

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



**Our Mission:** "Inspiring our students to succeed and make a difference"  
**Our Vision:** "We are leaders in providing quality learning experiences in our small school communities"  
**Our Values:** "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"  
**Our Motto:** "Small schools make a difference"

### Videoconference Site Locations

Superior-Greenstone District School Board (SGDSB) ..... 12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School ..... (MNHS) ..... 200 Manitou Road W., Manitouwadge, ON  
 Lake Superior High School ..... (LSHS) ..... Hudson Drive, Terrace Bay, ON  
 Nipigon-Red Rock District High School ..... (NRHS) ..... 20 Frost Street, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

### Regular Board Meeting 2016/11

### A G E N D A

Monday, October 17, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART I: Regular Board Meeting  
 PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
 Section (B) In-Camera: – (closed to public) TBA

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia-Gagnon, Mia (Student)						McIntyre, Margaret					
Figliomeni, Kim						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Sarrasin, Marlaine (Marlo)					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Morden-Cormier, Nicole: <i>Superintendent of Education</i>					
Charles Bishop: <i>Assistant to the Director</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Paris, Marc: <i>Coordinator of Plant Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>					

**2.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 17, 2016 be called to order at \_\_\_\_\_ p.m.*

**3.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2016/11 Regular Board Meeting, October 17, 2016 be accepted and approved.*

**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings**

✓ *That, the minutes of the following Board meeting be adopted:*

1. Regular Board Meeting 2016/10: Sept 26, 2016

(Attached)

**5.2 Board Policy Review Committee: Oct 4, 2016**

(Attached)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of October 4, 2016 and approves as reviewed:*

- P-503 Interviewing Students
- P-511 Student Questionnaires
- P-524 Sabrina's Law
- MG-301 Student Transportation
- MG-409 Use of School Buildings and Equipment
- MG-704 Recruitment, Selection and Hiring

*to be posted to the Board website with an implementation date of October 18, 2016, and all of which shall supersede any previous policies*

**6.0 Business Arising Out of the Minutes****6.1 Trustee PD re Board Self-Assessment: Governance**

(P. McRae)

**6.2 Motion re Board Bylaws: Article VI Meetings-ADDITION**

(P. McRae)

"Section 8: Minimum Requirements re Physical Presence in Board Meeting Room  
A member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board in each 12-month period beginning December 1.

For the period beginning when a member of a board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the board for at least one regular meeting of the board for each period of four full calendar months that occurs

during the period beginning with the election or appointment and ending on the following November 30.”

✓ *That, the Superior-Greenstone DSB approves the addition to Board Bylaws: Article VI Section 8.*

## **7.0 Delegations and/or Presentations**

- 7.1 Excellence in Education: Beardmore Public School – Presentation entitled: Making a Difference (Teacher: Karen Enders)

## **8.0 Reports and Matters for Decision**

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 10.1.1 Board Audit Committee (C.Tsubouchi)
  - 10.1.2 Board Policy Review Committee (D. Tamblyn / M. McIntyre)
  - 10.1.3 Native Education Advisory Committee (D. Tamblyn / N. Richmond)
  - 10.1.4 Occupational Health & Safety Committee (W. Chiupka / M. Paris)
  - 10.1.5 Parental Involvement Committee: Next on Nov/16 (D. Tamblyn)
  - 10.1.6 Special Education Advisory Committee (D. Tamblyn / W. Goodman)

## **9.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

- 9.1 Bylaw 139 – 2017 Tax Levy (Attached – D. Williams)

✓ *That, the Superior-Greenstone DSB approves Bylaw No. 139 being a bylaw to levy taxes for 2017 as per the attached*

## **10.0 Reports of the Director of Education**

Director of Education: David Tamblyn

- 10.1 Report No.55  
Director's Monthly Report- September 2016 (Attached – D. Tamblyn)
- 10.2 Report No.56  
2016-2017 Annual Growth Plan (Attached – D. Tamblyn)

## **11.0 Reports of the Education Committee**

Superintendent of Education: N. Morden-Cormier  
Assistant to the Director of Education: C. Bishop  
Education Chair: Mark Mannisto

- 11.1 Report No. 57  
Elementary EQAO 2015-2016 Achievement (Attached – N. Morden-Cormier)
- 11.2 Report No. 58  
EQAO 2015-2016 Secondary Achievement Results:  
Grade 9 Mathematics and Grade 10 OSSLT (Attached – S. Eddy)

## **12.0 New Business**

Board Chair: P. McRae

### **12.1 OPSBA Northern Conference update**

## **13.0 Notice of Motion**

## **14.0 Observer Comments**

(Members of the public limited to 2-minute address)

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA.

## **15.0 Committee of the Whole Board** (In-Camera Closed)

(Attached)

### **15.1 Agenda: Committee of the Whole Board – Closed**

✓ *That*, the Superior-Greenstone DSB go into a  
Committee of the Whole Board Section B (Closed Session)  
at \_\_\_\_\_ p.m. and that this portion be closed to the public.

### **15.2 Rise and Report from Closed Session**

✓ *That*, the Superior-Greenstone DSB rise and report  
from the Committee of the Whole Board Section B (Closed Session)  
at \_\_\_\_\_ p.m. and that this portion be open to the public.

## **16.0 Report of the Committee of the Whole Closed Section B**

- 16.1 ✓ *That*, the Superior-Greenstone DSB Committee of  
the Whole, In-Camera Section B (Closed) Reports be adopted  
including the confidential minutes from the meeting held as:  
1. Regular Board 2016/10: September 26, 2016

### **16.2 Other Recommendations from Committee of the Whole Closed Session** (This section may be used as required coming out of closed session)

✓ *That*, the Superior-Greenstone DSB adopt the following  
recommendations as related to the confidential reports,  
which include:  
• (list motions here which may apply)

## **17.0 Adjournment**

✓ *That*, the Superior-Greenstone DSB 2016/11  
Regular Board Meeting, Monday, October 17, 2016  
adjourn at \_\_\_\_\_, p.m.

### **2016 - Board Meetings**

Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.

Monday, November 21

Monday, December 5 (1:00 p.m.)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Regular Board Meeting 2016/11

Committee of the Whole Board: Closed Session.

Monday, October 17, 2016

Designated Site: Marathon Board Room, 12 Hemlo Drive, Marathon, ON

### A G E N D A

**Board Chair:** P.McRae

VC Sites: GCHS / LSHS / MNHS / NRHS

**Director:** David Tamblyn

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- |     |  |                |
|-----|--|----------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u>                 | (P. McRae)     |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | (P. McRae)     |
| 4.0 | <u>Update: Negotiations</u>                                      | (C. Tsubouchi) |
| 5.0 | <u>Personnel Issue</u>   | (C. Tsubouchi) |
| 6.0 | <u>Executive Compensation</u>                                    | (A. Pelletier) |
| 7.0 | <u>OPSBA – Executive Director</u>                                | (A. Pelletier) |
| 6.0 | <u>In-Camera (closed) Meeting Minutes</u>                        |                |
|     | 1. Regular Board Meeting 2016-10: September 26, 2016             | (Attached)     |

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

## Regular Board Meeting 2016/10

### MINUTES

Monday, September 26, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

**Board Chair:** Kim Figliomeni, Designated Chair

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART I: Regular Board Meeting  
 PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
 Section (B) In-Camera: – (closed to public) TBA

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia-Gagnon, Mia (Student)	X					McIntyre, Margaret	X				
Figliomeni, Kim	X					McRae, Pauline (Pinky)		X			
Groulx, Michael	X					Pelletier, Allison	X				
MacGregor, Aaron		X				Sabourin, Stanley					X
Mannisto, Mark		X				Sarrasin, Marlaire (Marlo)	X				

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>	X				
Tsubouchi, Cathy: <i>Superintendent of Business</i>	X				
Morden-Cormier, Nicole: <i>Superintendent of Education</i>			X		
Charles Bishop: <i>Assistant to the Director</i>			X		
Williams, Dianne: <i>Manager of Accounting Services</i>	X				
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>	X				
Demers, Linda: <i>Coordinator of Business Services</i>	X				
Paris, Marc: <i>Coordinator of Plant Services</i>					X
Lucas, Jay: <i>Coordinator of Information Technology Services</i>	X				
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>	X				

**2.0 Trustee Appointment: re Vacancy Nipigon Ward****105/16**

Moved by: Trustee M. McIntyre

Second: Trustee P. McRae

✓ **That**, the Superior-Greenstone DSB appoint Marlaine Sarrasin as Trustee for the ward of Nipigon, and that her appointment be effective for the period of Sept 26, 2016 through November 30, 2018.

Carried**2.1 Marlaine Sarrasin: Declaration & Oath of Office**

Marlaine Sarrasin, appointed to fill the Trustee vacancy for the Nipigon Ward recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

**3.0 Oath of Office: 2016-2017 Student Trustee****3.1 Mia Audia-Gagnon:(Geraldton Composite High School): Declaration & Oath of Office**

Mia Audia-Gagnon, appointed to fill the Student Trustee vacancy recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

**4.0 Regular Meeting Call to Order****106/16**

Moved by: Trustee M. Mannisto

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 26, 2016 be called to order at 6:34 p.m.

Carried**5.0 Approval of Agenda****107/16**

Moved by: Trustee M. Mannisto

Second: Trustee A. MacGregor

✓ **That**, the agenda for the Superior-Greenstone DSB 2016/10 Regular Board Meeting, September 26, 2016 be accepted and approved as amended.

Carried**6.0 Disclosures of Interest re: Open Session**

There were no disclosures offered at this time.

**7.0 Minutes: Board Meetings and Board Committee Meetings****7.1 Board Meetings****108/16**

Moved by: Trustee M. Groulx

Second: A. Pelletier

✓ **That**, the minutes of the following Board meeting be adopted:

1. Regular Board Meeting 2016/09: August 22, 2016

Carried

7.2 Board Policy Review Committee: September 6, 2016

**109/16**

Moved by: Trustee P. McRae

Second: Trustee M. Sarrasin

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of September 6, 2016 and approves as reviewed:

- P-209 Agenda
- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-512 Student Exchanges
- P-519 School Dismissal
- P-538 Food and Beverage
- MG-538 Food and Beverage
- P-520 Safe Schools System Expectations
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety

to be posted to the Board website with an implementation date of Sept 27, 2016, and all of which shall supersede any previous policies

Carried

**8.0 Business Arising Out of the Minutes**

*There was no business arising from the minutes.*

**9.0 Delegations and/or Presentations**

- 9.1 Excellence in Education: Marjorie Mills Public School – (Power Point Presentation- Principal, C.Martin)  
Presentation entitled: Engaging students and community;  
creating a welcoming, trusting learning environment.

Margorie Mills Principal, Chris Martin, provided the presentation entitled Engaging Students and Community: creating a welcoming, trusting-learning environment. He provided a detailed review of the many established programs designed to encourage student attendance, a safe learning environment, and initiatives to support health and wellbeing. Highlights were provided discussing the participation in community ceremonies and building relationships with area First Nation Communities. The success of the Ontario Eco Schools challenge was reviewed. C.Martin discussed the benefits of the Trauma Sensitive Schools Training that in which staff have recently been trained. He outlined the strategies implemented to create a calm learning environment for students.

**10.0 Reports and Matters for Decision**

- 10.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)

10.1.1 Board Audit Committee

(C.Tsubouchi)

The last meeting was held on August 29, 2016. Cathy Tsubouchi discussed the reports that were reviewed at the meeting.

10.1.2 Board Policy Review Committee

(D. Tamblyn / M. McIntyre)

The next meeting date is October 4, 2016.

10.1.3 Native Education Advisory Committee

(N. Richmond)



The last meeting was held on September 21, 2016. At that time Nicole Richmond presented the proposed aboriginal education framework for the upcoming school year. The next meeting date is October 25, 2016.

10.1.4 Occupational Health & Safety Committee

(W. Chiupka / M. Paris)

No Report

10.1.5 Parental Involvement Committee

(D. Tamblyn)

The next meeting date is November 22, 2016.

10.1.6 Special Education Advisory Committee

(D. Tamblyn / W. Goodman)

The last meeting was held September 12, 2016. At the meeting W. Goodman presented to the Committee regarding available new funding. The next meeting date is October 11, 2016.

**11.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: C. Tsubouchi

Business / Negotiations Chair: Mark Mannisto

(Attached)

11.1 Report No.49: 2016-2017 Interim Report Schedule

Diane Williams presented the Interim Financial Report Schedule for 2016-2017.

11.2 Report No.50: Enrolment Summary as of September 15, 2016

(Attached)

The Enrolment Summary report was presented by Cathy Tsubouchi. She discussed the fluctuations and increases from the budgeted amounts. She noted that the final enrolment count submissions are due to the Ministry of Education October 31<sup>st</sup> and March 31<sup>st</sup> each year.

**12.0 Reports of the Director of Education**

Director of Education: David Tamblyn

12.1 Report No.51: Director's Monthly Report- September 2016

(Attached)

The Director's Monthly Report was presented by David Tamblyn. He provided a detailed review of the various funding's that have recently been received and the Mental Health Nurse program currently operating in Marathon and Nipigon. He advised of the continued efforts to advocate for funding to duplicate the Mental Health Nurse program in the Geraldton area.

**13.0 Reports of the Education Committee**

Superintendent of Education: N. Morden-Cormier

Assistant to the Director of Education: C. Bishop

Education Chair: Mark Mannisto

(Attached)

13.1 Report No. 52: 2015-2016 EQAO & OSSLT Results

Superintendent of Education Nicole Morden-Cormier and Student Success Lead Suzanne Eddy provided a comprehensive review of the 2015-2016 EQAO & OSSLT results giving a background for the statistical information contained in the report. She advised that the data will soon be reviewed in detail to determine solutions for any deficiencies in the results. A review was provided of the areas that have shown a significant improvement from previous reports.

13.2 Report No. 53: Renewed Math Strategy

(Attached)

A presentation of the renewed Math Strategy was provided by Cathleen Schram and Nicole Morden-Cormier. The Math Matters media release has recently been circulated. A presentation will be provided at the next Parent Involvement Committee by N. Morden-Cormier.

13.3 Report No.54: Teacher of English as a Second Language

(Attached)

Superintendent of Education Nicole Morden-Cormier provided a review of the report/request for a 0.50 FTE Teacher of English as a Second Language. The Margaret Twomey Public School will be welcoming

4 new students in October, 2016 who require additional resources. N. Morden-Cormier discussed the Ministry recommended resources required to assist the students with their transition.

**110/16**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ *That, That the Superior-Greenstone DSB having received Report # Teacher of English as A Second Language, approve the addition of a 0.50 FTE English as a Second Language Teacher.*

Carried

#### **14.0 New Business**

Designated Board Chair: K. Figliomeni

##### **14.1 Trustee PD re Board Self-Assessment: Governance**

A Professional Development session will be scheduled for the Board Trustees. P. McRae requested that dates of availability and agenda topics be sent to either herself or D. Tamblyn by Friday October 7, 2016. She will then advise the Trustees of the date of the next PD session. It was concluded that a weekend session is preferred and trustees are encouraged to attend in person; however, video conference will be available if required.

##### **14.2 Board Chair**

On behalf of the Board, Pinky McRae expressed deep gratitude for the dedication and years of service Rose-Marie Joannette has given to the Superior-Greenstone DSB. The Board presented Ms. Joannette with flowers in honour of her upcoming retirement.

#### **15.0 Notice of Motion**

##### **15.1 Notice of Motion re Board Bylaws: Article VI Meetings-ADDITION**

"Section 8: Minimum Requirements re Physical Presence in Board Meeting Room  
A member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board in each 12-month period beginning December 1.

For the period beginning when a member of a board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the board for at least one regular meeting of the board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending on the following November 30."

**111/16**

Moved by: Trustee P. McRae

Second: Trustee A. Pelletier

✓ *That, That the Superior-Greenstone DSB approve the notice of Motion re Board Bylaws: Article VI Meetings.*

Carried

#### **16.0 Observer Comments**

(Members of the public limited to 2-minute address)

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA.

