$5,000.00 provided such purchases are included in the budget, at least three competitive bids have been received, where possible, written approval of the Superintendent of Business is obtained, and purchase is made from the lowest responsible bidder, provided; quality, service, etc., is at least equal to higher bids.
- (d) In an amount exceeding \$5,000.00 provided tenders have been received and approval of Tender Review Committee and the Board is obtained.

.....continued

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POLICY STATEMENT NO. 4 - "PURCHASING" (Cont'd)

Where goods or contractual services are requisitioned and are not included in the annual budget, written approval of the Director of Education is required, and should the estimated cost exceed \$2,000.00 approval of the Tender Review Committee and the Board shall be required.

For general supply items which are purchased in considerable quantities throughout the year, tendered unit prices should be obtained as early as possible in the calendar year. Subject to approval of a tendered price by the Tender Review Committee, no further approvals need be obtained by the Purchasing Agent as purchases are made from time to time.

Cash discounts should be secured wherever possible.

A responsible official of the Board may authorize direct purchase of any goods and services when immediate procurement is vital as a direct result of an operating breakdown after normal working hours, weekends, and holidays.

The Purchasing Department shall be responsible for the operation of a Central Stores for the purpose of controlling the level of general supplies inventories and to secure more favourable prices through bulk purchasing.

Approved June 24, 1969
Resolution # 90

POLICY STATEMENT NO. 5

THE LAKEHEAD BOARD OF EDUCATION

CUMULATIVE SICK LEAVE PLAN

Copy of Policy Statement # 5 enclosed in envelope affixed to inside back cover of binder.

Approved July 14, 1969
Resolution # 105
Amended December 21, 1970
Resolution # 186

POLICY STATEMENT NO. 6

THE LAKEHEAD BOARD OF EDUCATION

LEAVE OF ABSENCE

Copy of Policy Statement # 6 enclosed in envelope affixed to inside back cover of binder.

Approved July 14, 1969
Resolution # 105
Amended December 21, 1970
Resolution # 186

POLICY STATEMENT NO. 7

THE LAKEHEAD BOARD OF EDUCATION

SABBATICAL LEAVE PLAN

Elementary Schools - attached to *AGREEMENT between THE LAKEHEAD BOARD OF EDUCATION and THE ELEMENTARY PUBLIC SCHOOL TEACHERS - Page 23.

Secondary Schools - attached to *AGREEMENT between THE LAKEHEAD BOARD OF EDUCATION and THE LAKEHEAD DIVISION ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION - Page 37.

* Copies of Agreements enclosed in envelope affixed to inside back cover of binder.

Approved July 14, 1969
Resolution # 105

POLICY STATEMENT NO. 8THE LAKEHEAD BOARD OF EDUCATIONF I E L D T R I P S

1. Field trips must be of educational value.
2. Adequate supervision must be provided.
3. All transportation for school activities should be by chartered or rented vehicles. The Insurance Committee suggests that any individual such as a teacher or parent, using private cars for transportation, should have substantial public liability coverage, such as \$200,000 to \$300,000. In the event of an accident, the owner of the vehicle is responsible. Therefore, principals are directed to request written assurance from individuals that they have coverage as noted above. The owner can be reimbursed for use of car on Board business at the current rate of 15¢ per mile. If there is no other means of transportation available, staff will use most economical public transportation.
4. In City schools, the principal shall advise parents and obtain approval for student participation in all trips outside the boundaries of the new City of Thunder Bay. In schools outside the city, information should be given and approval obtained for trips outside the area served by the school. The principal will decide where permission is required for trips within the boundaries indicated above. Walking trips within the immediate area of the school are not considered field trips. Approval for these is given by the principal, who thus assumes responsibility.
5. Requisitions will be forwarded on standard purchase requisition forms, by the principal, to the Zone Superintendent, giving details of times, dates, number attending, destination and purpose of field trip.
6. The principal will also requisition in the above manner for trips where no cost to the Board is involved or no transportation is required. Where transportation costs are provided by student fees (e.g. S.S.S.A.A.) or other means, this should be indicated on the requisition.
7. If several similar trips are proposed, one composite requisition will suffice. For athletic activities, attach a copy of the schedule.
8. Requisitions for field trips should be submitted to the Zone Superintendent at least one week prior to the date of the activity.
9. Arrangements for transportation will be completed by Mr. Pentti Karkkainen. Return of the school copy of the purchase order constitutes approval of the activity and confirmation of transportation arrangements.

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POLICY STATEMENT NO. 8 - "FIELD TRIPS" (Cont'd)

10. In Secondary Schools, field trips will be budgeted to the department concerned. In elementary schools it is hoped to constitute a budget for each school.
11. Emergency Transportation -
 - i) Notify parents
 - ii) Parents to arrange transportation
 - iii) Failing this, the Board will provide transportation by Principal, teacher, taxi or ambulance.

Approved November 24, 1969
Resolution # 175

POLICY STATEMENT NO. 9THE LAKEHEAD BOARD OF EDUCATIONAFTER SCHOOL HOURS USE OF SCHOOL BUILDINGS, FACILITIES AND GROUNDSA. POLICY

1. It will be the policy of the Lakehead Board of Education to encourage the use of the Public and Secondary school facilities after school hours by the Community. This policy can be expressed as "The Lighted School-house Concept."
2. The use of all school facilities by students and staff for curricular and extra-curricular programs is reserved for their use until 7:00 p.m. each school day. Use of the facilities by others is not to start earlier than 7:00 p.m., except as otherwise provided in Section B, (Schedule of Rental Rates) or by special arrangements made with the school Principal or Board.
3. The school gymnasium, auditorium, and rifle ranges are reserved for the use of students on Friday evenings, one other evening of the week and Saturday when the group using the facilities is an organized and recognized extra-curricular activity of the school. When these facilities are not required by the student groups at the times as set out above, the Board will be free to rent the facilities to other users.
4. A member of the Board's custodial staff must be on duty at all times when facilities of the school are in use after school hours, where the presence of a custodian is required by law. In all other cases The Board reserves the right to allow use of the school without a custodian in attendance when the group using facilities can offer adequate supervision by responsible adults.
5. The use of school facilities in the evening for night school classes operated by the Board takes precedence over all other users.
6. The use of school facilities or grounds by Civic Recreation and YMCA shall be negotiated annually.
7. The normal rental season for use of school facilities by the community shall be from September 15 in one year to June 15 in the next year, except for Summer courses and programs approved by the Board.

B. SCHEDULE OR RENTAL RATES

FOR ALL PUBLIC AND SECONDARY SCHOOLS UNDER THE JURISDICTION OF THE LAKEHEAD BOARD OF EDUCATION.

Tenants renting facilities in the above mentioned schools shall be classified as follows;

Group # 1

Any group using school facilities for recreational, cultural or educational purposes for which no gate is charged (i.e. clubs; societies,

(2)

POLICY STATEMENT # 9 (Cont'd).

churches, drama groups, choirs, lectures and recreational or athletic groups).

Group # 2

All groups or organizations classified in group # 1 above and using facilities for which a gate is taken.

Group # 3

Other tenants who rent school facilities on a commercial basis as amateurs or as professionals and are not included in groups 1 and 2 above.

(3)

POLICY STATEMENT #9 RENTAL RATES AS REVISED - FEBRUARY 1970THE LAKEHEAD BOARD OF EDUCATION

<u>FACILITIES</u>	<u>GROUP #1</u>	<u>GROUP #2</u>	<u>GROUP #3</u>
(a) Gymnasium - single unit	\$1.50 per hr.	\$3.00 per hr.	\$6.00 per hr.
(b) Auditorium - small i.e. Hillcrest or single gymnasium used as an auditorium with stage.	\$15.00 per night	\$20.00 per night if proceeds to Charity. \$30.00 per night if proceeds to other use.	\$50.00 per night
(c) Selkirk H.S. Auditorium	\$25.00 per night	\$50.00 per night if proceeds to Charity \$75.00 per night if proceeds to own use.	\$250.00 per night
(d) Rehearsals - Use of stage and one auditorium	\$2.00 per hr.	\$3.00 per hr.	\$6.00 per hr.
(e) Matinee performance if admission charge reduced	∅	½ regular rate	½ regular rate
(f) Cafeteria - when kitchen used plus overtime for at least one cafeteria employee	\$10.00 per event	\$15.00 per event	\$25.00 per event
(g) Cafeteria - when kitchen not used	\$2.00 per hr.	\$3.00 per hr.	\$6.00 per hr.
(h) Classroom	\$1.00 per hr.	∅	∅
(i) Lecture Theatre	\$1.50 per hr.	\$3.00 per hr.	\$6.00 per hr.
(j) Rifle Range	\$1.50 per hr.	∅	∅
(k) Libraries	\$1.50 per hr.	\$2.50 per hr.	\$5.00 per hr.
(l) Small gym or playroom in Public School	\$1.50 per hr.	\$2.00 per hr.	\$3.00 per hr.

POLICY STATEMENT #9 (Cont'd)NOTES

1. The rates as set forth on page 3, are for single units. Where double gymnasiums exist the single unit rate shall apply for each section of the gymnasium separately.
2. For the purposes of this schedule in schools where the auditorium and gymnasium are combined (i.e. Westgate, Lakeview, etc.) the auditorium unit is the stage and one section of the gymnasium; if both sections of a gymnasium and stage are used as an auditorium, the rate charged is for two units.
3. When it is necessary to call out a custodian, all rates as shown are to be increased by the amount of overtime pay for the custodian, as provided for in the wage agreement between the Board and The Building Service Employees' International Union Local 268.
4. When cafeteria kitchen facilities are required, it will be necessary to have at least one member of the Board's cafeteria staff on duty and the rate as shown above (item a) will be increased by the amount of overtime paid in accordance with the wage agreement between The Board and The Building Service Employees' International Union Local 268.
5. The use of the Board's sound and stage lighting equipment may be used upon request, but will be operated only by persons designated by the Board, at a charge of \$3.00 per hour to cover wages of operator and use of equipment. This charge to be in addition to the rental fee.
6. The use of the following types of equipment is not available to renters: nets, balls, racquets, birds, rifles.
7. There will be no charge for use of school facilities for meetings of Home and School Associations, School Councils, The Lakehead Association for the Mentally Retarded, Senior Citizens and for meetings of community improvement groups.
8. The charge for use of school facilities on Sunday for Church Services or Sunday School classes shall only be the amount of the Board's out-of-pocket expenses for overtime wages for the custodian on duty for the occasion.
9. Use of school facilities by Brownies, Girl Guides, Cubs, Boy Scouts, Cadet Corps, Junior Farmers 4H Clubs on a week day, will be at no charge.
10. The after-hours use of school facilities by the Teachers' Federation, Lakehead Elementary School Teachers' Association and the Ontario Secondary School Teachers' Federation, for meetings, will be made available to them at no charge.
11. The use of school facilities for teachers' annual convention or conferences approved by the Board, will be at no charge.
12. Any person or persons, groups or organizations, renting school facilities for political meetings or gatherings, whether there is a gate or not are to be classified in group # 1 above.

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POLICY STATEMENT #9 (Cont'd)

13. The following rules and regulations apply to all tenants renting school facilities and these shall appear on the Board's Rental Permit.

C. RULES AND REGULATIONS

1. The Board will not be responsible for personal injury or damage, or for the loss or theft of clothing or equipment of the applicant, or anyone attending on the invitation of the applicant.
2. The applicant shall be responsible for the conduct and supervision of all persons admitted to the school buildings and grounds and shall see that all regulations contained in this permit are strictly observed.
3. The exits must be kept free from obstruction in case of fire.
4. The applicant must pay all damage arising from the use of school property.
5. The Board will provide light and heat. The applicant must pay such fees for extra work by caretakers, etc., as the Board may determine.
6. Smoking or the consumption of alcohol in any part of the building strictly forbidden.
7. Games of chance, lottery, or gambling in any form strictly forbidden.
8. The general term of yearly permits shall be from September 15 to June 15th in the current year of issue, with exception of Christmas holidays, Mid-term break, and Easter, when schools will be closed.
9. It shall be the responsibility of the applicant to see that all persons admitted to the function being held, have vacated the school buildings and grounds promptly on the time specified on the permit and that the time of any permit issued shall not be later than 11:00 p.m. unless by special permission.
10. All rental accounts must be paid promptly and the Board reserves the right to cancel bookings for space for any organization found to be delinquent in the payment of their rental account.
11. The Board of Education reserves the right to refuse or revoke any application for use of school facilities. --

Approved November 24, 1969
Resolution # 175

POLICY STATEMENT NO. 10THE LAKEHEAD BOARD OF EDUCATIONSCHOOL HOURS - PUBLIC SCHOOLS

It is recommended that the policy statement outlined herewith be implemented January 1, 1970.

Part I

That in accordance with Department of Education regulations, school hours for Public Schools in the Lakehead Division be established as follows:

- A Kindergarten - 2½ hrs.
 Morning Session - 9:00 a.m. to 11:30 a.m.
 Afternoon Session - 1:30 p.m. to 4:00 p.m.
- B Grade I - 4½ hrs.
 Morning Session - 9:00 a.m. to 11:30 a.m.
 Afternoon Session - 1:30 p.m. to 3:30 p.m.
- C Grades 2 to 8 - 5½ hrs.
 Morning Session - 9:00 a.m. to 12:00 noon
 Afternoon Session - 1:30 p.m. to 4:00 p.m.
- D Rural Classes
- (i) Kindergarten - 2½ hrs.
 Morning Session - 9:00 a.m. to 11:30 a.m.
 Afternoon Session - 1:00 p.m. to 3:30 p.m.
- (ii) Grades 1 to 8 - 5½ hrs.
 Morning Session - 9:00 a.m. to 12:00 noon
 Afternoon Session - 1:00 p.m. to 3:30 p.m.
- E Special Classes
- (i) Child Adjustment, Primary & Junior Opportunity - 5 hrs..
 Morning Session - 9:00 a.m. to 12:00 noon
 Afternoon Session - 1:30 p.m. to 3:30 p.m.
- (ii) Remedial, Enrichment, Intermediate and Senior Opportunity - 5½ hrs.
 Morning Session - 9:00 a.m. to 12:00 noon
 Afternoon Session - 1:30 p.m. to 4:00 p.m.

Summary: This policy states that there shall be 5½ hours of instruction per day for all classes in the Public Schools of the Lakehead Division with the following exceptions:

1. Kindergarten - 2½ hrs.
2. Grade 1 - 4½ hrs.
3. Special Classes: Child Adjustment, Primary and Junior Opportunity - 5 hrs.

(2)

POLICY STATEMENT # 10 (Cont'd)Part II

- A Without lessening the total daily school hours as outlined in Part I of this policy statement, and with the approval of the Zone Superintendent, each school may be permitted to make minor changes in the school hours as it best suits the needs of the individual school.
- B In the event that in a city school the noon recess is to be reduced from 1½ hrs. to 1 hour, or in a rural school from 1 hour to 40 minutes, approval of both the Zone Superintendent and at least 80% of the parents concerned will be required.
- C In schools where the noon hour has been reduced from 1½ hours to 1 hour, there shall be no dismissal for Grade 1 classes prior to 11:30 a.m. or 3:30 p.m. even though dismissal times in these schools are not affected by bus schedules.
- D Details concerning such matters as safety of pupils, supervision, school lunches, and transportation must be carefully worked out before any request for a change in school hours is submitted to the Zone Superintendent. Only written requests will be considered.

Approved November 24, 1969
Resolution # 190

THE LAKEHEAD BOARD OF EDUCATION

EARLY DISMISSAL OF CLASSES AND RELEASE OF STAFF

It is recommended that the policy statement outlined herewith be implemented January 1, 1970.

I Report Card Week

- (a) Normally there will be no early dismissal to issue report cards.
- (b) Schools wherein anecdotal report cards are used may schedule parent-teacher interviews during school hours to facilitate interpretation of the child's school progress to his parents. Connected thereto are the following provisos:
 - (i) early dismissal during no more than two report card weeks in the school year;
 - (ii) interviews to start no earlier than 3:00 p.m.;
 - (iii) interviews scheduled for all parents;
 - (iv) early dismissals on no more than 3 days of report card week;
 - (v) at least one evening reserved for interviews to accommodate families in which both parents work;
 - (vi) parents notified in writing of the specific dates on which there is to be an early dismissal.

II Staff Meetings (There shall be no early dismissal for staff meetings).

- (a) From time to time, superintendents, assistant superintendents, or supervisors may plan meetings or workshops to begin at 3:00 p.m. which would involve no more than one or two teachers from any one school. If the matter can be arranged internally, the teachers may be released. In the event that two teachers are to attend and only one can be released without dismissing a class, the principal will notify the supervisor, or other, who has called the meeting that only one teacher will attend.
- (b) Should the Zone Superintendent deem it advisable, a supply teacher may be called in to relieve the principal or teacher in a small rural school in order that the teacher, who would otherwise be unable to attend, might be freed to go to the meeting or workshop.

POLICY STATEMENT NO. 12THE LAKEHEAD BOARD OF EDUCATIONTHE SECONDARY SCHOOL ORGANIZATION
LEADING TO
CERTIFICATES AND DIPLOMAS

Beginning in September, 1970, the present program of studies of our secondary schools will be amended and modified to present a new pattern for progress during the first four years after elementary school. Over the years, all of our secondary schools have followed promotion on an individual subject basis at various grade levels on a partial or full basis. Next September, we plan to introduce a fully ungraded secondary school system featuring subject promotion and complete individual time-tabling.

It is hoped that the program described below will permit, subject to limitations of accommodation, enrolment and teaching staff, the provision of courses that offer a good general education and are adapted to the requirements of pupils having varied interests, abilities, career plans and educational objectives. In organizing his school under this new program, the principal should endeavour to make, as fully as is practicable, those arrangements which will permit pupils to enrol in courses suited to their special aptitudes and interests. He will be guided by the realization that a subject should be offered only if, in addition to a reasonable number of pupils, a teacher well qualified for the work, a proper course of study, and suitable accommodation and equipment are available.

A PROPOSAL FOR CHANGE

The basic elements in the new pattern are:

1. The utilization of a credit system as a means to more flexible schedule patterns with a view to greater freedom of student choice within our expanding range of subject offerings.
2. The organization of student curricular choices on the basis of broad areas of study rather than by Branch or Program classification.
3. The adaptation of courses of study at the school level so that a student may be able to choose and achieve his full potential within the educational environment.
4. The creation of individual time-tables for students in relation to their changing patterns of needs and interests, abilities and achievements.

(2)

POLICY STATEMENT # 12 (Cont'd)ORGANIZATIONAL OBJECTIVES

EACH STUDENT SHOULD HAVE A PROGRAM SUITED TO HIS INDIVIDUAL NEEDS AND ASPIRATIONS.

A school should be student-centred: its main aim is the development of each girl and boy to the maximum of his or her potential. It follows, therefore, that every decision as regards curriculum, courses of study, teaching techniques, organization, and administration must be made in the light of this aim. Certain basic principles evolve from this approach:

1. COURSES SHOULD BE OFFERED AT DIFFERENT LEVELS OF DIFFICULTY.

A student's rate of progress through school should be in proportion to his own rate of maturing. The boredom of the gifted student and the frustration of the slow-learning student should be relieved by enabling each to proceed at a pace best suited to his interest and ability. An individual time-table for each student allows for individual pacing; to reach ahead in subjects in which he has special interest or aptitude, and to work at less difficult levels in others. It should be possible for a student to repeat some courses in which he has not achieved acceptable standards without having to repeat other courses in which his progress has been satisfactory.

2. A FULL RANGE OF CURRICULAR OFFERINGS WITHIN A SCHOOL SHOULD BE AVAILABLE TO EACH STUDENT.

The choice of courses or units by a student should depend upon his needs and interests, achievements and abilities. A school program should provide a considerable choice of elective units in order to foster the particular interests and abilities of each student. A student's choices might be dictated by the entrance requirements of institutions of further education. This restriction, however, need not be incompatible with his interests and needs. A student's needs must of necessity, however, include some acquaintance with all the broad areas into which man's knowledge may be loosely categorized.

3. TIME-TABLING SHOULD BE FLEXIBLE ENOUGH TO FACILITATE EDUCATIONAL TECHNIQUES WHICH INVOLVE VARIED SIZES OF STUDENT GROUPS (INCLUDING INDEPENDENT STUDY), NEW PATTERNS OF TIME ALLOTMENT, NEW APPROACHES TO TEACHING AND LEARNING, AND THE RESTRUCTURING OF COURSES TO INCLUDE INTERDISCIPLINARY PROGRAMS.

The vast store of knowledge in all subject fields indicates the futility of emphasizing only the gathering and memorizing of large numbers of facts and details. Instead students must be directed to engage in investigating, thinking, analyzing, synthesizing, interpreting and recording. The emphasis in the learning

POLICY STATEMENT # 12 (Cont'd)

process should be upon inquiry and research by the student, upon individual study, upon the use of learning material centres. The teacher teaches in the true sense of the word, guiding students in order that they may make their own discoveries within a framework of mutually understood goals.

AREAS OF STUDY

The total Ontario secondary curriculum provides wide choices to meet the needs, aptitudes and interests of students. To avoid confusion, each student, under the new plan, must be carefully counselled, his interests and aptitudes assessed and his time-table carefully planned.

An area of study may be defined as a broad segment of man's knowledge and enquiry characterized by a unity of orientation and comprising a number of subject disciplines. The broad areas are - COMMUNICATIONS, SOCIAL SCIENCES, PURE AND APPLIED SCIENCES, AND ARTS. Definitions of these areas may be useful.

Communications - those studies which are primarily concerned with man's interchange of thought and with all modes of human expression.
This area of study would include such subjects as the following:

Business Correspondence	Francais
Classical Languages	Modern Literature
Creative Writing	Modern Languages
English	Shorthand

Social Sciences - those studies which are primarily concerned with man's unique nature and the spatial and social forces which affect his destiny and his interaction with the environment in which he lives.
This area of study would include such subjects as the following:

Consumer education	History
Economics	Man in Society
Geography	World Politics

Pure and Applied Sciences - those studies which are primarily concerned with the nature and properties of organic and inorganic substances and with the conditions which govern their interaction.
This area of study would include such subjects as the following:

Business Finance	Computer Science
Business Machines, Typing	Data Processing
Elements of Technology	Marketing
Mathematics	Science, e.g. Biology, Physics,
Shops	Space Science

POLICY STATEMENT # 12

(Cont'd)

Arts

- those studies which are concerned

with the aesthetic nature.

This area of study would include such subjects as the following:

Art	Music
Graphic Arts	Physical Education
Home Economics	Theatre Arts
Industrial Arts	

In preparing the list of studies under each area, each principal and his staff may find the following points worthy of consideration:

- (a) There are several subjects which are logically appropriate in more than one area of study and for which a suitable assignment to an area or areas may depend upon emphasis given and method of classroom approach. Principals may find it beneficial to assign several such subjects to more than one area in their planning. These "straddle" subjects will facilitate the construction of genuinely individual programs and will permit greater flexibility vertically throughout a student's career.

A student taking such a subject will then have it recorded in only one of the areas to which it is assigned. Examples of such subjects could be Drafting and Theatre Arts in both Communications and Arts, Marketing and Environmental Science in both Social Sciences and Pure and Applied Sciences, Home Economics in both Social Sciences and Arts.

- (b) The current technical and commercial courses exhibit a great diversity in character, function and approach. New approaches in these fields are making the offerings of a more general educational nature. In this light, and also to permit the continuance of the benefits of our current technical and commercial programs, there would be merit in a distribution of these subjects across all four areas, rather than a concentration in any one area. Thus, the Communications area might include shorthand, business correspondence, and the variety of current drafting courses.
- (c) The final allocation of subjects to Areas of Study will be at the Principal's discretion.

The organization of study into broad areas rather than by Branch and Program will mean that a student will not be designated as "five-year", "four-year", "two-year", "occupational", etc. Rather, each student will be choosing a program over the full range of offerings according to his needs and according to his aptitude and interest in an area of study, rather than by an over-all classification by person. It is anticipated that the actual program chosen by the individual student will include courses over the full range of offerings of a school. Further-

POLICY STATEMENT # 12

(Cont'd)

more, it is envisaged that his choices will vary from year to year, or even from semester to semester.

Provision for the full range of individual differences within any subject, course, or class will require adaptation of courses of study.

The present course outlines available from the Department and others being developed offer a framework upon which courses of study can be developed at the local level to meet the needs, interests and aptitudes of the students. Adaptation will be in the hands of subject committees under the leadership of Department Heads and teachers assisted by Consultants from the Department of Education.

THE CREDIT SYSTEM AND DIPLOMAS

To provide a wider choice of subjects and to facilitate a system of subject rather than grade promotions, the following credit system is approved.

Definition of Credit

A credit is defined as a course which would be successfully completed normally after 110 to 120 hours of scheduled time. Where the credit unit is adapted to the semester, trimester, or summer school system, lesser units than a full credit may be allowed. Normally a credit would be a subject studied once a day throughout the school year.