#### **17.0 Committee of the Whole Board** (In-Camera Closed)

(Attached)

17.1 Agenda: Committee of the Whole Board – Closed

**112/16**

Moved by: Trustee A. Pelletier Second: Trustee M. Groulx

✓ *That*, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:01 p.m. and that this portion be closed to the public.

Carried

17.2 Rise and Report from Closed Session

**113/16**

Moved by: Trustee M. McIntyre Second: Trustee M. Sarrasin

✓ *That*, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:37p.m. and that this portion be open to the public.

Carried

**18.0 Report of the Committee of the Whole Closed Section B**

18.1 **114/16**

Moved by: Trustee M. Groulx Second: Trustee M. Sarrasin

✓ *That*, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:

1. Regular Board 2016/09: Aug 22, 2016

Carried

18.2 Other Recommendations from Committee of the Whole Closed Session

(This section may be used as required coming out of closed session)

**115/16**

Moved by: Trustee A. Pelletier Second: M. Sarrasin

✓ *That*, the Superior-Greenstone DSB excuse Trustee Michael Groulx who for personal reasons has been unable to comply with S 229. (2) of the Education Act.

Carried

**116/16**

Moved by: Trustee M. Mannisto Second: Trustee M. Groulx

✓ *That*, the Superior-Greenstone District School Board, having received Report No. IC-06-16: Compensation Adjustment for Administration Salary Grid, approve the salary grids for administrators covered by the Administration – Terms and Conditions as presented and provide for a 1% lump sum payment based on 2015-16 earned wages for those covered by the Administration – Terms and Conditions, except those individuals covered under the BPSAA.

Carried

**19.0 Adjournment**

**117/16**

Moved by: Trustee M. Sarrasin Second: Trustee M. Mannisto

✓ *That*, the Superior-Greenstone DSB 2016/10 Regular Board Meeting, Monday, September 26, 2016 adjourn at 8:40, p.m.

<b><u>2016 - Board Meetings</u></b>	
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.	
Monday, October 17	Monday, November 21
Monday, December 5 (1:00 p.m.)	

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Regular Board Meeting 2016/10

Committee of the Whole Board: Closed Session.

Monday, September 26, 2016

Designated Site: Marathon Board Room, 12 Hemlo Drive, Marathon, ON

### A G E N D A

**Board Chair:** K. Figliomeni, Designated Chair

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- |     |  |                 |
|-----|--|-----------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u>                 | (K. Figliomeni) |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | (K. Figliomeni) |
| 3.0 | <u>Trustee Attendance</u>  | (P. McRae)      |
| 4.0 | <u>Update: Negotiations</u>                                      | (C. Tsubouchi)  |
| 5.0 | <u>Managers Grid</u>   | (C. Tsubouchi)  |
| 6.0 | <u>Directors Contracts</u>                                       | (D. Tamblyn)    |
| 7.0 | <u>In-Camera (closed) Meeting Minutes</u>                        |                 |
|     | 1. Regular Board Meeting 2016-09: August 22, 2016                | (Attached)      |

### Regular Board Meeting 2016-10

Monday, September 26, 2016

### M I N U T E S

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday October 4, 2016 @ 7:00 p.m.

## MINUTES

Members	Attendance Mode:    On-site (OS);    Teleconference (TC);    Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Aaron MacGregor					X						
Allison Pelletier		X				Kim Figliomeni (Alternate)					X
Margaret McIntyre	X					*Stanley Sabourin (Alternate)					X
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)		X			

<b>Administration Resource Members</b>	OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>		X			
Cathy Tsubouchi: <i>Superintendent of Business</i>	X				
Charles Bishop: <i>Assistant to the Director</i>					X
Nicole Morden-Cormier: <i>Superintendent of Education</i>					X
Suzanne Eddy, <i>Student Success Lead</i>					X
Wayne Chiupka, <i>Manager of Plant Services</i>	X				
Annick Brewster, <i>Principal MNHS</i>		X			
G. Christianson: <i>Recorder</i>	X				
Karen Patock: <i>CUoS Coordinator</i>		X			

### 1.0 **Review and Approval of Minutes: September 6, 2016**

[\(Attached\)](#)

Moved: A. Pelletier

Second: M. Mannisto

That, the Board Policy Review Committee minutes of September 6, 2016 be approved.

### 2.0 **Business Arising from Minutes: September 6, 2016**

#### 2.1 **Re Item 3.2 Deferral of "P-704 and MG-704 Recruitment, Selection and Hiring**

P-704 Recruitment, Selection and Hiring

[\(Attached\)](#)

MG-704 Recruitment, Selection and Hiring

[\(Attached\)](#)

Above policy and management guideline were reviewed by the BPRC. Edits to Appendix A-Reference Checks were made.

**Action:** Submit P-704 for stakeholder review.

#### 2.2 **Stakeholder Reviews**

The following policies were posted for stakeholder review. No stakeholder feedback was received on policies numbered through 503 through 524.

P-503 Interviewing Students

[\(Attached – D. Tamblyn\)](#)

P-510 Suspected Child Abuse

[\(Attached – D. Tamblyn\)](#)

P-511 Student Questionnaires

[\(Attached – D. Tamblyn\)](#)

P-524 Sabrina's Law

[\(Attached – D. Tamblyn\)](#)

**Action:** Submit P-503, P-511, P-524 for board approval on October 17, 2016. Defer Policy 510 to November 1, 2016 BPRC meeting. At that time organizational names within the policy will be verified. D. Tamblyn will contact CAS administration to assist with this.

**3.0 Reviews: New/Existing Policies**

3.1	P-301	Student Transportation	<a href="#">(Attached)</a>
	MG-301	Student Transportation	<a href="#">(Attached)</a>
	P-408	Loan of Equipment	<a href="#">(Attached)</a>
	P-409	Use of School Buildings and Equipment	<a href="#">(Attached)</a>
	MG-409	Use of School Buildings and Equipment	<a href="#">(Attached)</a>

Above policies were presented to the BPRC noting that there have been no changes made to P-408 Loan of Equipment. However, P-301 and P-409 and their respective management guideline have undergone significant content changes.

**Action:** Submit P-301, P408, and P-409 for stakeholder review. The management guidelines for P301 and P-409 may be posted to the website without solicitation of stakeholder feedback as per board Meta-Policy No. 214.

**4.0 List All Policies to be Referred for Stakeholder Review**

P-301	Student Transportation
P-408	Loan of Equipment
P-409	Use of School Buildings and Equipment
P-704	Recruitment, Selection and Hiring

**5.0 List All Policies to Refer to Board for Approval on October 17, 2016**

P-503	Interviewing Students
P-511	Student Questionnaires
P-524	Sabrina's Law

**6.0 2016 Meeting Schedule**

November 1

**7.0 Adjournment**

Moved: A. Pelletier      Second: M. Mannisto

That, the Board Policy Review Committee Meeting of October 4, 2016 adjourn at 7:43 p.m.

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# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday September 6, 2016 @ 7:00 p.m.

## MINUTES

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Aaron MacGregor		X				Kim Figliomeni (Alternate)		X			
Allison Pelletier		X				Stanley Sabourin					X
Margaret McIntyre					X	McRae, Pinky (Ex-Officio)		X			
Mannisto, Mark		X				Matt Fisher (resigned)					

<b>Administration Resource Members</b>	OS	TC	VC	A	R
David Tamblyn: Director of Education	X				
Cathy Tsubouchi: Superintendent of Business					X
Charles Bishop: Assistant to the Director					X
Nicole Morden-Cormier: Superintendent of Education		X			
Suzanne Eddy, Student Success Lead					X
Wayne Chiupka, Manager of Plant Services					X
Annick Brewster, Principal MNHS		X			
RM. Joannette: Recorder	X				

### **1.0 Review and Approval of Minutes: June 7, 2016**

(Attached)

Moved: M. Mannisto

Second: K. Figliomeni

That, the Board Policy Review Committee minutes of June 7, 2016 be approved.

### **2.0 Business Arising from Minutes: June 7, 2016**

#### **2.1 Re Item 2.2 Deferral of "P-209 Agendas"**

On June 7<sup>th</sup>, BPRC advised that this policy be brought to board for final approval on June 20, 2016. It was inadvertently omitted, therefore it is recalled at this time to record and date policy approval by the board on September 26, 2016.

**Action:** Submit for board approval on September 26, 2016.

(Attached)

#### **2.2 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period June 8 through August 31, 2016. No stakeholder feedback was received on policies/guidelines numbered 402 through 535.

P-402	Unauthorized Vehicles on Board Property	(Attached)
P-405	Smoking	(Attached)
P-512	Student Exchanges	(Attached)
P-519	School Dismissal	(Attached)
P-538	Food and Beverage	(Attached)
MG-538	Food and Beverage	(Attached)
P-520	Safe Schools System Expectations	(Attached)
P-525	Bullying Prevention and Intervention Strategies	(Attached)
P-535	Progressive Discipline and School Safety	(Attached)

### 3.0 *Reviews: New/Existing Policies*

- |     |       |                        |            |
|-----|-------|------------------------|------------|
| 3.1 | P-503 | Interviewing Students  | (Attached) |
|     | P-510 | Suspected Child Abuse  | (Attached) |
|     | P-511 | Student Questionnaires | (Attached) |
|     | P-524 | Sabrina's Law          | (Attached) |

Above policies were presented to the BPRC noting that there have been no changes made. The group of policies is presented in keeping with the review date outlined as due by December 2016

**Action:** Submit P-503, 510, 511 and 524 for stakeholder review

- |     |        |                                   |            |
|-----|--------|-----------------------------------|------------|
| 3.2 | P-704  | Recruitment, Selection and Hiring | (Attached) |
|     | MG-704 | Recruitment, Selection and Hiring | (Attached) |

**Action:** Defer Policy 704 and its Management guideline to October 4, 2016 BPRC. At that time an updated Appendix A-Reference Checks will be presented. D. Tamblyn will contact HR Administration to assist with this

#### 4.0 *List All Policies to be Referred for Stakeholder Review*

- |       |                        |
|-------|------------------------|
| P-503 | Interviewing Students  |
| P-510 | Suspected Child Abuse  |
| P-511 | Student Questionnaires |
| P-524 | Sabrina's Law          |

**5.0 List All Policies to Refer to Board for Approval on September 26, 2016**

- |        |   |
|--------|---|
| P-209  | Agenda  |
| P-402  | Unauthorized Vehicles on Board Property         |
| P-405  | Smoking   |
| P-512  | Student Exchanges                               |
| P-519  | School Dismissal                                |
| P-538  | Food and Beverage                               |
| MG-538 | Food and Beverage                               |
| P-520  | Safe Schools System Expectations                |
| P-525  | Bullying Prevention and Intervention Strategies |
| P-535  | Progressive Discipline and School Safety        |

## 6.0 2016 Meeting Schedule

October 4  
November 1

## 7.0 Adjournment

*Moved: Aaron MacGregor      Second: Kim Figliomeni*

*That, the Board Policy Review Committee Meeting of September 6, 2016 adjourn at 7:14 p.m.*



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              INTERVIEWING STUDENTS    503

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<i>Board Approved:</i> _____	<i>Reviewed:</i> September 6, 2016	<i>Review by:</i> December 2021
October 18, 2011	September 26, 2011	<del>December 2016</del>
March 12, 1999	January 20, 2003	
	June 20, 2006	

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### ***POLICY***

The Superior-Greenstone District School Board acknowledges its responsibility to act in the best interests of a student in the absence of his/her parent(s) or guardian(s).

### ***DEFINITIONS***

***“In Loco Parentis”***– The legal doctrine under which an individual assumes parental rights, duties, and obligations without going through the formalities of legal adoption.

### ***PROCEDURES***

#### **1.0      Contacting Parent**

Before a student, who is a minor, is interviewed at the school by any outside authority (i.e. police), the prior consent of a parent or guardian must be sought.

#### **2.0      In Loco Parentis**

Where a parent or guardian cannot be contacted to obtain this consent, it should be insisted that the Principal, Vice-Principal or a teacher be present during the interview.

#### **3.0      Waived or Invoked**

Where a parent or guardian can be contacted but is unable to attend at the school, then No. 2.0 as above can be waived or invoked at the direction of the parent or guardian.

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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*Section*                      **SCHOOLS AND STUDENTS**

*Policy Name*              **SUSPECTED CHILD ABUSE**

**510**

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*Board Approved:* \_\_\_\_\_  
                                June 15, 2009  
                                March 12, 1999

*Reviewed:* September 6, 2016  
                                March 30, 2009  
                                April 2004

*Review by:* December 2021  
                                December 2014

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### ***POLICY***

The Superior-Greenstone District School Board is committed to the prevention of and protection against child abuse or neglect. The purpose of this policy is to ensure compliance with the mandatory reporting requirements under the Child and Family Services Act (CFSA) 1990 (as amended) to report suspected cases of child abuse involving students under the age of 16 years to the appropriate Children's Aid Society or Dilico Anishinabek Family Care.

### ***PROCEDURES***

#### **1.0      Duty to Report**

Every employee and any person, including those performing professional or official duties with respect to children, who has reasonable grounds to suspect that a child is in, or may be, in need of protection must report this information without delay to the appropriate Children's Aid Society or Dilico Anishinabek Family Care.

##### **1.1      Person Must Report Directly**

A person who has a duty to report a matter shall make the report directly to a Children's Aid Society or Dilico Anishinabek Family Care and shall not rely on any other person to report on his or her behalf.

A person who has additional reasonable grounds to suspect that child abuse or neglect may have occurred, or is likely to occur, shall make a further report even if he/she has made previous reports with respect to the same child.

##### **1.2      Individual Making Report**

The individual making the report shall inform the Principal immediately.

The duty of a person, including those performing professional or official duties with respect to children, to make a report overrides the provisions of any other provincial statute that would otherwise prohibit the professional or official from disclosing confidential or privileged information.

In all cases of suspected child abuse or neglect, persons making a report shall respect the privacy of all individuals involved and the confidentiality of all discussions and reports.

No action for making a report shall be instituted against a person who acts in accordance with the duty to report unless the person acts maliciously or without reasonable grounds for the suspicion.

A person performing professional or official duties with respect to children, who does not report the suspicion that a child is in need, or may be in need of protection based on

information obtained in the course of his/her professional/official duties, and is convicted of the offence, is liable to a fine.

**1.3 Responsibility to Report to Supervisory Officers**

1.3.1 The Principal shall inform the Superintendent of Education immediately.

1.3.2 The Superintendent of Education shall inform the Director immediately.

**1.4 Responsibility of the Board**

The Board shall ensure that opportunities exist to educate all students about their right to live without fear of physical, sexual and emotional abuse and neglect and will support disclosure of such abuse.

The Board will educate its employees, volunteers and parents about the issues of abuse and neglect and their duty to maintain safe and abuse-free learning environments.

Where abuse has been reported, the Superior-Greenstone District School Board will cooperate fully with the investigating agency.

**Reference Documents**

Child and Family Services Act, (Section 72) 1990  
Student Protection Act, 2002  
Education Act, Regulation 298

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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*Section*                      **SCHOOLS AND STUDENTS**

*Policy Name*              **STUDENT QUESTIONNAIRES** **511**

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<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
_____	September 6, 2016	December 2021
October 18, 2011	September 26, 2011	<del>December 2016</del>
March 12, 1999	April 25, 2006	

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### ***POLICY***

The Superior-Greenstone District School Board will permit the administering of questionnaires or surveys to students in its schools provided its established criteria are met.

### ***PROCEDURES***

#### **1.0      Prior Approval**

The Board requires that any questionnaire or survey to students in schools under its jurisdiction must receive prior approval of the school's Principal.

#### **2.0      Purpose and Source**

Any questionnaire or survey must clearly state its purpose and its source, identifying the agency or individual conducting the inquiry.

#### **3.0      Use of Information**

The use that the information thus gathered will be put to must be clearly specified.

#### **4.0      Student Identification**

No questionnaire or survey may require that a student identify himself/herself other than in broad terms (i.e. grade level, sex, age, etc.)

#### **5.0      Advance Copy**

Where an external agency is requesting permission to conduct a survey or issue a questionnaire, a copy must be provided in advance to the school Principal and the appropriate Supervisory Officer.