Diploma Requirements

A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the school in which the candidate completes his final diploma requirements. The diploma requirements under the credit system are:

1. The successful completion of a minimum of 27 credits on the following basis:

At least one credit from each of the four Areas of Study in each of the student's first two years at the secondary level - 8 credits.

At least one further credit after the first two years from each of the four Areas of Study - (4 credits).

A further 15 credits over the four years of study.

2. The total package is to cover the former Grades 9 - 12 courses leading to the Secondary School Graduation Diploma. A minimum of 14 credits must be obtained in Grades 9 and 10 and 13 credits in Grades 11 and 12.

POLICY STATEMENT # 12

(Cont'd)

3. Within this framework of 27 credits the principal may make further prescriptions on the basis of the needs of the students and the facilities and program available. Principals should make every effort to ensure that students who are capable take more than the minimum program required for graduation.

SPECIAL ADMISSIONS

In situations where a candidate enters an Ontario Secondary school organized on a credit system at a point later than the present Grade 9, the recommended further credit requirements for diploma purposes are:

With one completed year at the secondary level - a total of 20 credits.

With two completed years at the secondary level - a total of 13 credits.

Admission to Grade 13

Before a subject is studied in Grade 13, it must have been studied successfully in Grade 12 or Grade 11 if not offered in Grade 12. Level to be 5 or 6 in Grade 12 or Grade 11.

NOTE 1 Terminology for levels:

- Level 1 - Corresponding to the present Preservice or Pre-vocational
- Level 2 - Corresponding to the present Occupational Program
- Level 3 - Corresponding to the present Two-Year Program
- Level 4 - Corresponding to the present Four-Year Program
- Level 5 - Corresponding to the present Five-Year Program
- Level 6 - Advanced - Independent study for highly capable students or extremely motivated students in a single subject area

NOTE 2 Compulsory Credits

At least a basic English course should be included each year for four years. Physical Education should be included for the first two years. However, a principal may make modifications with regard to compulsory credits at his discretion in unusual circumstances where special program arrangements are required. This will protect the common elements of the course but allow the principal his prerogative to make substitutions.

Note 3 Prerequisites will be determined by the principal in consultation with his department heads.

Note 4 The changes in the courses of study will be made by the heads of departments and department study committees.

POLICY STATEMENT # 12 (Cont'd)

Note 5 Changing Levels

All level changes will be conditional, on recommendation of the principal and teacher, subject in every case to agreement of the parent.

A NOTE ON PLANNING AND COUNSELLING

Conflicts between the rights and ambitions of the individual and those of the surrounding society have become characteristic of our age. Canada values and cherishes both codes of rights and encourages the maximum freedom of the individual within the broad terms of reference of a common good.

Rooted in the philosophy of the fundamental worth of the individual and reflecting the reality of individual differences is the ambition of educators to provide an education carefully fitted to the needs, aptitudes and aspirations of every child. The expression of such an ambition is to be seen on one hand in many recent curricular changes and, on the other, in the attempts being made to provide an individual time-table for every student. The undertaking, like that of reconciling the needs of the individual with those of society, is a difficult one.

The planning of a high school which will permit differentiated rates and channels of progress for individual students requires more time, energy and resources than have normally been devoted to time-tabling. The definition of credit proposed in this document establishes time as a genuinely flexible resource and permits the utilization of longer or shorter weeks, block or modular schedules, annual, semester or trimester organizations. Out-of-school activities which are part of the curriculum can be incorporated under the term "scheduled time". The decision in each of these areas is the prerogative of the school.

Apart from the broad prescription concerning Areas of Study and any statutory requirements which may exist, there is no compulsion towards specific subjects for the granting of a diploma. Individual schools may choose to make English or Francais, Physical Education, or any other subjects compulsory - but, again, such a decision becomes a local and professional decision made near its point of impact, namely, the student.

Some schools or departments may adopt team-teaching or variable grouping arrangements of classes. Large, medium, and small groups each have distinct advantages in given situations, but each creates special demands on planning.

Counselling

Relaxation of branch prescriptions and the greater freedom of curricular choice extended to students will certainly place heavier demands upon the consultation resources available in most schools.

POLICY STATEMENT # 12 (Cont'd)

It is suggested that principals pay particular attention to this factor in their initial planning; otherwise the regular counseling service available in the school may be strained beyond the limits of effectiveness.

The building of individual programs for each student necessitates the development of procedures for early and continuous assessment of individual potentialities and achievement.

Teacher-counsellors have a three-part role to play in the development of such procedures - as advisors to principal, to subject-teachers, and to students. Such an advisory role can be critical in easing the adjustment of new students into the school and in assisting staffs in feeder schools in their preparatory discussions with students.

Where a program of study is undertaken contrary to the advice of the principal, responsibility must be assumed by the pupil concerned and his parents.

A pupil who by persistent failure has clearly demonstrated inability to meet the requirements of a course or phase may be transferred by the principal to an alternative course or phase from which he may be expected to derive benefit.

Approved December 15, 1969
Resolution # 196

POLICY STATEMENT NO. 13THE LAKEHEAD BOARD OF EDUCATIONRETIREMENT OF NON-TEACHING PERSONNEL

The retirement of non-teaching (union and non-union) employees of the Board shall be at 65 years of age.

Retirement shall take effect not later than December 31st in the year in which the employee becomes 65 years of age.

Where, in exceptional circumstances, the Board finds it necessary to extend the tenure of an employee beyond the effective date of retirement, this action will be initiated by the Board.

Approved February 23, 1970
Resolution # 32

THE LAKEHEAD BOARD OF EDUCATIONSTATE OF EMERGENCY - PROCEDURES RELATING TO SCHOOLSA Individual Situations (e.g. affecting an individual school)

- (a) Closing of school on authority of principal in consultation with bus operator or driver.
- (b) Principal notifies the Board's Transportation Officer.
- (c) The Transportation Officer notifies the Director, who makes any required radio announcements.
- (d) The Transportation Officer notifies the Zone Superintendent by inter-office memo.
- (e) Principal completes application for G-days in duplicate and forwards them to the Superintendent of Special Education and Student Services, who forwards one copy to the Zone Superintendent. Zone Superintendent returns signed form to principal.
- (f) For emergencies other than snow storms (i.e. fire, flood, breakdown of school heating plant....):
 - (i) Principal notifies Zone Superintendent and Assistant Superintendent of Plant.
 - (ii) Assistant Superintendent of Plant advises Zone Superintendent of the need of closing the school if such a measure is required.
 - (iii) Zone Superintendent notifies Principal and Transportation Officer of school closing.
 - (iv) When transportation is involved, Transportation Officer notifies bus operator or driver.

B General Area Situation (involving several schools)

- (a) Bus drivers or operators should check with the Department of Highways to see that all roads are clear during or after a storm before starting out with a bus load of students.
- (b) Closing of schools involves consultation among principals, bus operators or drivers, and the Transportation Officer. In this situation the bus operators are the critical ones; they notify the Transportation Officer at his office, (622-3941); or at home (622-7895).

- (c) The Transportation Officer informs the Director for decision. The Director makes the required radio announcements.
- (d) The Transportation Officer then notifies Central Communications Officer at City Hall of the state of emergency in the area concerned (623-2711, ext. 271).

C Division Situation

- (a) Procedures are identical to those for the General Area Situation, but apply to all schools of the Division.
- (b) See also procedures enumerated in Section D below, Secondary Schools, relating to early dismissal of pupils.

D Secondary Schools

- (a) An emergency situation will be recognized as that affecting bus service in the rural area from which students attend secondary schools in the City of Thunder Bay as well as municipal transportation within the boundaries of the city.
- (b) An emergency will be declared when it is evident that weather conditions are such that roads cannot be properly maintained and it would be in the school's best interests to take the necessary precautions.
- (c) The Director, having assessed the situation, will declare a state of emergency, if required.
- (d) Central Communications Centre, City Hall, will be notified of the emergency situation by the Board's Transportation Officer.
- (e) Should Central Communications be informed of an impending emergency, a call will be placed to the Board's Transportation Officer via direct line 623-2711, extension 268. The Director will be notified and any required radio announcements made by him.
- (f) In the event that rural students must be kept in school during a severe storm until roads are cleared, a call will be placed by the Principal to Emergency Welfare Service stating what assistance is required (623-2711, ext. 239).
- (g) Each school will plan procedures to follow within the school in case of an emergency caused by weather conditions. This applies in public schools as well.
- (h) Every effort will be made to contact bus companies transporting rural pupils as early as possible when an early dismissal appears imminent.
- (i) Rural pupils will be dismissed first.
- (j) City Transit will be advised at least one hour before city students are dismissed.

Approved:
February 9, 1971.

POLICY STATEMENT NO. 15THE LAKEHEAD BOARD OF EDUCATIONTRANSPORTATION POLICIESTRANSPORTATION

1. Will be provided, where feasible, for all rural students including the former jurisdiction of Neebing and McIntyre, living beyond one-half mile of any school bus stop or school that a child must attend.

(NOTE - Routes and schedules now in effect will be continued unless changed for mutual interest of operator and Board administration.)
2. Will be provided, when necessary, for elementary students that must attend a school other than that school within his or her school zone.
3. May be provided for physically and mentally handicapped, when recommended by a physician.
4. Will be provided, where necessary, for elementary school students attending special classes in designated schools other than those in their school zone.
5. Will be provided when, in the opinion of the administration, circumstances, or locations require transportation for the safety and well-being of students.

ROUTES AND ROUTE PLANNING

1. All present routes will remain in effect until such time that the administration has reviewed current requirements of school areas.
2. Until such survey is completed, present routes may be added to, or deleted therefrom, as circumstances dictate. All such changes must be in writing to the administration by the operator and by the administration to the operator, giving details for such route changes.
3. All contracts presently in effect will be reviewed each year for the purpose of renewing or tendering contracts, by rates to be calculated from time to time and added hereto as Transportation Contracting.
4. Where new school zones or routes are required, contracts will be let by tender, taking into consideration the services provided by existing operators.
5. The Superintendents will determine need of day school transportation and shall so advise the Transportation Committee. The Committee shall negotiate and plan such route with the assistance of the school bus operator to determine the most feasible and economical route.

(2)

Policy Statement No. 15 (Cont'd.)OPERATORS AND DRIVERS

1. The operator and drivers shall abide by the terms of the school bus contracts and shall provide any and all information requested by the Board in relation to such transportation agreement.
2. The operator shall make every effort to adhere to time schedules and route pick-ups and shall advise the Board office of any undue change in arrival or departure from schools and reasons for same.
3. The operator shall provide the Board with proof that each driver has had a required tuberculin test, and where required, a chest x-ray examination within the past two years.
4. That all school bus drivers must register for a course to obtain a recognized First Aid Certificate within six months after date of employment.
5. The operator and driver shall at all times operate the school bus in such a manner as to ensure the safety of all passengers being carried upon the school bus and shall not, under any circumstances, violate any of the provisions of The Highway Traffic Act, municipal or other by-laws, or any regulations of The Criminal Code of Canada regulating the operation of a motor vehicle.
6. The Board reserves the right to suspend or cancel contracts for behaviour by an operator or driver that is considered to be prejudicial to the welfare and/or safety of students.

DISCIPLINE

1. The bus driver, under the jurisdiction of the Principal, shall have the authority to control and discipline students while being transported. Such discipline will be exercised in a kind, firm and judicious manner.
2. The driver may refuse to carry a passenger who is acting in a boisterous or disorderly manner or is using profane or obscene language. Drivers are cautioned against ordering pupils from buses at other than the pupils' regular stop. In extreme cases, it may be necessary to do so, but the driver shall immediately telephone the parents of the ejected pupil in order that they may arrange necessary transportation.
3. The Driver shall advise the Principal of any chronic misconduct by a student. The principal shall take whatever disciplinary action may be required and advise parents accordingly.
4. Where, in the opinion of the Principal, monitors are required on school buses, he shall be responsible for appointing such monitors. The monitor, or student patrol, will supervise the entering and departure of pupils from the bus and shall report any infractions of safety regulations to the Principal.
5. Smoking is not permitted on school buses.

(3)

Policy Statement No. 15 (Cont'd.)TRANSPORTATION CONTRACTING

1. School Bus Transportation contracts will be negotiated each year and shall be determined by calculating Fixed costs and Variable costs.
2. Fixed Costs will be determined every three years, commencing September 1971, and will include: Cost of vehicles, capital investment for garage property, and major equipment; bus licensing and insurance; administration and facility expenses.
3. Variable Costs will be determined annually and shall be a rate per mile for operating costs and an hourly salary rate for school bus drivers.
4. By application of items 2 and 3, school bus operators shall recognize:-
 - (a) return on capital investment
 - (b) depreciation
 - (c) overhead expenses
 - (d) salaries
 - (e) operating expenses
5. Annual contracts will be subject to Board approval, and when necessary, be presented to Ontario Municipal Board for approval of three year-contracts.

Approved March 31, 1970
Resolution #58

Amended August 24, 1971
Resolution #246 (ii)

Amended November 9, 1971
Resolution #320 (1) 3.

Amended February 15, 1972
Resolution #47

POLICY STATEMENT NO. 16THE LAKEHEAD BOARD OF EDUCATIONROLE AND FUNCTION OF THE SCHOOL COUNSELLORTHE ROLE OF THE SCHOOL COUNSELLOR

The school counsellor should be a professional in the field of counselling and education. Having followed prescribed educational courses and internships through either the Ontario Department of Education or university graduate courses, the counsellor becomes an important part of the school staff with whom he works closely in a supportive and complementary role.

The counsellor contributes to the total personal development of the student by facilitating the learning process and by meeting the student's needs.

- | | |
|--------------------|---|
| <u>Educational</u> | In working with the student in the selection of programmes and subjects which may lead to proposed life goals. |
| <u>Vocational</u> | In working with the student in the development of preferences, and in the exploration, entry, and adjustment to the world of work through making available accurate and realistic occupational information. |
| <u>Social</u> | In assisting the student in his day-to-day experiences. |
| <u>Personal</u> | In helping the student in the realm of his normal developmental problems. |

Counselling and guidance are processes of helping a student to develop and to accept an integrated and adequate concept of himself and his role in his environment, to test this concept against reality, and to convert it into a meaningful experience.

The counsellor, in his supportive role as an integral part of the school, assist in providing the optimal conditions for learning, thus enabling each student to learn effectively in terms of his unique abilities, interests, and circumstances.

Counsellors recognize that decision-making is seldom free from feeling or affect. Therefore, the professional school counsellor is concerned with the complete "self" of the student and perceives counselling as being personal by nature. Counselling is a dynamic relationship between the student and the counsellor, who with full knowledge of his responsibilities, works with and for the student, helping him and his family to arrive at decisions which are based on a full understanding of numerous alternatives open to him, and of the apparent consequences of each of the possible choices. The responsibility for the decision rests with the student and his family.

Policy Statement No. 16 (Conc'd.)

Counselling is a confidential, accepting, non-judgmental relationship in which the counsellor uses his specialized skills and knowledge to assist the student or client, to face, to clarify and to resolve in part or in whole, his problem. When information received in confidence reveals clear and imminent danger that the client may do serious harm to himself or to others, intervention by the counsellor may be required. When possible, the client should be made aware of the counsellor's intentions to reveal his confidences and an effort should be made to obtain the client's permission.

FUNCTIONS OF THE SCHOOL COUNSELLORCOUNSELLING

The primary role of the school counsellor is in counselling - listening to and talking with the student about those things which are most important to him at that particular time in his life.

Through the counselling relationship, the counsellor helps the student to understand himself in relation to the social environment in which he lives, to accept himself as he is, to develop personal decision-making competencies, and to resolve problems which are "unique" to him.

A counselling relationship which has a warm, empathic and caring atmosphere, will develop a freedom within the student to express himself openly and honestly and to examine critically himself and his behaviour toward others and toward himself. The administration of discipline is incompatible with this relationship.

Although it is necessary for the counsellor to have teaching experience, it is often difficult for the counsellor to assist students if he is viewed as an authority figure within the classroom and as an accepting, non-judgmental person in the counselling relationship. The counsellor will experience difficulty in attempting to meet the professional expectations of both counselling and teaching.

The school administration is responsible for the timetable. The counsellor, however, should have sufficient information in order to assist the student in the selection of his programme.

Small group counselling with students is an increasingly important function of the counsellor as he seeks to assist those with similar concerns.

DISSEMINATING INFORMATION

The counsellor makes available to the student and his parents accurate information concerning vocational trends, job opportunities, courses offered, subject and grade requirements for admission to further education or on-the-job training and financial assistance.

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Policy Statement No. 16 (Cont'd.)

Because of changing educational and employment trends, the task of maintaining a current knowledge in these areas is an increasingly demanding responsibility.

CONSULTING

In his consultative role, the counsellor draws upon the resources of the school and the community to meet the developmental needs of the student. The counsellor consults with parents, teachers, administrators, public health nurse, school psychologists, doctors, welfare and probation personnel, social workers, clergy, attendance counsellors, and college and university officials in order that the student may be assisted to the maximum with the resources available. The counsellor helps to bring into a meaningful pattern, the efforts of these many individuals.

KEEPING OF STUDENT RECORDS

In order to assist the student, the counsellor maintains pertinent information about each student. Included are: academic records, psychological reports, standardized test scores, reports of counselling sessions, parental consultations, as well as other personal data such as health reports, awards and scholarships earned, and extra-curricular activities both in the school and in the community. Tasks such as the scoring and recording of tests, preparation of transcripts, and filing, should be handled by mature, competently-trained personnel.

The counsellor may utilize this information to assist the student to gain insight into his progress and to develop plans for future goals, whether they be vocational, educational, or personal. This information may also be interpreted to parents and to staff with the professional understanding of the confidential nature of the information.

RESEARCH

The counsellor encourages studies to assist in the evaluation and improvement of counselling and guidance programmes.

Studies may include: authorized evaluation by students, staff, administrators, and parents, of the counselling programme and of the guidance and information services; follow-up studies of graduates from various courses; comparison of scholastic aptitude with achievement; study of occupational trends within the community or region.

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Policy Statement No. 16 (Cont'd.)ADDITIONAL FUNCTIONS

The school counsellor carries out a programme of public relations by participating in various community groups and organizations, and by making available information concerning counselling and guidance programmes to the local news media. The counsellor assists the student in his preparation for entrance into a post-secondary institution or into meaningful life experiences.

Approved June 8, 1971
Resolution #192

POLICY STATEMENT NO. 17THE LAKEHEAD BOARD OF EDUCATION"PROGRAM FOR THE HEARING HANDICAPPED CHILD"POLICY STATEMENT

WHEREAS The Lakehead Board of Education recognizes its responsibility to provide the special educational services that are required to meet the needs of all the children within its jurisdiction;

WHEREAS there are significant numbers of children in our classrooms who have a degree of hearing impairment and whose potential could be more fully realized if they were given help to overcome their handicap;

WHEREAS education of the deaf child must begin in the pre-school years if it is to be as fully effective as possible;

WHEREAS legislation under the School Administration Act permits Boards of Education to establish classes for deaf children as young as two years of age;

THEREFORE The Lakehead Board of Education undertakes to provide a classroom centre for working with hearing impaired and deaf children, and to establish a program for the hearing handicapped children in our area.

At its outset, this program is envisaged as having two facets;

- (a) a pre-school program for deaf children, ages 2 - 6 years.
- (b) a program for the hearing impaired children in regular classrooms.

Of prime importance is the provision of an adequately trained teacher of the deaf. The program itself must remain flexible at all times, allowing the teacher to concentrate her time where it will be of most value, depending on the relative demands of the numbers and needs of the children in each facet of the program. As needs and numbers increase, the Board will give consideration to expansion of the service, and the provision of additional teachers, or assistants, as required.

FURTHERMORE, since the needs of children with handicaps can best be met through the co-operative efforts of Boards of Education in different jurisdictions, children will be undertaken jointly with the Lakehead Roman Catholic Separate School Board, on a shared cost basis.

Approved May 26, 1970
Resolution # 87

POLICY STATEMENT NO. 17THE LAKEHEAD BOARD OF EDUCATION"PROGRAM FOR THE HEARING HANDICAPPED CHILD"Preamble:

In May of 1969, the Lakehead Board of Education appointed a Committee to study the need for educational services for the hearing handicapped child in our area. The committee was multi-representational, comprised of trustee and administrative members of both The Lakehead Board of Education and the Lakehead Roman Catholic Separate School Board, representatives of the Northwestern Ontario Hearing Incorporation, nurses from the Thunder Bay Health Unit who have been involved in audiological testing in the schools, and a school principal. Resource people from this community and from Eastern Ontario were consulted in the course of the study. The following statement of a philosophy of programming for the hearing handicapped child and the resulting policy of the Lakehead Board of Education, are derived from the study, report; and recommendations of this committee.

PHILOSOPHY OF PROGRAMMING FOR THE HEARING
HANDICAPPED CHILD1. The Pre-School Deaf and Hearing Impaired Child

The pre-school years are a crucial period for the training of the deaf or severely hearing impaired child.

The period from birth to the age of five is critical for the learning and development of all children, whether hearing or deaf, and the acquisition of speech is the key underlying this development. The totally deaf child, and the more severely hearing impaired child, do not develop speech on their own, and their development - mental and social - may be permanently affected as a result. These children have no means of communication. Unable to understand, or to make themselves understood, they may withdraw into themselves, or may become hostile, negativistic and aggressive. Their mental development, needless to say, is retarded by the lack of verbal experience in these years. A deaf child who lacks speech when he enters school, has no entry to the world of language, either oral or written - and language, of course, is the basis of our educational process. Many years are lost to these children while they learn the basic skills of communication which their age-peers have acquired normally.

It is claimed that for every year that a hearing problem is undetected or unaided, the child loses four years of advancement.

The pre-school program for the deaf provides socialization experiences which the deaf child would likely not otherwise have - but, beyond this, the primary purpose of the pre-school for the deaf is to teach the child speech and speech reading, or at least, their beginnings, so that he has the means of education, communication, and growth.

POLICY STATEMENT # 17 (Cont'd)

At the present time, there are only three known deaf pre-schoolers in the Lakehead area. There are, however, undoubtedly other children with less severe hearing handicaps, whose development would be helped by assistance in the early years. "Such children are often more misunderstood than deaf children for they hear some things but not others; answer one parent but not the other; 'hear when they want to hear!'"* These children need help in the development of language, in lip reading, and in using their residual hearing through hearing aids. With help in the pre-school years, hearing impaired children who might otherwise be placed in a School for the Deaf, at five or six years of age could attend regular classes. Without this early help, a child may even seem to have a greater hearing loss than he actually has, because his speech development and behaviour has been retarded by imperfect hearing.

The problem in this area is one of detection. Diagnosis of a hearing problem less than total deafness is very difficult in the young child and requires sophisticated equipment not yet available in the Lakehead. However, now that there are three Ear, Nose and Throat specialists in our area, there will be much better possibilities for early detection.

The optimum number of children in a pre-school for the deaf, is six. The Metro Toronto School for the Deaf has a ratio of twelve pupils to two teachers. It was agreed by experts in the field that four was not too few children to begin a special class - and it was universally felt that once a special class was available, more children would be found who would benefit from help. Many children with suspected losses are admitted to pre-school special classes on a "trial basis" for observation and frequent re-assessment.

The Belleville School for the Deaf has a visiting teacher for the deaf visit this area once a month to see pre-school deaf children. Mr. Demeza, Superintendent of the Belleville School, and Miss Johnson, the visiting teacher, both feel that this is not nearly enough. These children, they feel, need to be seen on a regular basis, several times a week, if any degree of training is to be carried out.

There is a great deal of work to be done as well with the parents of deaf children. The anxiety and frustration of these parents, attempting to raise a child with whom there is little communication, and trying to give him help they are not trained to provide, is very great. They can be given considerable assistance by a teacher who would both take over the specialized training of the child, and help the parents to better understand their child and his problems.

Current practice is to have pre-school children go to Belleville at age five. If a local pre-school class were established, it would be desirable to keep these children in their own homes for at least one more year, sending them to the school at Belleville at six or seven years of age.

The major factor, apart from finding a suitably qualified teacher, in establishing a pre-school class for the deaf, would be to equip a special classroom. It is understood that the equipment in such a classroom could be used as well in working with the more severely handicapped children of school age.

POLICY STATEMENT # 17 (Cont'd)

* Brief to the Committee on Aims and Objectives of Education in the Schools of Ontario, Metro Toronto School for the Deaf, and Metropolitan Toronto Association for Hearing Handicapped Children, p. 12.

2. The School Age Child

In an attempt to ascertain how many children in our school systems have hearing handicaps, of what severity these are, and what problems they are creating for the child, the study committee asked each school principal to prepare a survey of the hearing impaired children in his own school. (Elementary schools only.) The results of the survey indicated: in the public school system - 94 children with moderate hearing loss; 36 children with severe hearing loss; and 11 children wearing hearing aids; in the Separate School system - 65 children with moderate hearing loss; 15 children with severe hearing loss; and 3 children wearing hearing aids. It is felt that these estimates of the severity of the hearing loss may be high, but the survey does indicate significant numbers of children in our school systems with some hearing impairment. Most of these children can be helped simply by special seating arrangements, good lighting, and certain attention to the manner in which oral instructions are given. Some will need some instruction in lip reading; all who have hearing aids should have received help in using them.