#### **6.0      Approvals for External Agencies**

External agencies requesting permission to administer questionnaires or conduct surveys must have approval of a Supervisory Officer as well as the school Principal.

#### **7.0      Voluntary Involvement**

Unless otherwise directed by a senior administrator, involvement in the administering of questionnaires or surveys is voluntary on the part of teachers and students.

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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**Section**               SCHOOLS & STUDENTS

**Policy Name**       SABRINA'S LAW – (ANAPHYLAXIS)

524

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**Board Approved:** \_\_\_\_\_  
October 26, 2009  
November 17, 2009

**Reviewed:** September 6, 2016  
June 10, 2009

**Review by:** December 2021  
~~December 2014~~

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### ***POLICY***

The Superior-Greenstone District School Board is committed to providing and maintaining a healthy and safe environment for all students and staff. In particular, this includes all those who may be susceptible to anaphylaxis.

The Board will work together with parents/guardians, health care professionals and school staffs to reduce the risk of the occurrence of a life-threatening allergic reaction while students are in the care of the school.

This policy is established in accordance with the criteria outlined in *Sabrina's Law – An Act to Protect Anaphylactic Pupils*.

### **DEFINITIONS**

***“anaphylaxis”*** the term used to describe a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock

### **PROCEDURE**

Every school principal will establish a school anaphylactic plan which includes procedures for the following:

- The development and maintenance of strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.
- General communication plans for the dissemination of information on life-threatening allergies to parents, students and staff of the school.
- Specific communication plans to communicate relevant information concerning type of allergy, monitoring and avoidance strategies and appropriate treatment to all persons who may supervise students who have been identified as anaphylactic students.
- Annual training for all staff, and where applicable, for volunteers on dealing with life threatening allergies.
- An emergency procedure plan for each identified anaphylactic student.
- A system that ensures that a comprehensive and current file that contains relevant treatment and other information is kept on each identified anaphylactic student.
- A system that maintains a current emergency contact list for each identified anaphylactic student.

- Storage for additional epinephrine auto injectors.
- Registration procedures that require that parents supply information on life-threatening allergies.

Every school principal shall:

- Ensure that the necessary Forms related to medical/health issues are completed and updated annually.

The Individual Plan shall include:

- Details informing school staff and others who are in direct contact with the student on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- A readily accessible emergency procedure for the student, including emergency contact information.
- Storage for epinephrine auto-injectors, where necessary.

Reference

*An Act to Protect Anaphylactic Pupils: Sabrina's Law, 2005, S.O. c.7*

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	RECRUITMENT, SELECTION & HIRING <i>Management Guideline Applies</i>	704
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
March 22, 2011	September 6, 2016	December 2021
March 12, 1999	February 28, 2011	<del>December 2016</del>
	February 20, 2007	

### ***POLICY***

It is the policy of the Superior-Greenstone District School Board to follow fair and equitable recruitment, selection and hiring practices.

### ***PROCEDURES***

#### **1.0 Employment Equity**

The procedures and practices relating to recruitment, selection and hiring shall reflect the Board's commitment to Employment Equity.

#### **2.0 Openness**

Full and open communication of the Board's recruitment, selection and hiring procedures for all employees and applicants is to be followed.

#### **3.0 Applicant Pool**

The Board shall endeavour to take full advantage of a broad spectrum of human resources by attempting to attract and give equal consideration to, qualified applicants from all sources.

#### **4.0 Guidelines**

The Board shall establish and use clear guidelines for those involved in the selection process that will strive to eliminate systemic discrimination.

#### **5.0 Best Candidate**

The Board's goal in recruitment shall be to select the candidate whose skills most closely match the requirements of the job.

#### **6.0 Regulation**

The Board shall make every effort to meet all legal and legislative requirements involved in hiring.

#### **7.0 Consistency**

The Board shall strive to achieve consistency throughout its operations in the treatment of applicants through a Staff Recruitment Management Guideline.

## **8.0 Criteria**

The Board shall demand that selection decisions are based in every case on measurable criteria that are laid out in advance of the process by the hiring team.

## **9.0 Handbook**

The Board shall direct that the Management Guideline dealing with staff recruitment be the accepted vehicle to achieve implementation of this policy.



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
March 22, 2011 February 20, 2007	September 6, 2016 February 28-2011	December 2021 <del>December 2016</del>

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### ***HANDBOOK***

See attached as parts:

- 1.0    [Advertising](#)
  - 2.0    [Formation of Selection Committee](#)
  - 3.0    [Short List](#)
  - 4.0    [The Interview](#)
  - 5.0    [Notification to Successful and Unsuccessful Candidates](#)
- [Appendix A](#): Reference Check Form
- [Appendix B](#): Short List Template
- [Appendix C](#): Board Timed Interview Template

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704
<hr/>		
<i>Board Approved:</i>	<i>Reviewed: September 27, 2010</i>	<i>Review Before: December 2015</i>
	May 9, 2000	

### ***RATIONALE***

The Superior-Greenstone District School Board is an equal opportunity employer who will:

- Select the best candidate for the job;
- Establish clear, consistent, guidelines in the selection process;
- Ensure that a potential employee related to an existing employee, or a member of the Board, is neither prejudiced against, nor favoured in the hiring process;
- Collect all information requested under the *Freedom of Information and Protection and Privacy Act*

### ***1.0 Advertising***

- 1.1 All advertisements and postings for vacant positions will invite applications to be directed to the ~~Co-ordinator of Human Resource Services~~, **Human Resources Administrator** unless determined otherwise.
- 1.2 The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will receive all notices of job vacancies.
- 1.3 Once notified of a job vacancy, the ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will update the advertising template in consultation with the Supervisor responsible for the vacant position.
- 1.4. All job vacancies shall clearly state:
  - a due date for application
  - a smoke-free work place
  - an equal opportunity employer

### ***2.0 Postings***

- 2.1 The job vacancy will be posted as required by collective agreements
- 2.2 The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will make available to interested candidates an updated job description upon request.

### **3.0 Applications**

- 3.1 All valid applications must be received, in the board office, by ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**, on or before the due date. As determined by ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**, some applications may be directed to the appropriate supervisor.

### **4.0 Formation of Selection Committee**

Purpose: The Selection Committee will be responsible for the selection process, from the establishment of the Selection criteria through to the selection and recommendation to the Board of the successful candidate.

The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will be responsible for establishing the Selection Committee in consultation with the immediate supervisor.

The Selection Committee should consist of at least three (3) members and should include:

- the immediate supervisor, or designate, of the position being filled;
- an administrator from the Board who is not in the same work location as the opening.

All Selection Committees shall have male and female representation, when possible.

Once applications are received, should a declared conflict of interest be evident, an alternate member will replace the member in conflict until the conflict no longer exists.

### **5.0 Short List**

Purpose: The Selection Committee shall ensure all applications are processed in a fair and consistent manner and ensure that those interviewed meet the minimum required qualifications for the position.

Only applicants to be considered for the interview process will be acknowledged by the ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**.

The Selection Committee will screen all applications based on the process developed by the Human Resources Department.

The same screening criteria and forms will be used for all applications.

The Selection Committee shall obtain a list of names and addresses for references and qualifications checks and a signed consent from the short listed candidates to contact those individuals and institutions listed. Reference checks for all short listed candidates shall be carried out by the Human Resources Department, or designate, at a time decided upon by the selection committee ([Appendix A](#)).

All forms and documentation used during the initial screening process will be filed with the resume, for three (3) months, and held by the Chair of the Selection Committee.

If, after initial screening, it is determined that no candidate meets the minimum requirements, the position will be re-advertised.

The individual conducting reference checks will refer to a list of questions or information that can be asked under the Human Rights legislation to avoid any legal problems (Appendix A).

## **6.0     *The Interview***

The Chair of the Selection committee should be the immediate supervisor for the vacant position.

The Chair, along with the members of the Selection Committee, shall develop criteria for short-listing candidates based on a standard job description and a standard short-listing template.

Once the short list has been established, the Selection Committee will create a set of interview questions with possible answers, based on, but not limited to, the board bank of interview questions. Following interviews, all questions will be filed with the Human Resources Department.

All jobs should have an appropriate standard practical assignment, developed from the Board pool, given as part of the selection process. Practical assignments will be filed with the Human Resources Department.

The selection criteria shall:

- be measurable;
- be documented;
- meet all legal requirements;
- be used consistently for all candidates;
- be valid, genuine, and reasonable for job requirements.

Each interview will have a preamble written by the chair based on the board timed interview template ([Appendix C](#)).

All candidates for positions of support staff and teaching staff will be given the opportunity to have a copy the questions given to them in written form at the beginning of the interview. Copies are returned at the end of the interview.

In all interviews, candidates will be provided with pen and paper.

All candidates will be asked the same questions and complete the same standard, practical assignments, if applicable.

The practical assignment will be conducted after the interview and will be the same for all candidates.

## **7.0     *Notification to Successful and Unsuccessful Candidates***

1.     The chair of the selection committee will notify the successful candidate.
2.     The candidate will be asked to provide evidence of a recent criminal Reference Check.
3.     The unsuccessful short-listed candidates will be notified by telephone by the Chair, (or designate) of the selection committee that the position has been filled.
4.     The chair will be responsible for the recommendation in writing to the ~~Co-ordinator of Human Resource Services~~ Human Resources Administrator by way of the "Recommendation for Appointment" form.

## Superior-Greystone District School Board

## REFERENCE CHECK FORM

For the position of: \_\_\_\_\_

Person Contacted: \_\_\_\_\_

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

Position held while in your employ: \_\_\_\_\_

Dates of employment: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Attribute	-1	0	+1	Comments
Knowledge and skill in position	-	-	-	_____
Planning and organizational skills	-	-	-	_____
Ability to work with the public	-	-	-	_____
Ability to work with those in authority	-	-	-	_____
Co-workers	-	-	-	_____
Students	-	-	-	_____
Dependability including punctuality and attendance	-	-	-	_____
Initiative	-	-	-	_____
Respect for confidentiality	-	-	-	_____
Leadership potential	-	-	-	_____
Teaching ability or skill level	-	-	-	_____
_____	-	-	-	_____
_____	-	-	-	_____
_____	-	-	-	_____

Would you hire this person for this position? ☐ Yes ☐ NoDid you know your name was given as a reference for this candidate? ☐ Yes ☐ No

Date of Call: \_\_\_\_\_

Phone Number Called: \_\_\_\_\_

Time of Call: \_\_\_\_\_ ☐ a.m. ☐ p.m.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

## Superior-Greenstone District School Board

## REFERENCE CHECK FORM

Applicant Name	
Position Applied For	
Reference Name/Position	
Company Name	
Telephone Number	

Were/are you the candidate's immediate supervisor?

☐ - YES ☐ NO ☐ Other (pls. describe) \_\_\_\_\_

\_\_\_\_\_ indicates that he/she held the position of \_\_\_\_\_ from the period of \_\_\_\_\_ to \_\_\_\_\_ present \_\_\_\_\_ with the following duties (describe duties):

Can you confirm this information? ☐ - YES ☐ NO Comments: \_\_\_\_\_

Given the criteria "Excellent, Good, Average, Poor". please rate and comment on the following:						
	Excellent	Good	Average	Poor	N/A	Comments/Examples
Quality of Work (compared to others doing a similar job)						
Quantity of work (compared to others doing a similar job)						
Written Comm. Skills						
Verbal Comm. Skills						
Capacity to learn						
Dependability						
Flexibility						
Attendance						

With regards to supervision, would you say that (name) requires:		
<input type="checkbox"/> - minimal supervision	<input type="checkbox"/> usual for the job	<input type="checkbox"/> closer supervision in some areas?
Comments:		

How is (name) good at taking direction?
Comments:

<b>What would you consider to be (name) strengths:</b>
Comments:

<b>How would you rate (name) ability to manage his/her time and workload?</b>		
<input type="checkbox"/> - excellent	<input type="checkbox"/> good	<input type="checkbox"/> poor
Comments:		

<b>What was (name) like in a team? How did he/she get along with other team members?</b>
Comments:

<b>How does (name) deal with conflict? Would you say he/she:</b>
A) <input type="checkbox"/> Problem solves to find a mutually beneficial solution B) <input type="checkbox"/> Avoids conflict C) <input type="checkbox"/> Forces others in an effort to win D) <input type="checkbox"/> Yields to others E) <input type="checkbox"/> Compromises to middle ground
Comments:

<b>Was there any area (s) where you felt (name) needed improvement?</b>
Comments:

<b>Would you rehire? <input type="checkbox"/> - Yes <input type="checkbox"/> No</b>
Comments:

<b>Are there any other comments you would like to make?</b>
Comments:

<b>Person requesting the Reference:</b>	
<b>Signature</b>	
<b>Title</b>	
<b>Date</b>	



**Superior-Greenstone District School Board**

**REFERENCE CHECK FORM FOR TEACHERS**

<b>Applicant Name</b>	
<b>Position Applied For</b>	
<b>Reference Name/Position</b>	
<b>Company Name</b>	
<b>Telephone Number</b>	

**Were/are you the candidate's immediate supervisor?**

☐ - YES ☐ NO ☐ Other (pls. describe) \_\_\_\_\_

\_\_\_\_\_ indicates that he/she held the position of \_\_\_\_\_ from the period of \_\_\_\_\_ to \_\_\_\_\_ with the following duties (describe duties):

**Can you confirm this information?** ☐ - YES ☐ NO Comments: \_\_\_\_\_

<b>Given the criteria "Excellent, Good, Average, Poor". please rate and comment on the following:</b>						
	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>N/A</b>	<b>Comments/Examples</b>
<b>Quality of Work (compared to others doing a similar job)</b>						
<b>Quantity of work (compared to others doing a similar job)</b>						
<b>Written Comm. Skills</b>						
<b>Verbal Comm. Skills</b>						
<b>Capacity to learn</b>						
<b>Dependability</b>						
<b>Flexibility</b>						
<b>Attendance</b>						

<b>With regards to supervision, would you say that (name) requires:</b>		
<input type="checkbox"/> - minimal supervision	<input type="checkbox"/> usual for the job	<input type="checkbox"/> closer supervision in some areas?
<b>Comments:</b>		

<b>How is (name) good at taking direction?</b>
<b>Comments:</b>

<b>What would you consider to be (name) strengths:</b>
Comments:

<b>How would you rate (name) ability to manage his/her time and workload?</b>		
<input type="checkbox"/> - excellent	<input type="checkbox"/> good	<input type="checkbox"/> poor
Comments:		

<b>What was (name) like in a team? How did he/she get along with other team members?</b>
Comments:

<b>How does (name) deal with conflict? Would you say he/she:</b>
A) <input type="checkbox"/> Problem solves to find a mutually beneficial solution B) <input type="checkbox"/> Avoids conflict C) <input type="checkbox"/> Forces others in an effort to win D) <input type="checkbox"/> Yields to others E) <input type="checkbox"/> Compromises to middle ground
Comments:

<b>Was there any area (s) where you felt (name) needed improvement?</b>
Comments:

<b>On a scale of 1-10 (1 being poor-10 being fantastic) how would you rate (name) ability in the following areas? Please elaborate</b>
Classroom Management:
Assessment of student learning:
Curricular/lesson planning for curricular needs:

<b>Why did (name) leave their last position with you?</b>
Comments:

<b>Would you rehire? <input type="checkbox"/> - Yes <input type="checkbox"/> No</b>
<b>Comments:</b>

<b>Are there any other comments you would like to make?</b>
<b>Comments:</b>

<b>Person requesting the Reference:</b>	
<b>Signature</b>	
<b>Title</b>	
<b>Date</b>	

## Short List Template

Point Count Explanation

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Resume:	0	poor resume - spelling or no covering letter, not typed, etc.
	1	adequate resume - all components, no spelling errors
	2	good resume - all components, no spelling errors, well laid out
	3	excellent resume - all of the above plus excellent presentation
Experience: 0		no experience
	1	some experience
	2	meets/exceeds criteria
Education:		Define criteria based on advertisement, i.e.: post secondary education preferred.
	0	no high school diploma
	1	minimum high school diploma
	2	some post secondary education
	3	completed post secondary education
	4	post graduate work
Skills:		Define skills required based on advertisement requirements, i.e.: computer.
Computer Skills:	0	no computer skills
	1	word processing experience
	2	word processing experience in a windows environment plus spreadsheet or database
	3	extensive computer skills
Advertisement:	0	did not apply in duplicate
	1	applied in duplicate
References: 0		no references
	1	at least two references
	2	at least two references plus written authorization

## Applications for the position of

[illegible]

Short List Template

Applications for the position of \_\_\_\_\_

#	INCUMBENT					TOTAL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

**APPENDIX C**  
**Board Timed Interview Template**

(Name of School)

(Position Title) Interview - (Date)

**PREAMBLE BY: (Chair's Name)**

(Candidate's Name)

- 1.0 Introduce the candidate to the interview panel. Clarify position and school for which they are being interviewed.
- 2.0 You will have a maximum of \_\_\_\_ minutes for the formal portion of this interview.
- 3.0 There are a series of prepared questions - \_\_\_\_ in all -, which are the same for all candidates. Members will be recording your answers for later reference.
- 4.0 You are working within a time limit. It is important to keep this time limit in mind as you answer the questions.
- 5.0 At the conclusion of the formal questions, you will have an opportunity for a brief (maximum of two minutes) summary or closing statement if you wish.
- 6.0 The formal portion of this interview will now begin and will conclude at \_\_\_\_\_ whether or not all questions have been answered.