"The practice of providing children who are partially hard-of-hearing with hearing aids, without giving them a course of auditory training, is to be deplored. It is an essential principle that all hard-of-hearing children who need hearing aids be given adequate auditory training before they are expected to use aids in ordinary schools."*

Some of the children in our schools, those with the more severe losses, will eventually have to go to the School for the Deaf unless they receive some special assistance to enable them to remain in regular classes. There are even one or two deaf children in our classrooms who should be in Belleville now, but whose parents refuse to send them there. These children receive no special help.

Mr. Keith Clarke, Administrator, Schools for the Deaf and Blind, states that there are children now attending Belleville who could be in regular classes if they had special assistance. He believes that one of the most important factors in a program for the hearing impaired child is the possibility of integration with regular classes. Programs at the local level are highly desirable because they provide the only way of making such integration possible. Some children can attend classes with hearing children regularly, receiving special assistance as is necessary. In larger centres, where there are full time classes for hearing impaired children, the children can sit in on regular classes more and more frequently as their ability to handle the hearing setting develops. Our system is not large enough to offer full time classes for hearing impaired children throughout the grades, but we could provide the special

(5)

POLICY STATEMENT # 17

(Cont'd)

assistance necessary to enable some children to stay in our school system and others to benefit more fully from it. It is felt that many hearing handicapped children, even those with moderate hearing losses, are not achieving up to their potential in our classrooms.

The role of the teacher of the deaf in our schools could potentially have the following aspects:

1. Temporary assistance to children with hearing aids, or children with moderate hearing impairments who would benefit from some special training.
2. Continuing assistance to those children with severe hearing impairments.
3. Work with the classroom teachers in assessing the performance of hearing impaired children, and advising the teacher on how to help the child overcome his handicap in the classroom situation.

It must be recognized that the proportion of deaf children in a population is not constant. There may be an increase in the occurrence of deafness, for instance, within a few years of a measles epidemic. For this reason, and because of the difficulties involved in diagnosis, it is not possible to obtain a completely clear picture of what the needs are now, and what they will be in the future. In some years, there may be too many children for one pre-school class; in other years, perhaps, too few. It is important that any program we develop remain flexible so that the best possible use can be made of the teacher's time and the equipment available. If the work at the pre-school level increases, as it is expected to, and becomes a full time job, the Boards might wish to consider the need for a second teacher of the deaf to carry on the work in the schools. Continuing re-assessment is essential so that the program can change to meet the changing needs.

* Irene R. Ewing, and A.W.G. Ewing, Speech and the Deaf Child, University of Manchester Press, 1954, p. 224.

THE LAKEHEAD BOARD OF EDUCATION

2135 SILLS STREET
THUNDER BAY, ONTARIO

GORDON P. DALZELL, M. A., B. PAED.

DIRECTOR OF EDUCATION AND SECRETARY-TREASURER

M E M O R A N D U M

TO: Principals - Elementary Schools

FROM: Charles W. Hodgson, Assistant Superintendent of Academic
Personnel and Professional Development

RE: Revisions related to Policy Statement No. 18
Professional Development

The Standing Committee on Professional Development presented its report to the Board at its meeting on April 11th, 1972, and the recommendations listed below were approached by the Trustees. These recommendations should be included in your copy of Policy Statement No. 18.

1. That liaison be established between the Elementary and Secondary Professional Development Committees through the Superintendents of Professional Development.
- 2.(a) Primacy will be given to the use of funds to allow the Professional Development Committee to conduct local workshops.
- (b) The Professional Development Committee will allocate funds to various groups within the elementary system and will decide what amount will be set aside for outside visitation.
- (c) That all elementary staff members making application for funds to attend conferences, workshops, etc. outside of Thunder Bay, make such application directly to the Superintendents of Professional Development.
3. That reports from conferences and workshops should be located in the Library at the Education Centre and that notification of this reporting will be sent to all schools.

Memorandum - Principals Elementary SchoolsPage 2

With specific reference to recommendation 2 (c), a member of the elementary teaching staff wishing to attend a conference or workshop outside of Thunder Bay is required, henceforth, to forward such application directly to the Assistant Superintendent of Academic Personnel and Professional Development. The application should include complete details related to the Conference (i.e. locations, dates, program, etc.), and should be received in this office not later than two weeks prior to the Conference.

CWH:lw

April 18th, 1972.

APPENDIX 'B'

RECAPITULATION OF METHOD TO CHOOSE MAKE-UP OF ELEMENTARY PROFESSIONAL DEVELOPMENT COMMITTEE

School Level Balsam	Zone 1 Level	School Division Level	Committee on Professional Development Level
5 Primary teachers meet	APPOINT 1 (x 13 schools) 13 Primary teachers meet	APPOINT 3 (x 4 zones) 12 Primary teachers meet	APPOINT 3 Primary teachers to Elementary Professional Development Committee
<p>The Junior and Intermediate Divisions in Zones 1, 2, 3 and 4 carry out the above plan. Elementary Professional Development Committee will consist of:</p> <p>1 teacher from Kindergarten Division) 3 teachers from Primary Division) 3 teachers from Junior Division) 2 teachers from Intermediate Division) 1 Principal) 1 representative of Secondary P.D.) Committee) 1 member of the Administration as) co-ordinator) 1 Supervisor)</p> <p>APPOINT 2 teachers to Board's Standing Committee on Professional Development</p>			

THE LAKEHEAD BOARD OF EDUCATIONPROFESSIONAL DEVELOPMENTA. PHILOSOPHY

Every profession needs the constant support of professional development activities in order to acquaint its members with existing needs, new knowledge and new approaches to the ever changing teaching-learning process.

B. DEFINITION

Professional Development is any activity undertaken by teachers, alone or in co-operation with their colleagues, which will increase their effectiveness in helping students to learn and grow.

C. PURPOSE

Through Professional Development a teacher can increase his effectiveness through:

- (a) Deepening and broadening his educational background
- (b) "Understanding" himself more fully so that he can "understand" his students better
- (c) Developing professional attitudes and behaviour; thus

a teacher would be able to help students to "lead satisfying, creative and just lives in the conditions of relative affluence, rapid changes in technology and social transformation which are the very stuff of the societies in which we live."

D. BACKGROUND

- (a) Primacy should be given to the uses of funds that benefit the most number of teachers, e.g., the visit of a stimulating speaker followed by discussions would benefit more teachers than sending 3 or 4 teachers to a convention in Toronto.
- (b) The use of funds should, as much as possible, be decided by the teachers themselves.
- (c) The needs of secondary school teachers and the organization to determine those needs are different than for elementary teachers..
- (d) Some of the available funds for Professional Development for elementary and secondary teachers should be "kept aside" for Professional Development for Principals and Vice-Principals, while other funds are needed for subject supervisor's development.
- (e) It was felt that the Board should allocate funds for Board initiated projects, such as new program development. Money

POLICY STATEMENT # 18 (Cont'd)

for such projects should be taken from the "Special Projects" account set up by the Board and not from the "Professional Development" budget.

- (f) It was recognized that individual teachers, through their various teachers federations, contribute a considerable amount each year to Professional Development. A large portion of these funds are used to pay for teachers visits to conventions and seminars in other cities.

E. RECOMMENDATIONS1. Funds

That funds available for Professional Development be considerably increased in 1971 in light of fundamental importance of improving the teaching-learning process in the schools. Amounts recommended for Professional Development for 1971 were:

Supervisors	\$1,000.00
Secondary School Principals and Vice-Principals	\$2,500.00
Secondary School Teachers	\$10,000.00
Elementary School Principals and Vice-Principals	\$5,000.00
Elementary School Teachers	<u>\$10,000.00</u>
Total	\$28,500.00

It is assumed that art and music and remedial teachers and resource teachers will be included with teachers.

2. Elementary Teachers Committee

That the determination of the use and allocation of funds made available for the Professional Development of elementary teachers be by the teachers themselves working through the Elementary Teachers Professional Development Committee. (See Appendix 'A' for suggested method of choosing elementary committee).

3. Secondary Teachers Committee

That the determination of the use and allocation of funds made available for the Professional Development of secondary teachers be by the teachers themselves working through the Secondary Teachers Professional Development Committee. This committee will be composed of one Chairman from each subject area, one representative from the Principals, one representative from the Elementary Professional Development Committee, and one member of the administration as co-ordinator. The individual teachers in each subject area would in turn decide on the best use of the funds allocated to their subject area by the committee.

4. Standing Committee

That a standing committee consisting of two representatives from the Secondary School Professional Development Committee, two representatives

(3)

POLICY STATEMENT #.18 (Cont'd)

from the Elementary School Professional Development Committee, two Board Trustees, one Superintendent and the Director of Education or alternate, be established to review, encourage, implement and evaluate Professional Development in Lakehead Board of Education schools.

5. Early Dismissal Days - Pilot Project for Elementary Schools

That there should be one early dismissal of students day in the fall term and another early dismissal day in the spring term to provide time for Professional Development sessions for all elementary teacher. These days are in addition to the Teachers' Institute Professional Development day in the fall.

Each session would last for two hours - one hour off from teaching plus one hour contributed by the teacher from his own time.

Approved December 21, 1970
Resolution # 182

(4)

POLICY STATEMENT # 18 (Cont'd)APPENDIX 'A'SUGGESTED ZONE PLAN FOR ELEMENTARY TEACHERS AS PREPARED BY LAURA GAULD

For the sake of illustration, I will use Zone 1 (with 13 elementary schools) with Balsam School Primary Division as the starting point.

Each Zone would carry out the same procedures until conclusion.

ZONE 1 - BALSAM SCHOOL - PRIMARY DIVISION

1. All Primary teachers in Balsam School meet to discuss their needs and recommendations for a Professional Development program.
2. ONE Teacher from above group is chosen to represent the Balsam School Primary Division and to meet with her counterparts from the 13 Primary Divisions of the 13 elementary schools in Zone 1.
3. The THIRTEEN primary teachers of Zone 1 now meet as a group to put forth the recommendations of their schools' Primary Division. Secretary records the minutes of this meeting.
4. THREE teachers from the above group meet with their counterparts from the Primary Divisions of Zones 2, 3 and 4, making a total of 12 Primary teachers representing the entire Primary teacher population within the Lakehead Board of Education.

To me, this is one of the most important phases of the program. Here is where decisions are made and briefs prepared for presentation to the Elementary Committee on Professional Development.

5. From the above group of 12 Primary teachers THREE would be selected to represent the Primary teachers on the Elementary Professional Development Committee.

I would hope that the three Primary teachers chosen would represent Grades 1, 2, and 3.

The above procedures would be followed by the Junior and Intermediate Divisions of Zones 1, 2, 3, and 4. THREE Junior Division representatives (1 from grades 4, 5, and 6) and TWO Intermediate Division representatives (1 from grades 7 and 8) would ultimately be elected to the Elementary Professional Development Committee.

POLICY STATEMENT No. 19

EXTENDED FIELD TRIPS

1. The term "Extended Field Trips" refers to group excursions which require accommodation for one or more nights away from home.
2. An allocation may be made annually in the Board's budget for extended field trips, additional to the amount set aside by the Principal in his school budget for short field trips.
3. All requests for extended field trips require the approval of the Principal, who will give careful consideration to:
 - the educational value of each trip;
 - the legality and suitability of proposed fund-raising schemes.
4. To ensure careful planning of proposed extended field trips, and to allow time for provision in the budget, applications must be submitted not later than January 31st for all trips to be taken in that calendar year.
5. All requests are to be forwarded to the Superintendent of Special Education and Student Services. This applies even when financial support is not requested.
6. Each application will be judged on its merits by the Administrative Council. The Administrative Council will determine the amount of the grant to be approved.
7. A detailed outline of the proposed trip must be submitted:
 - (a) dates of trip
 - (b) mode of travel (Clause #3 of Policy Statement No. 8, "Field Trips", applies also to Extended Field Trips)
 - (c) purpose of trip; itinerary
 - (d) adult supervision
 - (e) supply teachers, if required
 - (f) breakdown of anticipated costs - travel, food, lodging, supply teachers, etc.
 - (g) statement of how funds are to be raised, including any request for a Board grant.
8. Athletic winners will not be permitted to draw upon funds allocated to "Extended Field Trips". A subsidy may be granted annually to the S.S.S.A.A. for travel to championship playdowns outside Northwestern Ontario. The executive officers of the S.S.S.A.A. together with the Supervisor of Physical Education will decide how this grant is to be apportioned.