**CONCLUSION BY: (Chair's Name)**

(Candidate's Name)

- a) The formal questions are now concluded.
- b) You have an opportunity to make a brief summary statement to a maximum of two minutes, after which you will be provided with details regarding the selection process, etc.
- c) Position → Permanent \_\_\_\_\_ temporary \_\_\_\_\_ ?  
→ Effective \_\_\_\_\_
- d) Process → Decision \_\_\_\_\_  
→ Recommendation to the Board on \_\_\_\_\_

## ***Superior-Greenstone District School Board***

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*Section* FACILITIES & GROUNDS

*Policy Name* LOANING OF EQUIPMENT

408

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*Board Approved:* \_\_\_\_\_  
June 16, 2009  
March 12, 1999

*Reviewed:* June 10, 2009  
March 30, 2009

*Review by:* December 2021  
~~December 2014~~

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### ***POLICY***

It is the policy of the Superior-Greenstone District School Board to authorize the loan, on a short-term basis, of school equipment for use off school premises only under specific circumstance and with proper records and monitoring.

### ***PROCEDURES***

#### **1.0 Authority**

The Principal of each school is the only local employee authorized to loan equipment.

Should the Principal feel at any time that the loaning of equipment is not in the best interests of the school, students or the Board, the Principal has the authority to refuse the request.

#### **2.0 Types of Loans**

##### **2.1 Inter-School**

The sharing of equipment between local schools within the Board in a community is to be encouraged, especially in instances where one unit may serve the needs of more than one school.

##### **2.2 "Community" Loans**

Equipment may be loaned to community organizations when its use is for an educational or otherwise beneficial community purpose, as determined by the Principal.

#### **3.0 Responsibility of Borrower**

In all cases, the borrower signing for the loan must assume full responsibility for repair or replacement in the event of damage or loss.

A responsible adult must sign for equipment.



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	USE OF SCHOOL BUILDINGS AND EQUIPMENT <i>Management Guideline Applies</i>	409
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By 2021</i>
May 18, 2010	October 4, 2016 <sup>*</sup>	May 17, 2010
June 25, 1999	April 25, 2006	<del>December 2015</del>

### ***POLICY***

It is the intent of the Superior-Greenstone District School Board to make available to the community, the School Board's buildings, facilities and grounds provided such use does not conflict with school programs and is economically feasible.

The Board's initial obligation is to the pupils of the Superior-Greenstone District School Board, hence in the event of possible conflicts with use, the policy of the Board will be to provide facilities for pupils, not non-school groups. This is not withstanding that the principal will attempt to schedule events as to avoid conflicts with usage.

For the various members of the community who wish to engage in the Facility Partnerships Program (Joint Facilities Agreement) or Community Use of Schools Program (before and after school hours use) the board will provide fair and equitable access to available buildings, facilities and grounds.

The Board will recover costs incurred by these programs and in due regard enforce its rules and regulations as outlined in the Board's Policies and Management Guidelines (~~408 and 409~~).

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	FACILITIES & GROUNDS	
<i>Management Guideline</i>	USE OF SCHOOL BUILDINGS AND EQUIPMENT	
<i>Applicable Policy</i>	USE OF SCHOOL BUILDINGS & EQUIPMENT	409
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
May 18, 2010	October 4, 2016	December 2021
June 25, 1999	May 17, 2010	December 2015
	April 25, 2006	

### ***1.0 General Guidelines for External Facility and Grounds Use – Community Use of Schools Program:***

- 1.1 All Board facility use must comply with the applicable Board policies which are subject to change from time to time and said changes are to be considered as part of any Facility User Agreement upon passing of the policy by Board vote.
- 1.2 Student, school and board events shall take priority over any External User Group activities.
- 1.3 Any facility use during school hours is outside the scope of the Community Use of Schools program.
- 1.4 All after-hour held events must be made online using the Board's facility use permitting system which can be accessed going to the Board's website at [www.sgdsb.on.ca](http://www.sgdsb.on.ca) – *Community Use of Schools Program*.
- 1.5 Permit requestor will be required to carry insurance as determined by the Board, based on the nature of the activity and other factors which must be provided at time of permit application. Permit holder must match the name of the insured on liability insurance certificate.
- 1.6 Facility use request must be received at least fifteen (15) school operating days prior to the first event date listed on the permit.
- 1.7 School use by user groups as defined in section 2.0 and 3.0, before, during and after school hours is to be contingent upon direct permission of the Principal of that school or designate.
- 1.8 Community Use of Schools program approved permits are non-transferrable.
- 1.9 All after-hour facility use will be charged in accordance with section 4.0 – After-hour Fee Schedule.
- 1.10 The Board will not permit the use of the technical shop areas and equipment therein for other than instructional lessons in day or night school classes, or the repair and maintenance of Board owned equipment by Board maintenance staff, whenever

necessary. Subject to approval by the Director or designate, use of shops shall only be permitted via a locally based college or the school itself.

Determination of which areas constitute technical shop areas lies with the Board and includes, but is not limited to woodworking, automotive, electronics, computers, broad-based technology, communications and small engines. Kitchen and Family Studies facility use may be granted with consideration for the qualifications of the instructor.

- 1.11 It is not the intent of the Board to compete with any commercial enterprise within the community.
- 1.12 A ban on the use or possession of illegal drugs, alcohol and tobacco is in effect for all Board facilities and grounds.
- 1.13 Site-specific guidelines for use of a site as provided by a School Principal are to be fully complied with by all user groups, and failure to do so may result in cancellation of access.
- 1.14 Organizations that may have a member(s) disregard the ~~ruling~~ rules are expected to take associated disciplinary action that will also be reported to the principal, designate, and the Board.
- 1.15 Depending on severity of misconduct by any user group, the principal, designate, or Board reserves the right to cancel a facility use at any time without notification.
- 1.16 As a general rule, Community Use of Schools (CUS) after-hour facility use is made available from mid-September to mid-June, Monday through Friday from 6:00pm until 9:00pm in elementary schools and from 6:00pm until 10:00pm in secondary schools, including Professional Activity (PA) days.

Permitting on all other occasions – weekday use from 4pm to 6pm, weekends, school breaks (Christmas, Spring, or Summer), statutory holidays, June 15<sup>th</sup> to 30<sup>th</sup>, and September 1<sup>st</sup> to 15<sup>th</sup> -- may be given special consideration assessing school staff availability, additional facility operating costs and scheduled maintenance projects.

CUS permitting application deadlines for special consideration are:

Summer Break:	April 30th
Christmas Break:	October 31st
March Break:	February 1st

- 1.17 After-hour external permits are valid for the current school year only and must be applied for on a yearly basis. Permit requests from community user groups will be accepted starting August 15th of each school year until end of May the following school year.

- 1.18 User Groups must be able to provide an electronic or hard copy proof of an approved facility use permit with each time of school use, when asked. Verbal or generic email reservations or guarantees of space will not be accepted.
- 1.19 Other than volleyball standards and basketball nets, school equipment rental requests of any kind must be made directly and separately with the school as per Board policy 408 – Loaning of Equipment and approved by the principal.

User groups must be able to provide proof of written equipment rental approval, when asked.

- 1.20 User group food, drink, electronic or equipment or any other type of material to be brought into the school for the duration of the permit must be listed on permit request. Items must comply with Ministry of Health, Board and local school Health and Safety, Fire Safety, and Allergen regulations.
- 1.21 No storage of equipment on school site unless otherwise arranged and approved by principal.
- 1.22 User groups to advise of change in their use of the school facilities using the Boards' online permitting system with at least three school operating days' notice prior to event date, for example, but not limited to e.g. time of use, food requirements, extra participants, entire permit cancellation, single event cancellation, etc.

For any last minute changes to permits user group required to notify the school via telephone in addition to using the Board's online permitting system. School listing and telephone numbers can be accessed on the Boards' website.

- 1.23 If a user group fails to honor their booking(s) without giving prior notice, the following actions will be taken:

1st no show: will result in a notification via online permitting system to permit holder,

2nd no show: the user group will be billed for the duration of the entire booked event as outlined in Fee Schedule 3.0;

3rd no show: the user group will be billed for the duration of the entire booked event as outlined in Fee Schedule 3.0;

4th no show: the user group will lose their privilege to use facility for a specified period of time as determined by the Board or designate.

- 1.24 External permits shall be cancelled by the school or Board without further notice if school requires space for internal school/Board use. Notwithstanding that schools will make every effort of avoiding conflict with already approved after-hour community use events.
- 1.25 For cancellations due to inclement weather or building problems, user groups are to check the Board's website or listen to the radio regarding cancellation notifications.

- 1.26 User groups to provide proof of arranged supervision during an event that is acceptable to the Board. As a minimum, users must have a responsible individual 18 years of age or older in attendance at all times during use of a facility.
- 1.27 Youth group members (under 18 years of age) shall be under adult supervision at all times when entering, attending and leaving Board property.
- 1.28 Participants are not to enter premises before event supervisor arrives and supervisor required to be last person to leave.
- 1.29 When requesting more than one space on the permit, user group must appoint an event supervisor for each space listed on permit if used simultaneously.
- 1.30 Organizational Permit Holder is responsible to ensure group supervisor has carried out a risk assessment to ensure adequate provisions are in place to have user group members evacuate premises safely in case of emergency.  
  
In addition, supervisor must have procedures in place to administer first aid with own first aid materials and have readily available own communication devices to contact emergency services.
- 1.31 It is the Supervisor's responsibility to report all injury incidents to the onsite school board representative before leaving premises and fill out required Board Injury Incident Reporting Form 1.
- 1.32 Supervisor must be able to identify themselves to on-site Board staff with valid photo identification and must inspect facilities prior to use and at end of event and bring any concerns or issues or user group critical injuries to the attention of the on-site Board staff.
- 1.33 It is the responsibility of the event supervisor to ensure that participants remain within the approved facilities on the permit and only use equipment as approved by the principal.
- 1.34 Event supervisor to ensure that group participants arrive and leave the school facilities within the start and end time listed on the permit.
- 1.35 In regulations with the Boards' security protocols, user group required to have a representative at the school entrance to control entrance of participants from their group at all times.
- 1.36 Propping of doors is not allowed.
- 1.37 User group responsible for own set-up, including tables and chairs, and proper disposal of their own garbage and recyclables from the approved area(s) of use prior to vacating the school facilities at the end of each time of use.
- 1.38 It is the user groups' responsibility to provide own wildlife-proof waste containers, and arrange for proper garbage disposal when using field space.

- 1.39 Access to school water, phone, washrooms and electricity not available when only outside field/premises are booked.
- 1.40 Wearing of clean, dry and non-marking running shoes by all user group participants accessing the gymnasium(s) and hallways and other spaces for physical activities at all school facilities is required.
- 1.41 A Board custodian or staff member familiar with Board emergency and school building procedures must open and close the building, remain on site for the duration of all after-hour permits and ensure the security of the facility prior to leaving in accordance with school's procedures.
- 1.42 Any work efforts by Board staff other than opening and closing the school, i.e. accommodate extended permit timelines, help with set-up or take-down, having to engage in significant extra cleanup to restore facility or grounds to same condition as received, etc., will be noted on the permit and billed to the user group as outlined in Fee Schedule 3.0.
- 1.43 Only qualified SGDSB personnel may adjust mechanical equipment such as, but not limited to, thermostat, fans, folding partition doors, basketball winches and bleachers.
- 1.44 Total number of admissions sold to any event must not exceed fire regulation, room occupancy, or seating capacity load.
- 1.45 Parking is allowed on school property in designated area(s) and not on fields or lawns. At no time can fire routes and driveways be blocked.
- 1.46 No alterations, application of powder, wax, tape, or any other preparations to the floors, walls, ceilings or grounds unless approved by principal of school.
- 1.47 Questions or clarifications related to best practices, regarding use of schools by user groups using space before and after school, are to be brought forward to the custodian, or staff member on site, who will bring them forward to the principal of school the next business day.
- 1.48 The Board or its designates shall submit a Community Use of Schools report(s) to the Ministry of Education as per requirements outlined by the Ministry.

## **2.0 External Groups**

External groups are all those groups that are not directly associated with Board operations. The fee structure for the various types of external users will be as follows:

**TYPE A:** Elected representatives and bonafide employees of the municipalities within the District, when conducting such activity clearly identified as municipal business (eg. Municipal, Board Union/Federation business meetings). Fees charged are subject to review and limitation by the Board (see (d)).

- See Fee Schedule 5.0
- Recognized additional costs to be recovered

**TYPE B:** Organizations (national, regional or local) which provide general, social, physical, and training community service for youth groups Fees charged by organizations to youth are subject to review and limitation by the Board (see (d)).

- See Fee Schedule 5.0
- Recognized additional costs to be recovered

**TYPE C:** Groups of individuals organized for the benefit and well-being of the community and who are promoting physical fitness, cultural enrichment, or other type of general community activities. These groups may be informal and temporary organizations open to interested members of the public, but who satisfy the Board as being responsible and capable of supervising themselves (eg. athletic and amateur sports groups (including staff groups), birthday/baby/bridal parties (including staff groups), crafts, book clubs, local community theatre, dance or musical productions, charitable events, meetings, etc). Fees charged by organizations to participants are subject to review and limitation by the Board (see (d)).

- See Fee Schedule 5.0
- Recognized additional costs to be recovered

**TYPE D:** Commercial/Business/Private profit-making organizations, , or user groups charging excessive, commercial type of fees to participants (see (b) and (c) above), or user groups providing limited community services and participation because of:

- specific talent requirements
  - specific interests
  - fee requirement
  - limited enrolment
  - political affiliations
  - age requirements
- See Fee Schedule 5.0
  - Recognized additional cost to be recovered

**TYPE E:** Other groups that do not fit any previously mentioned category: To be determined by the Principal in consultation with the Manager of Plant Services.

### **3.0 After-hour Fee Schedule – reviewed annually**

Hourly Rate	Classroom	Speciality Room/Area Music, Family Studies, Art, Seminar, Hallways, Library, Field, Track, Parking Lot	Single Gym, Auditorium Includes stage and change room use as long as listed on permit	Double Gym Includes stage and change room use as long as listed on permit
<b>Internal Groups:</b> For definition see policy 409 – section 3.0 There are no charges for Principal or Board approved school or staff events.				
<b>Facility Use Charge:</b>	\$0.00	\$0.00	\$0.00	\$0.00

<b>External Groups:</b> For group definitions see policy 409 – section 4.0								
<b>Facility Use Charge:</b>	Regular	Subsidized	Regular	Subsidized	Regular	Subsidized	Regular	Subsidized
<b>Type A</b> (municipal)	\$10.00	\$0.00	\$20.00	\$0.00	\$40.00	\$0.00	\$75.00	\$0.00
<b>Type B</b> (youth)	\$10.00	\$0.00	\$20.00	\$0.00	\$40.00	\$0.00	\$75.00	\$0.00
<b>Type C</b> (non profit)	\$10.00	\$0.00	\$20.00	\$0.00	\$40.00	\$0.00	\$75.00	\$0.00
<b>Type D</b> (commercial)	\$20.00	\$20.00	\$40.00	\$40.00	\$100.00	\$100.00	\$150.00	\$150.00
<b>Type E</b> (other)	tba		tba		tba		tba	

tba = subject to review and cost determination by Board Administration or designate.