Extended Field Trips (Cont'd)

Page 2

9. When the Administrative Council has given tentative approval of an extended field trip, the applicant will be notified by the Superintendent of Special Education and Student Services. A purchase requisition must then be forwarded to the Superintendent for the Board grant, if one has been requested.
10. When the applicant's copy of the purchase requisition is returned marked "approved", the following information must be submitted to the accounting department at the Education Centre:
 - (a) The name of the person to whom the Board's cheque is to be made out;
 - (b) The date the cheque is required.

The accounting department should have this information a week in advance of the departure date.

11. Parental consent is required for all students going on extended field trips. Only the official Lakehead Board of Education waiver forms shall be used for this purpose. The Principal of the school will have a supply of these on hand. Additional forms are available from the office of the Superintendent of Special Education and Student Services.
12. The completed waiver forms are to be kept on file in the school.

The Principal is expected to keep complete records on all extended field trips, including the date of approval for each.

April 8, 1971.

POLICY STATEMENT NO. 20THE LAKEHEAD BOARD OF EDUCATIONAUDIO-VISUAL EDUCATIONBASIC POLICY

The Audio-Visual Department shall promote and foster the effective use of learning materials in all Board schools (K - 13) through co-ordination of shared-use materials and a program of professional development among Board teachers. There shall be a technical section to accumulate and maintain appropriate equipment for all teaching situations.

AUDIO-VISUAL EQUIPMENT AND MATERIALS

The prime location for audio-visual equipment and materials shall be at individual schools, conveniently available for classroom use. Each school should acquire appropriate hardware and software to employ audio-visual aids in its learning programs. Assistance in selecting suitable items shall be available to all schools on request from the Audio-Visual Department.

The school principal shall be responsible for all equipment designated to and located at his school. The principal must authorize any removal of audio-visual equipment from his school building and maintain inventory lists to account for all items under his jurisdiction.

All equipment purchased by the Board at a school's request and located for use at that school, shall remain the property of the Board and subject to such uses as the Board may direct. Maintenance and repair of all audio-visual equipment shall be under the jurisdiction of the Audio-Visual Department (see Technical Section).

SHARED-USE MATERIALS1. Equipment:

A limited number of infrequently required items of audio-visual equipment will be acquired by the Department for shared use with all teachers. Such equipment may be booked by teachers on a first-come, first-served basis. Nominal booking period to be short term and not to extend over a school holiday period of more than three days. Operating competence to be a condition of borrowing, Department personnel may provide training if required.

Loaning of Board owned equipment is to be discouraged to any non-Board borrower.

Special equipment related to audio-visual and housed in Department premises may be used by teachers, but not removed without the approval of the Co-ordinator. Necessary supplies to be available where appropriate,

(2)

Policy Statement No. 20 (Cont'd.)2. Media Materials:

16mm motion pictures (see section on "Co-operative Film Library").

Small format materials and overhead transparency originals will be assembled for shared use on teacher bookings.

3. Reference Materials:

Books and periodicals of reference value to educational media will be available to teachers at the Department premises on a booking basis.

CO-OPERATIVE FILM LIBRARY

16mm sound motion pictures acquired by the Board will be joined by a collection of similar films acquired by The Lakehead Roman Catholic Separate School Board and used co-operatively as a film library to be housed and staffed as a section of the Audio-Visual Department under a shared-cost agreement with the Separate School Board. Operating Policy for the library to be set by a joint committee of both administrations.

PROFESSIONAL DEVELOPMENT

The Audio-Visual Department will participate in a program of professional development in the effective use of visual and audible teaching aids.

1. Training:

Individual or group training in the operation of equipment or the preparation of materials will be fostered by the Audio-Visual Department. Where practical, school audio-visual people will conduct in-school training sessions.

2. Workshops:

Teacher participation workshops will be organized by Audio-Visual personnel in all aspects related to audio-visual. Such workshops to be initiated by teachers or by the Department.

3. Liaison Representatives:

At least one representative on each school staff will be selected to conduct liaison with the Audio-Visual service. Such a person to be known to have interest in and knowledge of audio-visual. Principals are encouraged to make reasonable arrangements within their schools to assist representatives in carrying out their duties.

(3)

Policy Statement No. 20 (Cont'd.)4. Communications:

A positive program of idea-exchange will be fostered by the audio-visual department to acquaint teachers and students with ideas, developments and reports of effective applications of audio-visual equipment and materials. Department-published training manuals, information sheets and catalogues, and inter-school bulletins may be included in such a program.

A basic consistent dialogue will be sustained by personnel of the audio-visual department with the school staffs.

5. Production:

The creation and production of visual and audible learning aids will be of continuing interest to the Audio-Visual Department. Original and creative exploration of graphic, three-dimensional and sound materials will provide a source of production and teacher-involvement as an aspect of professional development.

6. Teacher Workroom:

A portion of the Audio-Visual location will be designated and equipped as a place in which teachers may prepare audio-visual material for classroom use. Such a teacher workroom will have available appropriate equipment and supplies so as to enable a variety of aids to be made. Adequate time, outside school hours, will be designated as "workroom hours" for the convenience of teachers. At such times, qualified Audio-Visual personnel will be on duty at the Audio-Visual location to assist teachers. Necessary shift work for Department personnel may be evenings or weekends by a published schedule.

7. Staff Development:

The Audio-Visual personnel are selected because of their proficiency in one or more aspects of the service. However, the nature of educational media is such that consistent up-grading and in-service development is required to maintain a satisfactory degree of competence in the field. Key personnel should have the opportunity to visit appropriate functions and events to observe and learn up-to-date developments in selected aspects of Educational media.

TECHNICAL SERVICEGeneral Policy:

To technically appraise and recommend for use such audio-visual equipment and devices as may be best suited to classroom use by teachers or students and to conduct a program of maintenance and repair of such equipment and devices.

(4)

Policy Statement No. 20 (Cont'd.)Appraisal:

By means of appropriate tests, develop technical standards for all equipment and devices which may be used in learning situations. Such standards to be regularly up-dated to provide guidance for the purchase of teacher-selected audio-visual equipment.

Central A/V Shop:

Suitable repair and test facilities are to be maintained as a Central Audio-Visual Shop, equipped to repair all audio-visual equipment and devices used in Board schools.

1. This shop to be the prime repair facility for all audio-visual equipment owned by The Lakehead Board of Education.
2. Special service facilities will be maintained in the Central Audio-Visual Shop for the use in the school system, i.e. audio tape duplicating.
3. Development, design and fabrication of specialized audio-visual devices may be conducted in the Central Audio-Visual Shop.

In-School Service:

1. Inventory - A complete list of audio-visual equipment located at each school is prepared by that school and used as the basis of a comprehensive inventory in the Central Audio-Visual Shop. The Shop Inventory records are to be maintained as up-to-date histories of each item. Audio-Visual items located in administration and consulting offices are to be included.
2. Maintenance - A program of in-school maintenance of audio-visual equipment will be conducted by technical personnel working from the Central Audio-Visual Shop. Such maintenance, with co-operation of the school liaison representative to be a physical examination of each item and preventive maintenance performed.
3. Request for Repairs - It is the responsibility of each school to report any item which is not functioning properly and to request repair, in writing. Items sent to the Central Audio-Visual Shop are to have "Request for Repair" forms attached and a copy retained in the school.

Approved April 13, 1971
Resolution #126

THE LAKEHEAD BOARD OF EDUCATION

POLICY STATEMENT NO. 21 - "OUTDOOR EDUCATION"

The current growing awareness over the importance of maintaining a quality environment, coupled with the unique geographical setting of Thunder Bay, provides an unparalleled opportunity for The Lakehead Board of Education to provide its students with precedent setting "outdoor" experiences. It is now more necessary than ever that young people develop healthy attitudes towards a sound knowledge of, and a practical competence within our very delicate local and regional ecological system. The present operation of a broad range of "outdoor" experiences provides a strong foundation for the implementation of new and more fully integrated K - 13 programs. The benefits so derived can continue to be invaluable and there is a great enthusiasm for these activities on the part of students and school staffs alike.

The enclosed definition of "Outdoor Education" offers but a working description as the possible curricular implications are endless. In conjunction with this definition, it is convenient to consider Outdoor Education as being possible within the following framework:

- a) as a general or specific subject matter experience to -
 - 1) supplement a regular in-school class activity
 - 2) promote a complete and separate learning experience in itself.
- b) as a practical experience primarily directed to the development of an employable skill.
- c) as a socialization experience outside the family and school setting.
- d) as an environmental awareness experience where attitude development is of primary importance.
- e) as a challenging physical or psychological experience where survival and toughness is of the essence.
- f) as a medium where the out-of-doors is used as an environment for developing such skills as observation, discrimination analysis, etc., with limited concern for the above (a - e).

It is evident that most programs transcend any one level and that each program is unique to its originator and the participants. It is, however, necessary that more people become more knowledgeable about, and more concerned with the use of the natural environment as a teaching medium. For this reason, it is recommended that the following policies be considered:

- a) the continued encouragement and support for existing and new teacher and school staff designed programs of merit;
- b) the encouragement and support necessary to enable teachers and school staffs to implement appropriate parts of the enclosed minimum suggested program;
- c) the development of new courses to supplement the existing program on an integrated basis.

- 2 -

- d) the development and promotion of staff training workshops and courses;
- e) the development of school site inventories to encourage inexpensive walking trips in the immediate school areas;
- f) the development of special sites to promote short and long term projects on the part of the individual class and/or schools;
- g) the retention of existing rural properties owned by the Board as future sites and the consideration of the development of Kingfisher Lake as an overnight camping site;
- h) the provision of a central supply inventory to provide materials and equipment to the schools at large on a shared loan basis;
- i) the development of a resource staff to facilitate the above as per the following:
 - 1) a co-ordinator
 - 2) a qualified elementary school resource teacher
 - 3) a qualified secondary school resource teacher
 - 4) two technical assistants,

or

the release or allocation of existing staff for periods of time, e.g. two months in the fall and spring to organize and conduct outdoor experiences for teachers and students.

- j) the further development of "Outers" programme as authorized extra-curricular activities of the schools;
- k) the allocation of funds sufficient to begin implementation of the above recommendations within individual schools or general budgets for the 1972 fiscal year.

The great variety of current programs indicate a general belief in the validity of the environment as a useful teaching medium. In order to provide the students with the widest possible variety of educational experiences, it is necessary to capitalize and build upon this current interest and concern.

A Definition: that part of the educational process which is conducted outside of human structures with an emphasis on human ecology (the social, cultural, economic, physical and natural scientific aspects of human ecology).

Expansion of the Definition:

- 1) Trips to pulp mills, elevators and museums would not be outdoor education by this definition. Trips to farms, fish hatcheries, mines, woods operations, and natural environments would be included.

- 3 -

- 2) *The emphasis on human ecology may seem constrictive at first. If human ecology is defined as the relationship of man to his environment, there could hardly be a more all-encompassing area for curricula development. Reports of present programs suggest that such a central theme is at least implicitly de facto.*
 - a) *The trip to the Nolalu farm was centred about the conventional aspects of ecology.*
 - b) *The trip to Centennial Park by the English Class obviously stimulated the students to express their relationships with the environment through creative writing.*
 - c) *Cornwall School trip to Dorion included aspects of agricultural ecology, fisheries management, and particularly conventional ecology.*
 - d) *The "Outers" program is oriented to the challenge of man surviving in, being a part of, and appreciating the pristine ecosystem.*
- 3) *The emphasis on human ecology in no way negates the other objectives of outdoor programs. However, these objectives may be considered supplementary to this main one.*
- 4) *Similarly, benefits such as living outside the family group on extended trips, and development of skills to handle new situations, are supplements to the primary benefit of getting to know one's environment and role in it.*
- 5) *It is impossible to distinguish between field trips supporting in-school programs and field trips as a separate entity. Obviously there is a question of degree, but even in the extreme cases of the Natural Resources Technology and Outers programs there are in-school activities which support the outdoors program. The roles are reversed, but the transition from one viewpoint to the other is continuous.*

SUGGESTED MINIMUM OUTDOOR EDUCATION PROGRAM _____

-- KINDERGARTEN

Centennial Park

- farm - animals
- social - picnic
- play area

Chippewa Park

- Zoo

Any Park Close to School

- story telling
- simple observations

School Area

- seasonal

-- GRADE 1

Centennial Park

- simple observations - farm and
Natural Science

Park

- Central Park
- Boulevard Natural Science
- Vickers

Hillcrest or Mt. MacKay Lookout

- buildings
- landforms
- city layout - map
- flower study
- social studies - 1) history - cannons
2) transportation -
ships and trains

Farm

- dairy
- poultry

School Area

- exchange visits with other schools

GRADE 2*Centennial Park (all seasons)*

- Natural Science
- Social - eg. Winter - Tobogganing

Park Near the School

- eg. Boulevard Park, Vickers Park
Waverly, etc.
- Science - Natural vs Ornamental

Construction Area

- housing development (before & after)
- road construction
- construction of large buildings

*Trip Adapted to Social Studies or
Science Program*

- lumber yard
- water front
 - marina
 - grain elevators
 - C.P. & C.N. Stations
- farm
- neighbourhood gardens (flowers & vegetables)

GRADE 3*Centennial Park (all seasons)**Park or Neighbourhood Gardens - Natural
Science**Farm*

- poultry
- dairy
- general
- dog kennels

Construction Areas

- road construction
- housing div.
- div. of large buildings

Specialized Trip

- trip in boat along waterfront
- plane trip
- train trip
- bus trip

-- Grade 4**SCIENCE**

Theme: Fence Row Community

- all the seasons
- pastures, meadows

1. Flora
2. Fauna
3. Weather
4. Geology
5. Physical Science

SITES**Important Considerations:**

- Conservation) These areas should be
- Anti-Pollution ; included in all studies

requiring
transportation

schoolyard
any park
vacant lots

SOCIAL STUDIES:

Theme: Living and
working in Different
Environments

Rosslyn Rd.
tree farm

a farm

-Communities around
the world

a Panoramic
view of the
local area
from:

Compare Local Environments with Those Listed Below:

- a community from the past: - early environmental
adaptation
- a desert community
- a tundra community
- a Mountainous seacoast community
- a grassland community
- a tropical forest community

Mt. McKay or
Hillcrest Park
or
Bluffs

included in a
tour of the
city with
external tours
of various
industries,
important
buildings, etc.
for map making

GRADE 5

SCIENCE: Theme: Wetlands (bog or Marsh) -(at all seasons)

- 1 - Flora
- 2 - Fauna
- 3 - Weather
- 4 - Geology
- 5 - Physical Science

Important Considerations:

- Weather) These areas should
- Conservation) be included in all
- Anti-Pollution) studies

requiring
transportation

SITES

Selected Bog
or Marsh Areas
near the School

area around
Chippewa Park
or

Boulevard Lake
or

Avila Centre -
Confederation

College -
University Area

or
Intercity

or
Any area known
to be suitable

CORRELATE
WITH SCIENCE

**SOCIAL STUDIES: Theme: Lands & Peoples of the
Eastern Hemisphere**

- 1 - Early Society - Nile Valley, Netherlands and
other nations who had to
contend with Bog, Marsh
or Water Environments

GRADE 6

SCIENCE: Theme: Stream Community

- 1 - Flora
- 2 - Fauna
- 3 - Weather
- 4 - Geology
- 5 - Physical Science

N.B. The spring flow in streams
often prohibits effective
biological observations
however, this is the best time
to study stream formations. The
student ought to observe the stream
in all seasons.

SITES

River banks
& streams
near the
school

The Grey Wolf Cub
Camp
Hwy. 61 14m

or
Centennial
Park

or
any area known
to be suitable

Important Considerations:

- Conservation) These areas should be
- Anti-Pollution) included in all studies

Others:

- Geology) These areas could involve resource personnel
- Astronomy) geologist, astronomical society member.
Astronomy would require several evening
sessions at various times during the year.

a farm of a
specific
nature
- dairy
poultry

SOCIAL STUDIES: Theme: Lands & Peoples of the) Geographical
Western Hemisphere) & Historical influences
trip to small
rural community

1 - Communities based on one resource: rubber, tobacco
bananas, sugar, ranches, mining, tourist resorts

school
exchange visits

2 - Early Societies: Aztecs, Incas, Variety of Indian, Eskimo
(One Resource Type) for Enrichment)

3 - Area studies: industrial urban or agricultural or province/state
or physiographic (eg. a delta, a river valley).

COMPARE LOCAL ONE RESOURCE COMMUNITIES WITH THOSE DEPENDENT ON ABOVE

GRADES 7 & 8

Attitudes towards nature, each other and adults must be developed which include respect, consideration and co-operation.

1. Short field trips (½ day to 1 day)

- a) Industrial Visits such as:
- 1 manufacturing
 - 2 shipbuilding
 - 3 grain elevators
 - 4 forestry
 - 5 communication
 - 6 transportation, etc.
- b) Harbour Study such as:
- 1 industrial sites
 - 2 lakeshore (pollution, erosion & wildlife)
 - 3 historical sites
- c) Local Nature Study (botany, zoology, geology, etc.)
- eg:
- 1 Centennial Park or any other park site (comparisons)
 - 2 Shuniah Mine and Lake
 - 3 Brule Bay
 - 4 Excavation sites
- d) Selected Specific Trips
- eg:
- 1 tree farm
 - 2 Kam River Valley
 - 3 agricultural areas
 - 4 mine areas
 - 5 clay pits - Brick works
 - 6 Neebing River - flood control
- irrigation

2. Field Trips of 1 - 2 days

- eg:
- 1 Kam River Study
 - falls to mouth
 - current study
 - pollution & conservation
 - any environmental studies that crop up

eg: 2. Current River Area

- man-made lake
- stream - flow
- environmental studies - botany
 - geology
 - limnology, etc.

-compare to Kam River or any other site near stream area
(shows effect of man on environment)

3. Field Trip of 3 days

eg: 1. Sibley Park

- Silver islet
- nature study
- social
- communication arts

2. Dorion Area

- Quimet Canyon
- Bat caves
- dairy farm
- lead and zinc mine
- Cavern Lake, etc.

3. Western Site

- farming
- Kakebeka Falls, etc.

SUGGESTIONS:

1. As many A-V Aids as possible to bring the outdoors back to the classroom.
2. The number of adults required for supervision depends on the type of activity planned.

Suggested minimum 10 - 1

RESOURCE MATERIAL:

- A guide to nature projects - Ted Pettit - W.W. Norton & Co. Inc.,
New York, U.S.A.
- Science Units K - 6 , Ontario Teachers' Federation
- Ontario Teachers' Federation - 200 Outdoor Science Activities

THE LAKEHEAD BOARD OF EDUCATION

POLICY STATEMENT NO. 22SPECIAL LEARNING DISABILITIES PROGRAMME1. Definition:

This programme is a form of Special Education provided for those children who are educationally handicapped. It is not necessary that the child be labelled perceptually handicapped, emotionally disturbed, or disadvantaged to be eligible to receive service under this programme. The critical criteria are (i) whether this child is sufficiently retarded in the skill areas to require individual instruction (ii) whether learning, emotional, or social problems are so deviant as to seriously interfere with the child's school progress (iii) whether this child has sufficient strengths which may be used to overcome areas of weakness.

An SLD placement decision requires careful assessment of each child's areas of difficulty before a programme can be tailored to his individual needs. Children requiring SLD services are so varied in their learning-related characteristics and the overlap of characteristics among the three sub-classes "perceptually handicapped", "emotionally disturbed", and "disadvantaged" is so great that providing remediation on the basis of any one category is ineffective. The programme assumes that the children will manifest a wide range of special needs which can only be met by individual diagnosis and carefully individualized programming.

The SLD programme is not intended to subsume, suppress, or supplant regular instructional programmes and/or their remedial phases.

11. Programme Philosophy

- A. The programme assumes that children falling into the SLD classification will show a highly variable range of learning-related characteristics. Because the possible sources of dysfunction are multiple, and several sources may be contributing to the learning difficulties of the individual case, the problem of the individual children can be expected to vary significantly both in the degree and kind of educational disability manifested and the kind(s) of service(s) required to ameliorate the problem.
- B. The majority of children requiring SLD services have the basic ability needed to achieve independent living skills. Their educational management should reflect this expectation by providing them with maximum opportunity to benefit from participation in the regular educational mainstream. The SLD programme, in turn, has an obligation to help the regular instructional programme achieve maximum accommodative capacity. A mutually designed and co-ordinated system of communication between regular and special staff is paramount to this end.

- 2 -

11. C. Whether a child will be placed on the programme, assuming he is eligible, is determined by such factors as teacher caseload, geographical location, and resource material available. The goal of the programme is to give each child as much individual instruction per week as he can benefit from so that rehabilitation is as immediate as possible. It is not our intention to spread services to so many that little benefit is derived by each child.

111. General and Specific SLD Programme Information:

- A. Adequate assessment of each child's special educational needs should be provided before the special educational plan is devised and instituted.

An adequate assessment is presumed to be one which provides for screening of possible sensory, physiologic, intellectual, social and emotional sources of educational dysfunction by personnel qualified to render the judgements required.

When the screening process suggests that a child needs a special individualized programme which cannot be provided via the regular instructional programme or its remedial phases, a psychoeducational evaluation is required to determine the specific nature of his special educational and psychological needs. A school psychologist, psychometrist and someone specifically trained and experienced in the educational diagnosis of learning problems must be involved in the psychoeducational evaluation process.

Following the completion of the psychoeducation evaluation process, a case conference reviews the data and recommendations required. The classroom teacher, the SLD teacher, and the programme supervisor must be present. The psychometrist, school nurse, and/or principal may be present in cases where it appears necessary.

Getting the child out of the system is as important as getting him into it when he needs it. The termination procedure should include the same team as the admission process.

- B. This programme assumes the responsibility for helping children who cannot achieve adequate progress without special services and, therefore, should be staffed with competent professionals.

A continuous in-service programme is necessary for professional development and all resource people available in the community should be called upon. The areas of competence are listed in Section IV.

Further professional training is available in American Universities and attendance might be encouraged through Federation and Department sanction.

Part-time volunteer workers have been suggested to supplant some of the work of the SLD teacher.

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111. C. Initially children will be recommended for admission to the programme by the principal either (a) by referral to the psychometrist servicing his school for psychological evaluation or (b) by referral to the chairman of the SLD programme for educational evaluation. In either case the diagnostic procedures outlined in A are necessary before final decision is made. The final decision is the responsibility of an admission team made up of the SLD teacher responsible for that school, the supervisor of the SLD programme and the Psychoeducational Consultant.

When data collected in the psychoeducational assessment does not suggest the need for SLD programme, consultation with the regular classroom teacher regarding the findings should result in appropriate accommodation of the child in the regular program. If the child is in the primary grades, the Primary Consultant or her assistant should be part of the consultation.

When more students are admitted than the teacher's caseload can handle, a waiting list will be compiled, and when a vacancy occurs a student will be selected on the basis of need.

Since serious learning, emotional and social problems can have the effect of depressing or distorting standardized intelligence and achievement scores, specification of scores does not serve as a valid criterion for determining eligibility for services. Therefore, the professional expertise of the psychoeducational evaluation and admission teams should determine (a) learning, emotional or social problems so deviant as to seriously interfere with the child's school progress and which require attention and help beyond that which the regular instructional program can provide, (b) sufficient sensory integrity, motor skill and general intellectual ability to make educational consideration as a mentally retarded, hearing, vision or motor impaired unnecessary. A child may not be excluded from the SLD service because he/she exhibits behaviour problems. Neither will the sole criterion for admission be a behaviour problem.

The SLD programme is intended to serve the needs of only the most seriously handicapped and assumes that the regular instructional programme must become progressively more able to provide the kind of individualized instruction needed to reduce excessive failure rates.

A student's instruction is terminated when the SLD teacher, the classroom teacher and the Psychoeducational Consultant, in conference, agree that this is desirable. Evaluation of progress should be based on results of standardized tests, regular classroom achievement and the attainment of other predetermined objectives.

111. D. Three service models are recommended to provide service to all children who need it:

1. The Itinerant Model suggests an SLD teacher who is assigned students at more than one school for short periods of time each week. This is usually on an individual basis but under special conditions can include small groups.

The itinerant teacher requires a suitable room in each school to which she/he travels. The total caseload is recommended to be no more than 15 students. However, when travel time is excessive this caseload may be too large. The amount of time the teacher spends with each student is contingent on many variables. However, it is suggested that each child receive direct service for a minimum of 30 minutes per session until he/she is terminated from the teacher's caseload.

2. The Learning Centre Model implies one centre (classroom in a particular school) staffed by an SLD teacher and a teacher's aid. The children selected for the programme are transported from their home school to the Centre. This model assumes that the equipment necessary for their training cannot be readily transported to each school and that the time saved in teacher travel can be used for increasing student instruction. The Learning Centre teacher is responsible for assisting in psychoeducational evaluation, its translation into appropriate educational objectives, implementation and evaluation of the appropriate instructional procedures. These include basic skill needs as they are symptomatic of learning process dysfunction and the therapeutic management of emotional and social maladjustment behaviour.