Family Study, Music Room, and Cafeteria room use requires direct principal approval.

All equipment rental is at the sole discretion of the principal and must be arranged with the school directly. Where applicable, individual(s) must be TSSA (Technical Standards & Safety Authority) certified when bringing in own equipment.

Final user group type placement is at the discretion of principal or designate.

<b>Hourly Custodial Charge:</b>	Hourly custodial rate is charged as per collective union agreement. A Board employee familiar with emergency and security procedures must be on site for all after-hour facility use activities. Responsibilities include opening and closing procedures, security monitoring of premises, turning on lights, and providing access to equipment rental as approved by principal. Any additional custodial requests are subject to an hourly rate as determined by Plant Services.
<b>Per Permit Administration Fee</b>	No charge. Subject to change.
<b>Permit Termination / Cancellation Fee</b>	User group able to cancel permit online using permitting system at no charge if cancelled three (3) school operating days prior to first scheduled event. All other cancellations subject to a \$25.00 administration fee plus custodial cost (as applicable). All costs levied on the user group.

<b>Permit Alteration Fee</b>	No charge if made three (3) school operating days prior to first scheduled event. All other cancellations subject to a \$25.00 administration fee plus custodial cost (as applicable). All costs levied on the user group.
<b>No Show Fee</b>	3 <sup>rd</sup> No show: a \$25.00 administration fee plus applicable custodial cost will be levied on the user group.
<b>False 911 or Fire Alarm charges</b>	Will be levied on the user group. Current charge \$75.00 which is subject to change without further notice.

Recognized additional costs may include heat, light, power, cleaning, supervising staff, set up and any other identifiable costs incurred by the Board.



#### **4.0     *Internal Groups and Permitting***

- 4.1     Internal Groups are defined as those that are conducting student or school or Board activities-normally associated with either the school or the School Board and supervised by a School or School Board representative (eg. school council, co-curricular and extra-curricular activities, theatre performances, school fund raisers, staff and student programs, coterminous Boards' Physical Education programs.
- 4.2     Approval of internal before and after-hour school use must, in all cases, be ratified by the school principal or a School Board Administrator
- 4.3     There will be no rental fee; however, the Board may request that recognized additional costs be recovered from the internal users.
- 4.4     Extra custodial hours must be approved in collaboration with Plant Services.
- 4.5     Principals or local staff designate, shall record all known after-hour school business related events for the subsequent new school year by no later than June 15th of each year using the Board's online permitting system.
- 4.6     Any other after-hour events, as they may occur throughout the school year, are to be recorded by principal or local school staff designate, with as much notice as possible and using the Board's online permitting system. Notwithstanding that, schools will make every effort of avoiding conflict with already approved after-hour community use events.

#### **5.0     *Joint Facility Partnerships***

- 5.1     The Board will seek opportunities to share facilities with community partners when building new schools and undertaking significant renovations, and when considering the use of unoccupied space in schools. The Board will attempt to expand the number of partnerships in a way that is transparent, sustainable and supportive of student achievement.
- 5.2     The development of Joint Facility Use Agreements is to be undertaken where long-term sharing of facilities occurs. All such agreements will be referred to the Director for approval.

- 5.3 All Joint Facility User Partnerships shall meet the following requirements:
- Health and safety of students must be protected.
  - Partnerships must be appropriate for the school setting.
  - Partnerships must not compromise the Board's student achievement strategy.
  - Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded, are not eligible partners.
- 5.4 A notification list of potential partners will be maintained by the Director or designate consisting at a minimum of the applicable entities listed in Ontario Regulation 444/98. If childcare operators and government-funded agencies request it, they will be added to the notification list. Other eligible agencies may be added to the notification list by the Director or designate.
- 5.5 Information on space available to partners will be posted on the Board's website and the information will be updated on an annual, or more frequent, basis. Entities on the notification list will be notified when information is updated.
- 5.6 A public meeting will be held once per year in a community of the Board to discuss potential facility partnerships and to receive information on the needs of the communities within the Board. Details on the time and location of the meeting will be provided to the entities on the notification list and posted on the board's website at least 30 days in advance of the meeting.
- 5.7 When the Board is considering building a new school or undertaking a significant addition or renovation, it will notify the entities on the notification list 1 to 3 years prior to the potential construction start date. The Board will provide as much information as possible about its plans and the site to support potential partners in determining the project's suitability for their purposes.
- 5.8 Notwithstanding the above, where suitable partners cannot be found or where the Board considers it to be in its best interest, surplus space may be sold or leased in accordance with Ontario Regulation 444/98 as amended. Board Policy 802, School Viability & Closure governs the study of schools for potential closure.
- 5.9 Where suitable partnerships do emerge, the rent and/or fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the Board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners.
- 5.10 Short-term rental requests not itemized in the Facility Partnership Agreement, must be input by the Facility Partner using the Board's online permitting system.

Any costs incurred with the short-term rental will be billed as defined in section 3.0 – Fee Guidelines and Schedule.

**Please Note:** Due to the extent of revision on this guideline, the following illustrates the content of the former management guideline. New content/revisions are contained in the preceding pages.

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	FACILITIES & GROUNDS	
<i>Management Guideline</i>	USE OF SCHOOL BUILDINGS AND EQUIPMENT	
<i>Applicable Policy</i>	USE OF SCHOOL BUILDINGS & EQUIPMENT	409
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
May 18, 2010	October 4, 2016	December 2021
June 25, 1999	May 17, 2010	<del>December 2015</del>
	April 25, 2006	

### **1.0 Procedures:- General Guidelines for External Facility and Grounds Use**

- 1.1 Student, school and board events shall take priority over External User Group activities.
- 1.2 School use by user groups as defined in section 4.0 before, during and after school hours is to be contingent upon direct permission of the Principal of that school.
- 1.3 Requests for sharing on a short-term basis will be handled by the School Principal.
- 1.4 Any long-term Joint Facility User Agreements will be referred to the Director for approval.
- 1.5 In all cases of sharing or rental requests, any costs should be prorated to the parties involved, subject to negotiation.  
  
In cases of long-term sharing of facilities, cost of use are to be tracked and prorated to the parties involved at the end of each annual term of use, or as agreed otherwise.
- 1.6 All Board facility use must comply with the applicable Board policies which are subject to change from time to time and said changes are to be considered as part of any joint use agreement upon passing of the policy by Board vote.
- 1.7 The Principal of the school shall have the right to deny the use of school facilities to any user or group intending to sell or distribute alcoholic beverages, or any other materials deemed inappropriate, (i.e., weapons) on school premises or property.
- 1.8 The Principal of the school shall have the right to prohibit consumption of alcohol or use of illicit drugs on school property. Individuals under the obvious influence of alcohol or drugs are to be denied admission to the school.
- 1.9 Smoking on school property is strictly prohibited.
- 1.10 Site-specific guidelines for use of a site as provided by a School Principal are to be fully complied with by all user groups, and failure to do so may result in cancellation of access.

- 1.11 Organizations that may have a member(s) disregard the ruling are expected to take associated disciplinary action that will also be reported to the Board.
- 1.12 Depending on severity of misconduct by any user group, the principal and Board reserves the right to cancel a facility use at any time without notification.
- 1.13 Joint Facility Users, community groups, and organizations will be required to carry insurance as determined by the Board, based on the nature of the activity and other factors.
- 1.14 The Board will not permit the use of the technical shop areas and equipment therein for other than instructional lessons in day or night school classes, or the repair and maintenance of Board owned equipment by Board maintenance staff, whenever necessary. Subject to approval by the Director or designate, use of shops shall only be permitted via a locally based college or the school itself. Determination of which areas constitute technical shop areas lies with the Board and includes, but is not limited to home economics, woodworking, automotive, electronics, computers, broad-based technology, communications and small engines.
- 1.15 It is not the policy of the Board to compete with any commercial enterprise within the community.
- 1.16 Questions or clarifications regarding best practices regarding use of schools by user groups are to be brought forward to principal of each school.

***Procedures: Joint Facility Partnerships***

- 1.17 The Board will seek opportunities to share facilities with community partners when building new schools and undertaking significant renovations, and when considering the use of unoccupied space in schools. The Board will attempt to expand the number of partnerships in a way that is transparent, sustainable and supportive of student achievement.
- 1.18 The development of Joint Facility Use Agreements is to be undertaken where long-term sharing of facilities occurs. All such agreements will be referred to the Director for approval
- 1.19 All facility partnerships shall meet the following requirements:
  - Health and safety of students must be protected.
  - Partnerships must be appropriate for the school setting.
  - Partnerships must not compromise the Board's student achievement strategy.
  - Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded, are not eligible partners.
- 1.20 A notification list of potential partners will be maintained by the Director or designate consisting at a minimum of the applicable entities listed in Ontario Regulation 444/98. If childcare operators and government-funded agencies request it, they will be added to the notification list. Other eligible agencies may be added to the notification list by the Director or designate.
- 1.21 Information on space available to partners will be posted on the Board's website and the information will be updated on an annual, or more frequent, basis. Entities on the notification list will be notified when information is updated.

- 1.22 A public meeting will be held once per year in a community of the Board to discuss potential facility partnerships and to receive information on the needs of the communities within the Board. Details on the time and location of the meeting will be provided to the entities on the notification list and posted on the board's website at least 30 days in advance of the meeting.
- 1.23 When the Board is considering building a new school or undertaking a significant addition or renovation, it will notify the entities on the notification list 1 to 3 years prior to the potential construction start date. The Board will provide as much information as possible about its plans and the site to support potential partners in determining the project's suitability for their purposes.
- 1.25 The rent and/or fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the Board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners.
- 1.26 Notwithstanding the above, where suitable partners cannot be found or where the Board considers it to be in its best interest, surplus space may be sold or leased in accordance with Ontario Regulation 444/98 as amended. Board Policy 802, School Viability & Closure governs the study of schools for potential closure.

**Procedures: Community Use of Schools – Outside of regular school hours**

- 1.27 Each school in the Board will establish weekday and weekend hours during which the school may be available for community use in accordance with the current board policy.
- 1.28 The principal of each school shall submit a report to the Board mid March and mid August of each year to indicate when school facilities are used by groups as defined under Section 4.0 External Users of Type E, F, G and H. The Board shall submit a Community Use of Schools report to the Ministry of Education the end of March and August as per requirements outlined by the Ministry.
- 1.29 All requests for the use of facilities before and after school hours are to be made through the appropriate School Principal.
- 1.30 User Groups are responsible to have their approval permit with them at each time of school use.
- 1.31 User groups to advise the principal of the school of any change in their use of the school facilities, i.e. time of use, food requirements, extra participants, etc.
- 1.32 User groups to provide proof of arranged supervision during an event that is acceptable to the Board. As a minimum, users must have a responsible individual 19 years of age or older in attendance at all times during use of a facility.
- 1.33 A Board custodian or staff member must open and close the building and remain on site during the time that the building is in use, and ensure the security of the facility prior to leaving.
- 1.34 User Groups are required to have a representative at the school entrance to control entrance of participants from their group.
- 1.35 All fire and safety regulations shall be followed and familiarizing their group with all emergency exits of the school is a must.

- 1.36 Parking is allowed on school property in designated area(s) only. At no time can fire routes and driveways be blocked.
- 1.37 User groups are responsible to remove their own garbage and recyclables from the approved area(s) of use prior to vacating the school facilities at the end of each time of use.
- 1.38 Wearing of clean, dry and non-marking running shoes by all user group participants accessing the gymnasium(s) at all school facilities
- 1.39 Facilities permits shall be cancelled if school buses are cancelled due to inclement weather or building problems. User groups are to check the Board's website or listen to the radio regarding cancellation notifications.
- 1.40 Questions or clarifications related to best practices, regarding use of schools by user groups using space before and after school, are to be brought forward to the custodian, or staff member on site, who will bring them forward to the principal of school the next business day.

## **2.0 Fee Guidelines**

The fee schedule for use of school facilities will be as follows:

Where a formal Facilities Use Agreement exists or is created, the application of fees may be negotiated and such agreement will override/supersede the Fee Guidelines section of this procedure.

*"Recognized additional costs"* may include heat, light, power, cleaning, supervising staff, set up and any other identifiable costs incurred by the Board.

## **3.0 Internal Groups**

Internal Groups are defined as those that are conducting activities or meetings normally associated with either the school or the school board and that are being directly or indirectly supervised by a school or school board representative. Approval of school use must, in all cases, be ratified by the school principal.

Some examples of internal groups are home and school organizations, Trustees' Committees, Students' Councils, school basketball and school volleyball teams, night school classes, etc.

Fee: There will be no rental fee; however, the Board may request that recognized additional costs be recovered from the internal users. Extra custodial hours must be pre-approved by the Manager of Plant Services.

## **4.0 External Groups**

External groups are all those groups that are not directly associated with the Board of the school. The fee structure for the various types of external users will be as follows:

- TYPE A:** Elected representatives and bonafide employees of the municipalities within the District, when conducting such activity clearly identified as municipal business.
- See Fee Schedule 5.0
  - Recognized additional costs to be recovered

- TYPE B:** Organizations (national, regional or local) which provide general community service for youth groups where the primary aspect of the activity is training and the program meetings are conducted on a frequent and regular basis.  
– See Fee Schedule 5.0  
– Recognized additional costs to be recovered
- TYPE C:** Organizations which provide community service for youth groups on a semi-regular basis with the primary aspects of the activity being social in nature. Fees charged by the organization to participants are subject to review and limitation by the Board, (also see (g)).  
– See Fee Schedule 5.0  
– Recognized additional costs to be recovered
- TYPE D:** Groups of individuals organized for the benefit of the community and who are promoting physical fitness or cultural enrichment. These groups may be informal and temporary organizations open to interested members of the public, but who satisfy the principal as being responsible and capable of supervising themselves. Fees charged by organizations to participants are subject to review and limitation by the Board (also see (g)).  
– See Fee Schedule 5.0  
– Recognized additional costs to be recovered
- TYPE E:** Organizations which provide limited community services and participation because of religious affiliation.  
– See Fee Schedule 5.0  
– Recognized additional costs to be recovered
- TYPE F:** Not for Profit organizations which provide limited community services and participation because of:
- specific talent requirements
  - specific interests
  - fee requirement
  - limited enrolment
  - political affiliations
  - age requirements
- See Fee Schedule 5.0  
– Recognized additional costs to be recovered
- TYPE G:** Profit-making organizations not providing a community service, or charging excessive fees to participants (see (c) and (d) above):  
– See Fee Schedule 5.0  
– Recognized additional cost to be recovered
- TYPE H:** Other groups that do not fit any previously mentioned category:  
To be determined by the Principal in consultation with the Manager of Plant Services.



## 5.0 Fee Schedule

User Group	Secondary Schools	Elementary Schools
(Per Time Slot Use*)		
Internal Groups	No Charge	No Charge
External Groups (See Management Guideline Policy 409 – Section 4.0)		
TYPE A		
(Single Gymnasium)	\$ 40.00	\$ 40.00
(Double Gymnasium)	\$ 75.00	—
TYPE B		
(Single Gymnasium)	\$ 40.00	\$ 40.00
(Double Gymnasium)	\$ 75.00	—
TYPE C		
(Single Gymnasium)	\$ 40.00	\$ 40.00
(Double Gymnasium)	\$ 75.00	—
TYPE D		
(Single Gymnasium)	\$ 50.00	\$ 50.00
(Double Gymnasium)	\$ 80.00	—
TYPE E		
(Single Gymnasium)	\$ 75.00	\$ 75.00
(Double Gymnasium)	\$100.00	—
TYPE F		
(Single Gymnasium)	\$100.00	\$ 75.00
(Double Gymnasium)	\$150.00	—
TYPE G	Greater of 20% of total fee charged to participants, or:	
(Single Gymnasium)	\$100.00	\$100.00
(Double Gymnasium)	\$150.00	\$150.00
Classrooms		
External (A to D)	\$10.00	\$10.00
External (E to H)	Greater of 20% of fee charged or \$20.00	
Piano		
External (A to D)	Subject to Pre-approval and Principal determination	
External (E to H)	\$25.00	

### **Cafeteria**

The charge of \$50.00 per evening applies, provided that school cafeteria staff, if available, are hired to operate the kitchen. This would be in addition to the rental fee.

### **Library, Common Areas, Other Spaces**

Subject to review by Board Administration and prorated as determined

### **Fees for Grounds**

Soccer fields, ball fields and other general areas to be determined by Board Administration prior to use.

### **Custodial / Board Staff**

If required, actual cost of wages will be determined as per the current Collective Agreements for set up or take down time, site security, and/or cleaning, as applicable, required due to nature of the event/use.

**APPLICATION AND PERMIT**  
**FOR USE OF SCHOOL FACILITIES**

- The Superior-Greenstone District School Board utilizes an on-line permit application process.
- The application can be completed by going to the board website and following the Community Use of Schools links.
- All users are required to read and accept the rules and regulations related to use of school buildings, prior to any permit being considered for approval.
- Failure to abide by said rule may result in immediate suspension of activity

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BUSINESS AND TRANSPORTATION		
Policy Name	STUDENT TRANSPORTATION Management Guideline Applies	301	
Board Approved:	Reviewed:	Review By:	
February 17, 2010	October 4, 2016	December 2021	
June 22, 2001	November 23, 2009	December 2015	
	February 22, 2005		

### POLICY

It is the policy of the Superior-Greenstone District School Board to provide safe, efficient, economical, and affordable transportation to eligible students pursuant to The Education Act S.190 (1) which states: "A board may provide for a pupil who is enrolled in a school that the board operates transportation to and from the school that the pupil attends".

The Board considers transportation to be a privilege and not a right, and such transportation may be revoked or the levels of service changed at the Board's discretion.

The Board shall endeavor to provide transportation routes and designated bus stops with the understanding that the parent(s)/guardian(s) shall see their children safely to and from the designated stops. The parent(s)/guardian(s) are deemed to be responsible for their children prior to boarding the bus and after they have disembarked from the bus.

### PROCEDURES

Throughout this document Board shall mean the Superior-Greenstone District School Board, and Director shall mean the Director of Education (equivalent) or designate, which may include the Transportation Officer for the Board. **ETBTC shall mean the East of Thunder Bay Transportation Consortium.**

The Board ~~may enter~~ **has entered** into a transportation consortium **agreement** with coterminous boards, ~~where appropriate~~, for reasons of efficiency and cost savings, and to ensure common service levels for the students of all member boards.

**All transportation services are provided by the ETBTC, upon which each participating member board provides a delegate who sits on the operational board of directors for the consortium, as a voting member.**

~~In the spirit of co-operation and sharing of resources, non-resident and students of other Boards may be transported provided an agreement for cost sharing is in place and similar eligibility requirements are followed. This may include: coterminous boards, isolate boards, and non-resident students who live within the boundaries of the Board and attend a school operated by the Board provided cost recoveries are realized.~~

The following procedures outline the terms and conditions under which the Board may provide transportation to their students:

## 1.0 Eligibility

Resident students registered in and attending a school operated by the Board and who permanently reside, or whose parent(s)/guardian(s) permanently resides, more than the following distances by public road or publicly owned and maintained access route from the designated school may be provided transportation:

JK and SK	0.2 km
Grades 1,2,3	1.2 km
Grades 4, 5, 6, 7, 8	1.6 km
Grades 9 – OAC	3.2 km

Students will be permitted to ride only on the buses and routes assigned to them. Use of any other route without prior approval of the ~~Director~~ ETBTC is not permitted.

All distances mentioned will be the shortest distance by public road, public sidewalk, or publicly owned and maintained access route between home and school and shall be measured from where the laneway or driveway joins the public road. Students within the distances specified above may be transported for reasons of safety (major highways, major railway crossings, etc) rather than distance, at the discretion of the Director.

Where a student, at the request of the parent(s)/guardian(s), has been granted permission to attend a school other than the designated school for that area within the same board, the parent/guardian is responsible for transporting the student.

Students placed in another school of the Board, at the Board's discretion, may be eligible for transportation.

Transportation may be provided to co-operative education students of the Board provided the distance criteria are met, there is room on the bus, and there is no route deviation.

Special transportation may be provided for exceptional students upon the approval of the Director in consultation with the Special Education Advisory Committee.

## 2.0 Anaphylactic Students and Emergency Planning for Transportation

In an effort to provide safe transportation for students identified as anaphylactic, the ~~Board in co-operation with~~ ETBTC will work with the bus operators/companies to will ensure the appropriate training is delivered to drivers and replacement drivers to deal with medical emergencies.

A bus disaster ~~protocol~~ procedure will be established at each school, implemented, and reviewed on an annual basis by the school principal in conjunction with student safety training. The SGDSB bus disaster procedural guideline will be reviewed on an annual basis. All contact information required by the Procedural Guideline will be updated by the school.

Bus evacuation training and drills shall be coordinated, with the schools, by the ETBTC consortium through the bus service companies.

<b>References</b>
<u>The Education Act</u> Superior-Greenstone DSB Board Policies: 524 - Sabrina's Law (Anaphylaxis)

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	BUSINESS AND TRANSPORTATION		
Management Guideline	STUDENT TRANSPORTATION		
Applicable Policy	STUDENT TRANSPORTATION		301
Board Approved:	February 17, 2010 June 22, 2001	Reviewed: October 4, 2016 November 23, 2009	Review by: December 2021 December 2015

### ***Transportation Consortium***

In early 2009, the Superior-Greenstone District School Board entered into a consortium agreement, with all the coterminous boards within the boundaries served, forming the East of Thunder Bay Transportation Consortium (ETBTC). [www.etbtc.on.ca](http://www.etbtc.on.ca)

As a result, day to day transportation duties are carried out by the East of Thunder Bay Transportation Consortium following similar policies and service levels. Member Boards include:

- Superior-Greenstone District School Board - SGDSB
- Superior North Catholic District School Board - SNCDSB
- Conseil scolaire de district catholique Aurores boreales - CSDCAB
- Conseil scolaire public du Grand Nord de l'Ontario – CSPGNO

A set of policies and procedures have been jointly developed by the member boards, and are available on the ETBTC Website at: <http://www.etbtc.on.ca/policies>

~~The Transportation Committee and Transportation Officer, as referenced in this document, continue to function in the same fashion, but now include the involvement of the Consortium, which directly oversees the bus contracts and routes on a day to day basis.~~

#### **1.0 Route Design**

Student and public safety shall be major criteria in the design of all routes. Other criteria may include; site conditions, consideration of fiscal responsibility, budgetary limitations, length of time students spend riding on the bus, and any other criteria the Board wishes to apply.

All routes will be designated to operate only on publicly owned roads and roads which are publicly maintained twelve months of the year. The exception being turnarounds which may be located on private property where approved by the Director. Students may be required to transfer between buses at designated locations.

A student travel time of one hour riding on a bus is considered normal. However, the Board reserves the right to create longer route times where unusual circumstances exist including, but not limited to road conditions and sparse population.

Route changes or modifications (including scheduling) may be made at any time, provided they are consistent with the Transportation Policy, as determined by the **Director ETBTC**. ~~However, it is the intent that routes be designed, implemented, and fixed (frozen), by September 30 annually, for the remainder of that school year.~~ Any requested changes to routes ~~beyond that date~~ must be made in writing to the ETBTC and will be **reviewed and** considered by the ~~Transportation Committee and Director ETBTC~~.

If there is a disagreement concerning the safety or design of a route, the ETBTC may consult outside agencies, however, the final decision regarding route design and implementation is the Board's responsibility.

## **2.0 Bus Stops**

Students are permitted to have one (1) permanent pick-up and one (1) permanent drop-off location. These two locations may be different providing it is a daily occurrence and there is room on the bus. Any variance from this process is subject to the approval of the Director. Changes to a pickup or drop off location must be requested in writing to the ~~Principal of the school~~ **ETBTC**, a minimum of five (5) working days prior to the date of the change requested, must be permanent in nature, and are subject to the approval of the Director. Transportation is provided from the bus stop between home (or caregiver location) and school only. Requests that students be picked up and dropped off at other locations will not be accommodated.

All bus stops will be located where deemed appropriate by the **ETBTC** ~~Director~~ with utmost consideration for the safety to students' boarding/disembarking as well as for those on board. The distance between stops generally will be no less than 400 meters for JK/SK and 500 metres for other grades.

Where safety, site conditions, or other reasons prevent a stop from being placed, within the distances outlined under the eligibility section of the policy, for the appropriate grade level, the **ETBTC** ~~Director~~ may place a stop beyond these distances. Only approved designated stops will be used for pick up and drop off of students except in cases of emergency.

All highway stops will be made at points containing a waiting area allowing children to stand off the shoulder. Suitability of any stop location shall be as determined by the **ETBTC** ~~Director~~. In remote areas of the Board, bus stops may be placed subject to the approval of the Director as close as 200 meters for JK/SK, and 1000 meters for other grade levels, measured from where the driveway of the property where the student and parent/guardian resides connects to the public roadway.

If there is a disagreement concerning the safety or placement of a stop, the Board may consult outside agencies, however, the decision of the Board shall be final as to where stops are to be located.

## **3.0 Cancellation of Service**

Rescheduling/cancellation of service due to weather conditions or early dismissal of schools shall be the responsibility of the **ETBTC** ~~school principal~~ and will ~~only~~ be done

in consultation with; the bus operators, **school principal(s) and** Director, ~~and other boards using the transportation service.~~ Principals, local radio stations and parents (where practical) will be notified, by the ~~Principal~~ **ETBTC** of cancellation or rescheduling of services. **Notifications are handled by the ETBTC, and may be via local radio stations, website postings, and other means.**

In cases of cancellation or delay of an individual morning route due to adverse local conditions, the ~~bus operator~~ **ETBTC** will promptly notify the Principal of the school affected. ~~Local radio stations,~~ Calling trees and other notification systems ~~will~~ may be used as required by the Principal to advise parents.

#### **4.0 Discipline on Buses**

The Board considers that transportation is a privilege and not a right. Breaches of conduct detrimental to the safe operation of the bus or to other students riding on the bus will not be tolerated.

Where students do not observe the rules of conduct, the bus driver or company shall notify the ~~principal or designate of the school concerned~~ **ETBTC** as soon as possible after the completion of the route. The driver shall complete the proper ~~Board~~ **ETBTC** form(s), for reporting such incidents, and submit to the **ETBTC, who will follow up with the** Principal of the school for disciplinary action as appropriate.

Once the type of discipline to be applied has been determined by the Principal, the Principal or designate shall advise the student and the student's parents. If a suspension of bus privileges is involved, the Principal shall advise the ~~bus operator~~ **ETBTC** and the Director in writing. Such advisement may initially be given verbally, but it shall be confirmed in writing.

#### **5.0 School Bus Safety/Annual Drill**

School bus safety practices **shall** ~~may~~ be taught in all schools of the Board.

It is recommended that the schools, in cooperation with the **ETBTC**, local police services, and bus operator(s), conduct an annual drill on school bus evacuations, **preferably at the start of the school year.**

#### **6.0 Student and Route Information**

**By August 15 in each year, the ETBTC shall provide each school principal with a current list of bus routes and students on specific buses bound for their school.** Each Principal shall keep a current list of student information including: name, address, transfers the student may encounter, bus routes used, grade, and other relevant information, for students who attend their school and are transported by the ~~Board's~~ **ETBTC** or other transportation system.

#### **7.0 General**

All requests and complaints concerning school bus service and/or matters not complying with this policy shall be first brought to the ~~Principal of the school affected~~ **ETBTC.**



Failing resolution, the issue shall be referred to the **Board Transportation Officer**. ~~Director for appropriate action through the established *Dispute Resolution Process* forming part of this guideline.~~

The ~~Board~~ **ETBTC** shall encourage bus operators to arrange seminars for their school bus drivers using the expertise of the Ministry of Transportation, the Ontario Provincial Police, various safety associations, and other available sources.

In an effort to provide safe transportation to and from school **for anaphylactic students**, **the following** ~~are the responsibilities of ETBTC and bus operators/companies~~ **topics to be covered in training sessions for all bus drivers.**

~~1.0 Training for all bus drivers on:~~

- Allergies and anaphylaxis
- How to recognize an anaphylactic reaction
- School policies to protect anaphylactic students
- Protocol on responding to anaphylactic emergencies
- The use of auto-injectors (Epi-Pens)

~~2.0 No food consumption will be permitted on school buses.~~

**For the safety of students with allergies, no food consumption will be permitted on school buses.**

~~Identification of anaphylactic students and the emergency response procedure.~~ Once a student has been identified as anaphylactic, the ~~board~~, **ETBTC** in co-operation with bus operators, will ensure that **only** drivers trained in emergency response procedures are assigned to the student's bus. **The school will provide student names, specific instructions as well as a picture of the student to the ETBTC and bus driver.**

~~Drivers will:~~

- ~~Attend in-service sessions provided by the board; learn to watch for symptoms of an anaphylactic reaction.~~
- ~~Receive training in the use of an auto-injector (Epi-Pen).~~
- ~~Carry a copy of the emergency alert form on the school bus, displayed in a prominent location.~~
- ~~Assist in developing procedures to minimize risk while travelling on the school bus.~~
- ~~Assist in developing an emergency action plan that relates directly to bussing.~~
- ~~Carry out emergency action plan as necessary.~~
- ~~Ensure that an auto-injector (Epi-Pen) is stored in a safe and accessible place on the bus or that the child carried an auto-injector (Epi-Pen) in an identified location while on the school bus.~~

~~4.0 Teachers arranging field trips will make the appropriate emergency plans.~~

The ~~Board~~ **ETBTC** will insure that all service providers are properly qualified, licensed, insured, and operate within the applicable Acts and Regulations.

In the interests of safety and in an effort to reduce student discipline problems and vandalism on school buses, video camera surveillance systems may be placed on school buses as deemed necessary by the ETBTC, ~~and~~ with the approval of the Director.