3. A Self-Contained Classroom is necessary for those children whose learning, social and emotional problems are so severe that extensive removal from the regular instructional programme is essential. The teacher should have extensive training in teaching the neurologically impaired as well as competent back-up services such as psychologists, special education consultants, and medical consultants. Provision should be made for extensive parental involvement.

Careful consideration of classroom location, equipment and resources is essential for effective programming. A caseload of no more than 8 students is recommended by the Department of Education.

The teacher is responsible not only for assisting in the psychoeducational evaluation, its translation into appropriate educational and management objectives and the planning, implementation and evaluation of appropriate instructional procedures, but also for total curriculum planning of the student's school life.

IV. In-Service Training

It is recommended that the SLD teacher become competent (through in-service training) in the following areas:

1. Ability to carry out suitable procedures for assessment of the precise nature of the child's reading, spelling, writing, arithmetic or other skill learning difficulties.
2. Ability to specify, in behavioural terms, instructional objectives which are appropriate to the skill needs and working level of the individual case.
3. Ability to estimate which systems of instruction or learning conditions are likely to be most effective for ameliorating the learning dysfunctions presented by the particular case.
4. Ability to assess instructional outcomes in terms of pupil behaviour change and use this data in formulation of an on-going instructional plan adjusted to changed child conditions.
5. Ability to explain to others working with the child the goals and essential characteristics of the teaching approach used with the individual case.
6. Ability to understand result of psychoeducational diagnoses prepared by members of other professional disciplines and to participate effectively with such professionals in team diagnosis and planning.

Approved - November 23rd, 1971
Resolution No. 334

THE LAKEHEAD BOARD OF EDUCATION

POLICY STATEMENT NO. 23CONTINUOUS PROGRESSPHILOSOPHY

"Children come to school mentally, physically, and emotionally different, and they mature at varying rates in each of these areas. Furthermore, there is a wide diversity in their intellectual, social, cultural, and economic backgrounds. It is irrational and unfair to require all children to start in school at a common level or to expect them to reach standards of achievement with any great degree of uniformity. The obvious corollary is that the curriculum must provide for the individual progress of pupils."

(Living and Learning, page 75)

The Committee wishes to endorse the two main concepts of the philosophy of The Lakehead Board of Education, as well as several of the specific aims which it feels have a direct bearing upon the concept of continuous progress education.

1. To encourage respect for self and one's fellow man;
2. To encourage the individual to enjoy the pursuit of learning related to his unique abilities and needs.

AIMS

1. To adhere to the over-riding conviction that the needs of the child as a human being and as a learner must be the centre of concern in our schools.
2. To provide every individual with equal access to the learning experience best suited to his needs.
3. To provide a learning environment which will enhance the emotional, social, intellectual, spiritual, and physical development of every child.
4. To provide an environment which invites learning by individual discovery and inquiry so that students may develop inquiring, critical minds, and attain the ability to learn on their own, and which recognizes the role of group experience and affiliations and the value of shared activities in the social development of the student. To achieve this aim, a variety of methods and approaches developed by concerned and creative teachers is recognized as valid and of value to the child.
5. To develop individual and social responsibility in a changing society.

Essentially, continuous progress education is an applied philosophy of education which not only recognizes but takes as its fundamental premise the following principle:

that each child's formal educational experience be geared to that child's unique rate and pattern of intellectual, physical and emotional growth

Continuous progress education strives to base the learning experience on the individual differences of the particular student as the only means of ensuring that no child stagnates or regresses in his educational development. Effective learning does not occur if a child is working on something which is either beyond him or which he has already accomplished. Each individual should be helped to move through the learning experience in a developmental pattern determined by his particular abilities. He should be working at "the critical point where his knowledge leaves off and his new learning needs to begin" (R. A. Dodds).

A student should have the satisfaction which comes with the enjoyment of competency and mastery of goals which are realistic for him. He should not come to see himself as a failure because he cannot reach arbitrarily imposed goals or measure up to what others of widely differing abilities have achieved. On the other hand, the student's educational development, even if it is "above average", ought not to be viewed as wholly successful if he is capable of and ready for greater challenge than he is receiving.

Encouragement must be given to both teachers and parents to pursue closer understanding of each other's roles in order to ensure agreement on both specific and long-range educational objectives for each student. Through this parent-teacher partnership, sound approaches will be found to coordinate the various influences affecting the development of the particular child. In order that the pupil's experience be one of continuous learning, the efforts of the teacher and of the parents must be mutually supportive.

Two features which characterize the environment required for continuous progress education to function properly are freedom and flexibility. These two characteristics are elaborated on briefly below:

FREEDOM

- freedom for the individual to work at his own level and ability;
- freedom for teachers to use varied and innovative approaches to the learning experience, giving due recognition to the individuality of the teachers as well as of the pupils;
- with respect to the learning environment, more pupil freedom in so far as it remains constructive, not only for the individual but also for his fellow students;
- the appropriate degree of freedom will vary in proportion to the different students' readiness to accept responsibility.

FLEXIBILITY

- flexibility in decision making on the part of teachers as to what is needed for different individuals;
- recognition that the norm for our society is a state of flux and that the school situation (curriculum, administration, etc.) must be flexible in order to prepare children for a changing society;
- recognition that no single organizational structure will guarantee the success of this philosophy in practice; innovation and experimentation are essential.

ORGANIZATIONAL ASPECTS

In order that organization for learning may facilitate the intellectual, physical, emotional and social growth of each individual, certain criteria must be met.

1. Teachers

Teacher who have a basic understanding of child development will support the philosophy of continuous progress. Consequently, teachers must:

- a) recognize the individual differences of their pupils in order to provide a suitable learning environment to meet these varying needs;
- b) be flexible enough to work co-operatively with staff members and supportive professionals in the development and implementation of the school's programme;
- c) approach with an open mind new ideas, materials and methodologies to better meet each pupil's individual needs;
- d) pursue his own professional development.

2. Principal

Besides possessing the same qualities as his teachers, the principal must also assume the responsibility for providing the leadership and the encouragement necessary for the implementation and development of the programme. In addition, the principal must accept responsibility for:

- a) educating the community regarding the implementation of the aims and objectives of his school;
- b) providing materials, experiences and opportunities to further the professional growth of the teachers on his staff;
- c) evaluating continuously the developing programme.

It is important that the evolvement of the programme meets the readiness level of the staff, students and community.

3. Administration

In order that the aims and objectives of The Lakehead Board of Education and those of any continuous progress programme be achieved, Trustees and Board Officials should:

- a) be facilitators and innovators;
- b) give careful consideration to pupil teacher ratio in order to ensure that individualized instruction can in fact be implemented;

Cont'd.

3. Administration (Cont'd.)

- c) give consideration to planning time for the staff since, in addition to regular teacher preparation, teachers must work together to develop curriculum and related materials for the entire school programme;
- d) set up in-service training for the staff;
- e) give support and encouragement to the staff;
- f) allow autonomy related to the readiness level of the school.

Since the staff of a given school is a community of individuals dedicated to a common goal, Board Administrators should seek ways to increase the involvement of the principal in the staffing of his school.

4. Supportive Services

Although the specific duties of those providing supportive services to the school (consultants, special teachers, nurse, secretaries, custodial staff, parent volunteers, etc.) vary, their role should be looked upon as that of a cooperative member of a team working with the principal and the teachers to establish the best possible environment for learning. Thus it is essential that supportive personnel understand the philosophy of the school.

Consultants and specialists must be flexible in meeting the needs of the staff and students in the development and implementation of the school's programme through cooperative planning, guidance and encouragement in their major area of interest.

5. Programme (Curriculum and Methodology)

To fulfill the aims and objectives of the philosophy of continuous progress, the programme of the school should reflect the following characteristics. It should be:

- a) geared to the individual's interests, needs and abilities, employing a variety of methods of instruction, materials and equipment;
- b) flexible enough
 - i) to make maximum use of a significant event and/or an available resource;
 - ii) to encourage the inquiring mind to search beyond the confines of specified course content;

Cont'd.

5. Programme (Curriculum and Methodology) Cont'd.

c) organized so that

- i) children are placed at their current level of achievement in each skill area;
- ii) suitable provision is being made in all aspects of the curriculum for each unique child such as flexible grouping, homogeneous and heterogeneous grouping where desirable, and adaptable curriculum;
- iii) for certain purposes children have social and intellectual contact with pupils of similar and different interests and abilities;
- iv) teachers may engage jointly, formally or informally, in planning, teaching, and evaluating the programme.

The school programme should be unique, fulfilling the needs of its community. It should be noted that the programme in each school will vary with the readiness level of teachers and pupils.

6. Evaluation

The concept of continuous progress implies continuous evaluation. Evaluation, to be valid, should be based on as many techniques and approaches as is humanly possible. Standardized tests of achievement, case studies, anecdotal records, sociometric tests, pupil projects and reports, diagnostic testing, tests, subjective evaluation and so on can be used effectively.

Adequate evaluation must be used wisely and constructively in setting realistic goals.

In keeping with the philosophy of continuous progress, the methods of evaluation should include the intellectual, social and physical development of the child. The role of the parent and student as valuable partners in the total evaluative process must be recognized.

Adequate reporting of pupil progress to parents or guardians in all areas of student development should be done in a manner which is satisfactory to parents, teachers and pupils.

7. Physical Structure

A centrally located multi-media resource centre should be incorporated into any new school, and is highly recommended for any other school planning on adopting a continuous progress programme. Wherever possible, this centre should be staffed by a teacher-librarian.

Cont'd.

7. Physical Structure (Cont'd.)

It is advocated that all new schools be constructed in such a manner as to facilitate a varied and flexible programme.

Team planning, co-operative teaching, individualized programmes, multi-age grouping and large group instruction are conducive to continuous progress, and any or all may be implemented in existing facilities with minor modifications.

Provision for individual or small group study areas should be provided in both new and existing facilities.

8. Budget

Although it is not necessarily more expensive to operate a programme of continuous progress in a school, it must be recognized that schools entering the transitional stages will need assistance regarding implementation, especially in the following areas:

- a) in-service training for staff;
- b) provision for an increase in material for the library resource centre .

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THE LAKEHEAD BOARD OF EDUCATION

POLICY STATEMENT NO. 25ADMISSION TO SCHOOLS FOR TRAINABLE RETARDED CHILDRENA. Admissions Board

A child may be admitted to or dismissed from a school for trainable retarded children operated by The Lakehead Board of Education only upon the recommendation of an Admissions Board consisting of -

- a) the principal of the school, who shall be the chairman of the Admissions Board;
- b) a legally qualified medical practitioner appointed by the Board;
- c) the Chief Psychologist of The Lakehead Board of Education;
- d) the Superintendent of Special Education and Student Services;
- e) a supervisory officer designated by The Lakehead District Roman Catholic Separate School Board.

B. Criteria for Admission

1. i) A child who attains or has attained the age of five years on or before December 31st of any year and whose parent or guardian resides within the Lakehead School Division may be admitted after the first day of September of that year to a school for trainable retarded children.
ii) Subject to Section 2(ii) a child may attend only the morning classes or the afternoon classes, and the total number of hours in the morning or afternoon classes shall be at least two and one-half hours.
2. i) No child may be admitted to a school unless
 - a) he is under the age of 21 years;
 - b) the required information form is completed by the parent or guardian;
 - c) he has had a medical examination conducted by a legally qualified medical practitioner;

Cont'd.

- 2 -

2. i) Cont'd

- d) he has had an intellectual assessment conducted by the Psychological Services Department of The Lakehead Board of Education, or other assessment evaluated and approved by the Psychological Services Department;
 - e) he is toilet-trained to a degree that will permit satisfactory involvement in the school program;
 - f) he is capable of benefitting from the training offered;
 - g) his admission is approved by the Admissions Board.
- ii) A child who has attained the age of six years on or before December 31st of any year may be admitted after the first day of September of that year to full-day attendance on the recommendation of the school principal, subject to approval by the Admissions Board.
- iii) The number of school hours for a pupil in full-day attendance shall be at least five but not more than five and one-half in a day, exclusive of the lunch break.
- iv) An otherwise eligible child who has previously attended a school and whose parent or guardian establishes residence within the Lakehead School Division may be enrolled at any time.
- v) The Admissions Board may dismiss from the school any child who is incorrigible or unable to profit by the instruction.

ADOPTED - March 14th, 1972
Resolution No. 95
Board Meeting No. 5