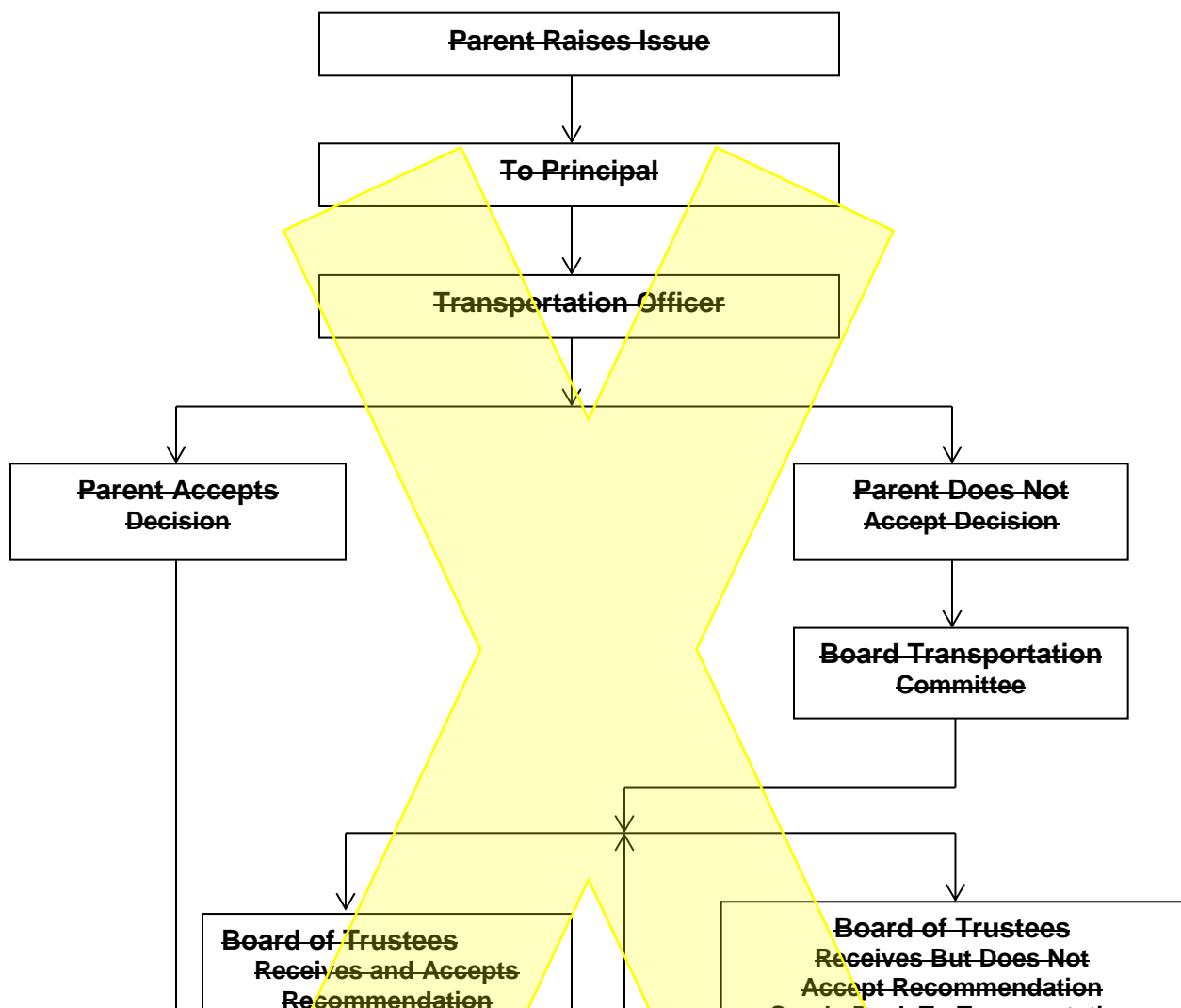
A set of instructions will be established and updated as necessary for distribution to the appropriate persons. These instructions shall be in the form of a pamphlet entitled “**A Guide to Student Transportation**”. Copies of this pamphlet will be ~~provided~~ **available** to students who use the transportation service (~~one booklet per family~~), bus operators, bus drivers and others, on the Board website at:

<http://www.sgdsb.on.ca/upload/documents/sgdsb-student-brochure-and-school-bus-safety-smarts.pdf>

The pamphlet will outline the expectations of the student, parent/guardian, and Principal towards ensuring a safe, efficient service for all.

#### 8.0 ~~Transportation Dispute Resolution Process~~

##### **~~Superior-Greenstone District School Board~~**



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**BY-LAW NO. 139**

A By-law to levy taxes.

**Whereas** subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the *Education Act*,

**And Whereas** Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the *Education Act*,

**NOW THEREFORE THE TRUSTEES OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ENACT AS FOLLOWS:**

The rates set out in Ontario Regulation 400/98 for 2017 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 17th day of October, 2016.

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Chair

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Secretary to the Board

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

*"Inspiring our students to succeed and make a difference"*

**Report No: 55**

**Date:** October 17, 2016

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Director's Monthly Report – October 17th, 2016

**STRATEGIC PRIORITY:** Student Achievement, Building Relationships, Stewardship of Resources

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### **1. September 30<sup>th</sup> Professional Development**

September 30<sup>th</sup> was designated a professional development day in SGDSB. Elementary teachers began their day with a presentation by Kathleen Schram and Nicole Morden-Cormier on the Renewed Math Strategy. The presentation unveiled the elementary professional learning plan which will focus on providing release time for teams of educators to engage and network in professional learning and capacity building opportunities. The expectation of the Ministry of Education outlined in Policy Program Memorandum (PPM) 160 is for school boards to protect a minimum of 60 minutes each day for teachers to be able to focus on instruction in mathematics. In addition to the 60-minute block, schools will continue to explicitly embed mathematics across the curriculum.

Charlie Bishop facilitated a session on Restorative Practices Training with staff in the Geraldton hub. Restorative Practices, including Using Circles Effectively, ties together three key focus areas for our Board: Mental Health and Well-being, BMS, and First Nations, Metis, Inuit learning. We are starting this work in the Geraldton hub with the partnership of the FNMI Collaborative Inquiry team, as well as the Mental Health initiative. This work is a progression from the ground work that has been set over the last few years, including the FNMI Collaborative Inquiry, the BMS training, and the trauma informed schools, and we believe this training will provide our learners with the opportunity to have enhanced skills to increase student achievement and well-being within their schools. Training in Restorative Practices will be rolled in the rest of the district on October 27th-28th, and a Train the Trainer session on November 21st – 23rd.

Staff were also involved in School Improvement Planning which included a closer look at the recently released EQAO results.

### **2. Renewed Math Strategy: Fall Learning Symposium for Educational Leaders**

Superior-Greenstone's math leaders participated in the Fall Learning Symposium sponsored by the Ministry of Education on September 20 and 21, 2016. This two-day symposium was designed to officially launch the Renewed Math Strategy in the province, and thus to provide system leaders with information regarding implementation, reporting and instruction. There were a number of breakout sessions including; a focus on mathematics, teaching students who have been identified with a Learning Disability, teaching Indigenous students math, and a focus on Spatial Reasoning. Of significant importance was the address by the Assistant Deputy Minister of Education and Chief Student Achievement Officer, Catherine Montreuil. Her message reinforced the vision of the Renewed Math Strategy, specifically the importance of learning, teaching and leading this work together, in a focused, intentional and collaborative manner, with "all hands on deck" to support students in their learning, especially in the area of mathematics. Participants also heard the acknowledgement that learning in the province has been taking place quickly, with little time to fully

understand and implement new thinking, and thus, there will be the need to cycle back and to revisit the work over the past years, including the many resources that have become available to us. This is encouraging news for Superior-Greenstone DSB as we recognize this need as integral to true, long lasting learning and thus, change. Montreuil reminded everyone to focus on the learning that the students are engaged in, specifically on the evidence of student thinking, as this tells us the impact of the instructional strategy on the learning of the students in the room. She cautioned us again that we are seeking conversations that begin with the learning needs of our students, and then move to the appropriate instructional strategy to meet those needs, rather than the other way around. "How are the kids doing?" is the question that we all need to be able to answer.

3. **Rooms of Wonder**

Terrace Bay/Schreiber Public School staff members Shawney Tuuri, Chelsea Tegal and Yvonne Bergeron successfully applied for a Teacher Learning and Leadership Program (TLLP). The province awarded the trio \$35,000 to complete their project. The project entitled "Rooms of Wonder" seeks to improve the classroom learning environment in order to foster inquiry-based learning. The educators recognize the importance of the environment as the third teacher in any learning space and believe that a more open, natural working environment will provide opportunities for collaborative learning and foster further learning and engagement. Their new learning space will improve student learning by making their thinking visible and promoting opportunities for dynamic discussions in an environment that is flexible with work spaces that can be reconfigured to meet the needs of each student. While the focus of the project is to create a more engaging learning environment it does have a technology component. The plan is to introduce iPads, computers and printers into the classrooms to encourage risk taking, exploration and collaboration among students. The project attracted the interest of representatives from Apple who travelled to Terrace Bay to meet with the teachers on September 30.

4. **Truth and Reconciliation**

This year, the work of the Aboriginal liaison is to implement the findings of the Truth and Reconciliation Calls to Action, by providing subject-specific PD for teachers to continue to embed indigenous perspectives into the curriculum, including residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. On September 29th, Ojibway language and the Native Studies teachers from across the board met for the first face-to-face PD session related exclusively to Indigenous perspectives and pedagogy. The group discussed the histories, cultures and ideology of the First Nations communities across the board, using the SGDSB Aboriginal Handbook as a compass. In the afternoon, the Ojibway language and Native studies teachers split into groups to review curriculum expectations and discuss resource material to better incorporate local, First Nations perspectives. The next step is to form Professional Learning Communities and create spin-off projects related to alternative, experiential and outdoor education with an Indigenous focus.

On September 30 across Canada, people wore orange shirts to honour the children who attended Residential School. The message behind the campaign is "Every Child Matters". By teaching our students about Canada's diverse history, good and bad, we can make a difference in how our students understand our histories, thus creating a better future.

**Administrative Recommendation:**

The report entitled, Director's Monthly Report – October 17<sup>th</sup>, 2016 No.55 is presented to the Board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

# Performance Objectives

*David Tamblyn*  
*Director of Education*

**Superior-Greenstone District School Board**  
*2016-2017*

*Our Mission: "Inspiring our students to succeed and make a difference". Our Vision: "We are leaders in providing quality learning experiences in our small school communities."*

The Institute for Education Leadership has provided Directors of Education a Guide for School and System Leaders called *Putting Ontario's Leadership Framework into Action, From Purpose to Practice*.

This guide is based on current research about effective leadership and is connected intricately with the priorities of education in Ontario. We know that a system is only as effective as its leader. The guide outlines the key practices of successful educational leaders.

### **Purposes of the Leadership Framework**

- Inspire a shared vision of leadership in schools and boards
- Promote a common language that fosters and understanding of leadership and what it means to be a system leader
- Identify the practices and competencies that describe effective leadership
- Guide the design and implementation of professional learning and development for school and system leaders

This goal package has been prepared using the Ontario Leadership Framework 2012, K-12 School Effectiveness Framework, Superior-Greenstone District School, and the Board Strategic Plan.

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## **System Leadership / Level Leadership**

### **Practices and Competencies**

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

<b>Core Processes</b>	<b>Supporting Conditions</b>	<b>Leadership Development</b>	<b>Relationships</b>
<p><i>Setting Directions and Accomplishing Goals</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> <li>• Ensure that the mission vision goals of the system are widely known, understood and shared by all members of their organization</li> <li>• Encourage participation of the elected Board in setting Board goals for the Board to use in fulfilling its responsibilities for setting and monitoring policy</li> <li>• Regularly report to the Board the progress made towards achieving these board goals</li> <li>• Use the systems directions as fundamental criteria for virtually all decisions, keeping in mind that system leaders are the chief stewards of these directions</li> <li>• Use the best available research and other systematically collected evidence to inform decisions wherever possible.</li> </ul>	<p><i>Networking and Aligning</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> <li>• Create structures and norms within the system to ensure regular reciprocal an extended deliberation about progress within and across schools, as well as across the system as a whole with the aim of creating deeply interconnected networks of school and system leaders working together on achieve being the desired directions for the system</li> <li>• Use the networks that are created as a central mechanism for the professional development of school-level leaders</li> <li>• Regularly monitor the alignment of the systems policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes.</li> </ul>	<p><i>System leaders supporting professional leaders:</i></p> <p>System Leaders:</p> <ul style="list-style-type: none"> <li>• Use the best available evidence about successful leadership as a key source of the criteria used for recruiting, selecting, developing, and appraising professional leaders</li> <li>• Regularly implement well-developed leadership appraisal processes that serve both the formative and summative purposes</li> <li>• Allow competent school leaders to remain in their schools for significant periods of time</li> <li>• Provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities</li> <li>• Develop realistic plans for leadership succession</li> <li>• Model the practices, dispositions and work habits that are desired for professional leaders in the system.</li> </ul>	<p>Systems Leaders:</p> <ul style="list-style-type: none"> <li>• Encourage and model relationships between system and school level leaders that are reciprocal, collaborative and highly interactive</li> <li>• Stimulate high levels of interaction among school leaders driven by shared sense of responsibility among school leaders for system improvement</li> <li>• Provide support for schools’ own parent engagement initiatives and use system-level efforts to engage parents and to supplement local efforts</li> <li>• Work toward relationships between the system and the Ministry of Education that feature a high-level reciprocity in the interest of achieving both province wide and system-level goals in the context of circumstances specific to the system.</li> </ul>



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Core Processes	Supporting Conditions	Leadership Development	Relationships
<p><b><i>Setting Directions and Accomplishing Goals</i></b></p> <ul style="list-style-type: none"> <li>• Build the system's capacity and disposition for using systematically collected data to inform as many decisions as possible. This includes training Principals, Vice Principal's and staff on the use of data and research literature to sustain decision-making</li> <li>• Articulate demonstrate and model the systems goals, priorities and values to staff when visiting schools</li> <li>• Develop and implement Board and school improvement plans interactively and collaboratively with school leaders</li> <li>• Make flexible adaptive use a provincial initiatives and framework ensuring that they contribute to rather than distract from accomplishing system goals and priorities.</li> </ul>	<p><b><i>Networking and Aligning</i></b></p>	<p><b><i>System leaders supporting professional leaders:</i></b></p> <p>System leaders supporting elected leaders:</p> <ul style="list-style-type: none"> <li>• Communicate the systems vision and goals for students to the wider community</li> <li>• Keep the learning and well-being of students at the core of the elected Board decision-making</li> <li>• Align the system's policies and financial resources around achieving the system's vision and goals for students</li> <li>• Encourage elected leaders' respect for the role of the Director and senior staff and responsibilities for school system administration</li> <li>• Established collegial working relationships</li> <li>• Ensure access to professional development for the Board members.</li> </ul>	

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Specific Goals for August 2016 through June 2017		
Strategic Priority	Strategic Priority	Strategic Priority
<i>Student Achievement and Well Being</i>	<i>Responsible Stewardship of Resources</i>	<i>Building Relationships</i>
<ol style="list-style-type: none"> <li>1. Create a Student Centered Learning Environment – The Board Improvement Plan for Student Achievement and Well Being aims to create an Assessment for Learning Culture at every level of our organization (classroom, school and district)...a culture that reflects a focus on learning rather than teaching. The Board Theory of Action presents the conditions for learning that are necessary to create a student centered learning environment. This supports the recommendations of the Ministry of Education's 21st Century Competencies, 2016.</li> <li>2. Facilitate support for the Ministry of Education's (MoE) Renewed Math Strategy.</li> <li>3. Act on the recommendations of the Pearson Efficacy Review - members of senior administration will ensure that over time any educational intervention or innovation can be reviewed against the criteria in the Efficacy Framework so that the capacity of the school Board is strengthened to drive learning outcomes in the context of the Board's Strategic Plan. The purpose of this exercise is to determine those areas of effective practice as well as those areas that need greater attention. The review will also lay the foundation for the next strategic planning process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement Leadership Framework for Manager's &amp; Supervisors.</li> <li>2. Complete comprehensive administrative review of Board office administration.</li> <li>3. Develop comprehensive budget management process, carry out consultations to create a more consultative and timely budget process.</li> <li>4. Implement the Treasury Board Secretariat's regulations pertaining to the Broader Public Sector Executive Compensation Framework</li> <li>5. The 2015-2016 Education Consulting Guide outlines the Ministry of Education's ongoing approach to School Board Efficiencies and Modernization. The guide calls for the efficient use of resources and provides funding for School Boards to build planning capacity where there is a need to address underutilized schools.</li> <li>6. Continue work to recruit Aboriginal students from remote First Nation communities.</li> <li>7. Meet with team from the Regional office of MOE to engage in System Improvement Learning Cycle (SILC) as part of the BIPSA review process.</li> <li>8. Report to Board highlights of the "Tell Them</li> </ol>	<ol style="list-style-type: none"> <li>1. "Together we are making a Difference" has been adopted as a theme in 2016-2017 in order to celebrate how our students are making a difference in their classrooms, Schools and communities.</li> <li>2. Implement the recommendations of the Truth &amp; Reconciliation Commission pertaining to Education.</li> <li>3. Support the introduction of restorative practices and healing circles in schools across the district.</li> <li>4. Continue to build positive relations through the Director's participation in the PIC, SEAC and NEAC committees as well through Community involvement.</li> <li>5. Examine and respond to parent concerns regarding the range and delivery of programs offered in our secondary schools.</li> <li>6. Work with chair to provide professional development for newly elected trustees.</li> <li>7. Work with the Student Senate and Student Trustee to organize events to support the theme "Together we are Making a Difference" by strengthening student voice.</li> </ol>

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<p>4. Begin the process of renewing the Board's Strategic Plan – Strategic Planning Session With Trustees and proceed with stakeholder input.</p> <p>5. Launch campaign to raise awareness of the issue of chronic absenteeism and the impact it has on student learning.</p> <p>6. Promote entrepreneurship, innovation and experiential learning opportunities.</p> <p>7. Implement the provincial framework on Student Well-being.</p>	<p><i>from Me Survey"</i> and address areas of concern in BIPSA.</p> <p>9. Further develop the succession plan through the aspiring leaders initiative and recruitment campaigns.</p> <p>10. Improve and expand availability of video conference technology throughout the district.</p> <p>11. Both the Province and the School Board have made a considerable investment in Technology. My goal is to determine the impact on student learning.</p>	
Specific Actions for August 2016 through June 2017		
<p><b>Strategic Priority</b></p> <p><i>Student Achievement and Well Being</i></p>	<p><b>Strategic Priority</b></p> <p><i>Responsible Stewardship of Resources</i></p>	<p><b>Strategic Priority</b></p> <p><i>Building Relationships</i></p>

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## Core Leadership Capacities

<b>PERSONAL LEADERSHIP RESOURCES</b> Leaders draw upon the personal leadership resources to effectively enact leadership practices.		
<b>Cognitive Resources</b> <ul style="list-style-type: none"><li>• Problem solving expertise</li><li>• Knowledge of effective school and classroom practices that directly affect student learning</li><li>• Systems thinking</li><li>• Results from the SigmaRadius 360 feedback tool that provides ratings for leaders, colleagues, and direct/indirect reports based on observed performance on a set of leadership competencies. This information is summarized in the Leadership Effectiveness Report which provides the data to create a Personal Development Plan that enables me to leverage my personal strengths and build his development opportunities.</li></ul> <p>Areas of focus: Monitoring and Controlling, Emphasizing Excellence, Conflict Management</p>	<b>Social Resources, including the ability to:</b> <ul style="list-style-type: none"><li>• Perceive emotions</li><li>• Manage emotions</li><li>• Act in emotionally appropriate ways</li></ul> <p>Area of Focus: Manage emotions</p>	<b>Psychological Resources</b> <ul style="list-style-type: none"><li>• Optimism</li><li>• Self-efficacy</li><li>• Resilience</li><li>• Proactivity</li></ul>

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## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

*"Inspiring our students to succeed and make a difference"*

**Report No: 57**

**Date:** October 17, 2016

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Nicole Morden Cormier, Superintendent of Education

**SUBJECT:** Elementary EQAO 2015-2016 Achievement: Detailed Report

**STRATEGIC  
PRIORITY:** Student Achievement and Well Being

---

### **Background**

EQAO is designed as a summative assessment as it occurs at the end of the primary and junior divisions in the elementary panel; both of which represent important segments of student learning. For Superior-Greenstone District School Board, due to our small cohort size (which has been below 80 students in each of the primary and junior divisions for the past four years), the detailed achievement results provide significant information that is considered as we plan for the future. In addition to this analysis, we also analyze the cohort information, which provides us with information regarding how students are achieving from grade three to grade six, and grade six to grade nine.

This report will provide you with data relating to:

1. Board wide EQAO achievement over the past five years (remembering that no assessment took place during the 2014-2015 school year).
2. Results for all participating students at each of the provincial levels.
3. Grade six cohort information which tells us how students are continuing to achieve from grade three to grade six.

### **Current Situation**

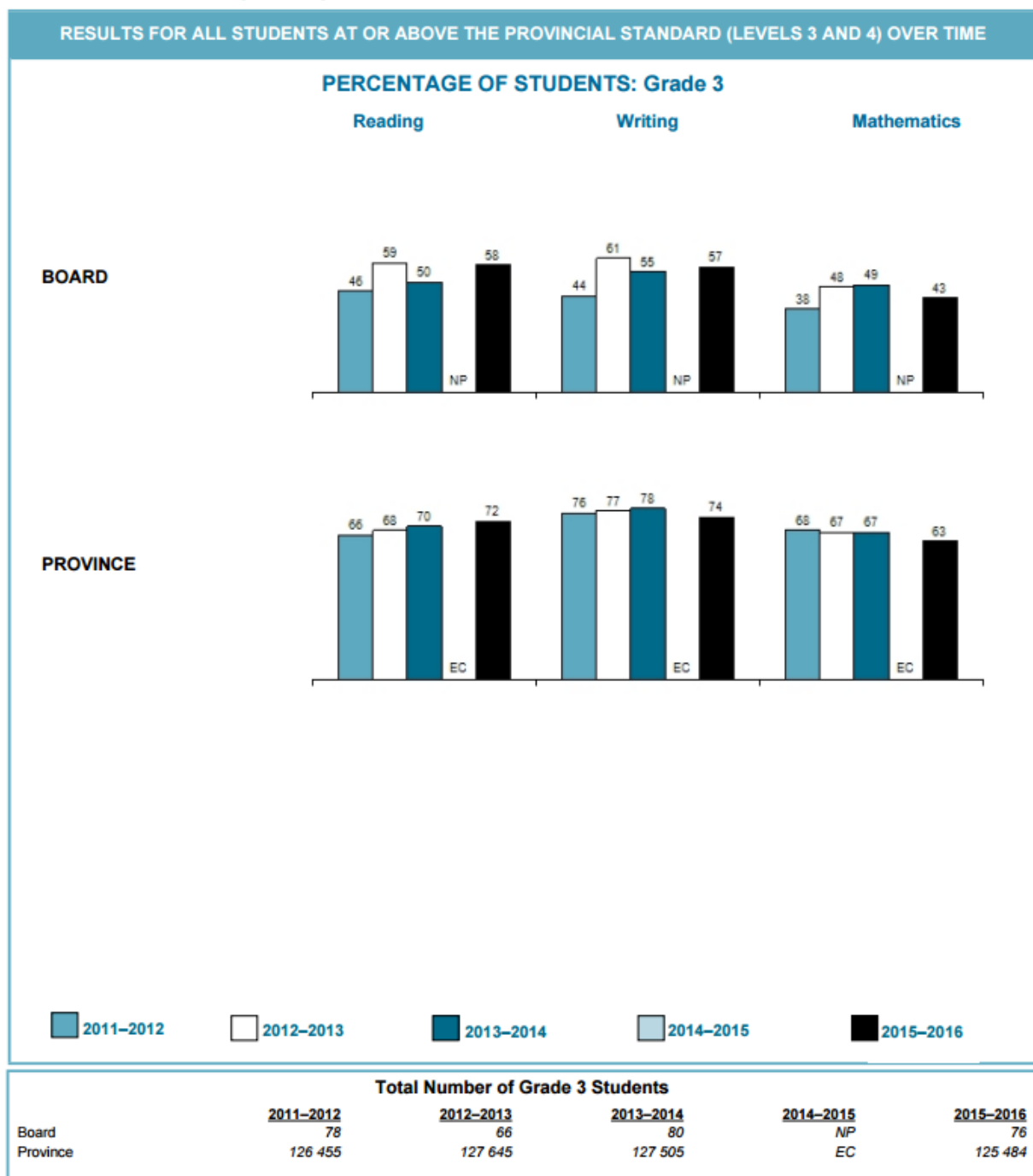
#### ***A Focus on Achievement in the Primary Division***

The following graph provides an overview of the provincial and board Primary Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time. Note that:

- Board results have shown slight growth in both reading (8% growth) and writing (2% growth), while mathematics has shown a decline (6% decline).
- Provincial results have shown a small increase in reading (2% growth) and a decline in both writing (4% decline) and mathematics (4% decline).

**TABLE ONE****EQAO: Primary Division Achievement Results Over Past 5 Years**

Assessments of Reading, Writing and Mathematics, 2015–2016



While there continues to be a gap between the overall achievement of our students and that of the province, the gap is not as large when we eliminate the achievement of students who did not complete the assessment or were unable to provide enough information for the assessment to be scored.

The following table illustrates the breakdown of achievement for our all of our primary division students. Note that the percentage totals of students achieving Provincial Standard (Levels 3 and 4) is higher than represented in Table 1, as this represents the actual number of students who achieved at each level.

**TABLE TWO**

**EQAO Achievement 2015 - 2016 Reading, Writing and Mathematics  
Percentage Results for All Participating Primary Division Students at Each Provincial Level**

**Total Number of Students: 76**

**Total Number of Identified Students: 16**

**Total Number of English Language Learners: 0**

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Student s	%	Number of Students
Primary Division Reading	No Data: 3% Exempt: 4%	No Data: 2 Exempt: 3	0%	0	11%	8	27%	19	54%	38	8%	6
Primary Division Writing	No Data: 3% Exempt: 3%	No Data: 2 Exempt: 2	1%	1	3%	2	36%	26	60%	43	0	0
Primary Division Mathematics	No Data: 3% Exempt: 3%	No Data: 2 Exempt: 2	3%	2	11%	8	40%	29	38%	27	8%	6

**\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)**

Note the following:

- More of our students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading and writing.
- Many of our Primary Division students are **almost meeting** the provincial standard:
  - 6 of the 19 students who achieved a Level 2 in Primary Division Reading were in the 2.7 and 2.9 range of achievement.
  - 11 of the 26 students who achieved a Level 2 in Primary Division Writing were in the 2.7 and 2.9 range of achievement
  - 16 of the 29 students who achieved a Level 2 in Primary Division Mathematics were in the 2.7 and 2.9 range of achievement.
- Upon deconstruction of the data, it is apparent that students continue to require support in:
  - Fully developing answers in writing with several ideas and information as their ideas often do not relate to the assigned task. This struggle is also apparent in mathematical communication of thinking.

***A Focus on Achievement in the Junior Division***

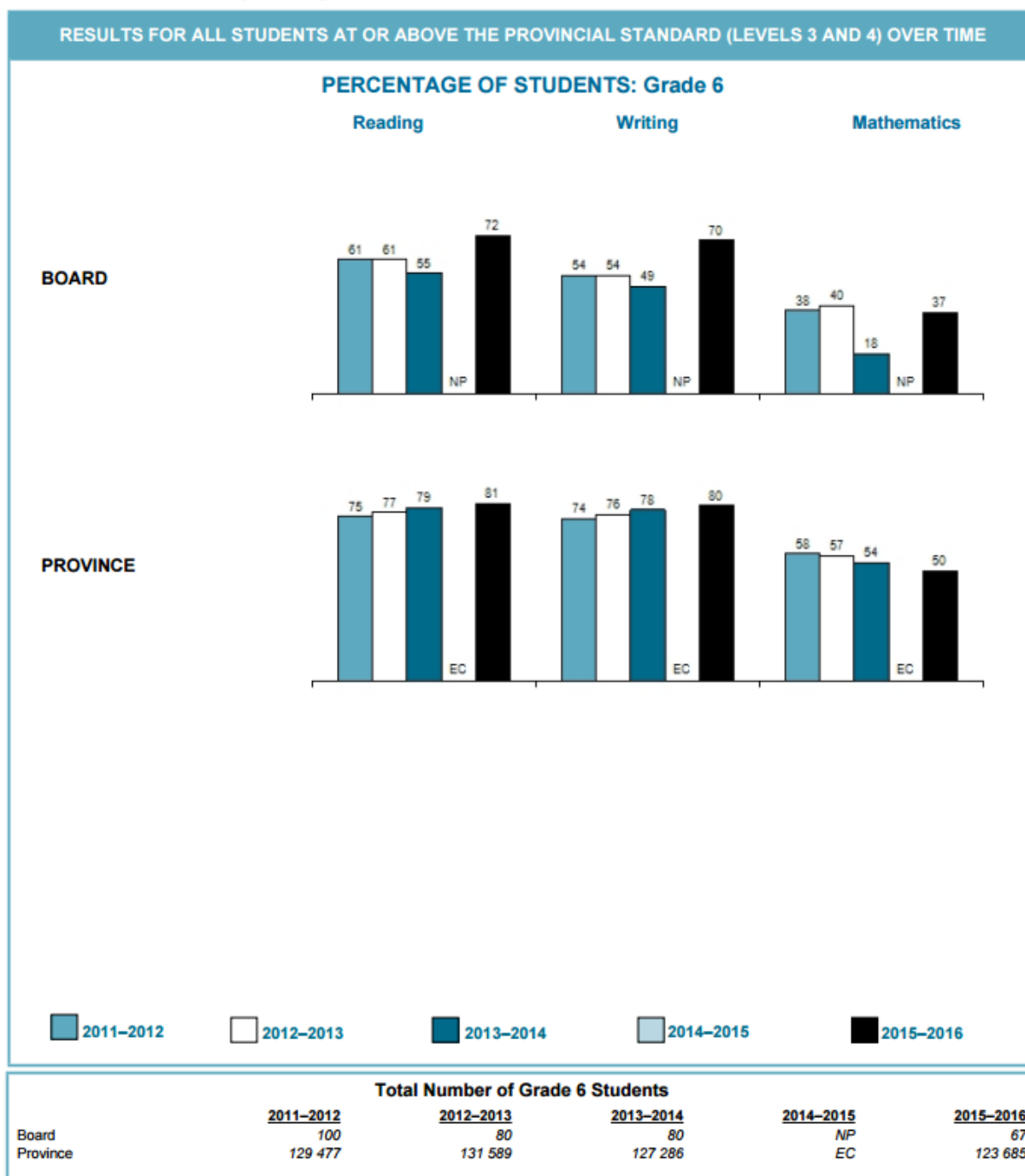
The following graphs provide an overview of the provincial and board Junior Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time. Note that:

- Board results have shown a significant increase in reading (17% growth), writing (21% growth) and mathematics (19% growth).
- Provincial results have shown a slight increase in reading (2% growth) and writing (2% growth) and a decline in mathematics (4% decline).

**TABLE THREE**

**EQAO: Junior Division Achievement Results Over Past 5 Years**

Assessments of Reading, Writing and Mathematics, 2015–2016



While there continues to be a gap between the overall achievement of our students and that of the province, the gap in achievement for our Junior Division students was narrowed significantly. In addition, the gap is not as large when we eliminate the achievement of students who did not complete the assessment or were unable to provide enough information for the assessment to be scored.



The following table illustrates the breakdown of achievement for our all of our primary division students. Again, please note that the percentage totals of students achieving Provincial Standard (Levels 3 and 4) is higher than represented in Table 1, as this represents the actual number of students who achieved at each level.

**TABLE FOUR**

**EQAO Achievement 2015 - 2016 Reading, Writing and Mathematics  
Percentage Results for All Participating Junior Division Students at Each Provincial Level**

**Total Number of Students: 68\***

**Total Number of Identified Students: 25  
Total Number of English Language Learners: 1**

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students
Junior Division Reading	No Data: 1% Exempt: 9%	No Data: 1 Exempt: 6	0%	0	2%	1	20%	12	73%	45	5%	3
Junior Division Writing	No Data: 1% Exempt: 6%	No Data: 1 Exempt: 4	0%	0	2%	1	22%	14	70%	44	6%	4
Junior Division Mathematics	No Data: 1% Exempt: 6%	No Data: 1 Exempt: 4	0%	0	29%	18	31%	20	35%	22	5%	3

\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)

\*Although EQAO indicates that 67 students participated, we have data for 68 students. We are currently working with EQAO to correct this. In addition, we recognize that the number of students identified as English Language Learners requires attention.

Please note the following:

- Many of our Junior Division students **are almost** meeting the provincial standard:
  - 6 of the 12 students who achieved a level 2 in Primary Division Reading were in the 2.7 and 2.9 range of achievement.
  - 7 of the 14 students who achieved a level 2 in Primary Division Writing were in the 2.7 and 2.9 range of achievement
  - 10 of the 20 students who achieved a level 2 in Primary Division Mathematics were in the 2.7 and 2.9 range of achievement.
- Upon deconstruction of the data, it is apparent that some students continue to require support in:
  - Fully developing answers in writing with several ideas and information as their ideas often do not relate to the assigned task. This struggle is also apparent in mathematical communication of thinking.

***Junior Division Cohort Analysis***

Of the 68 students who completed the Junior Division EQAO assessment in 2015-2016, 63 were students of Superior-Greystone District School Board when they completed the Primary Division assessment in 2012-2013. The following represents a summary of the achievement of those students:

#### Reading

- **52%** (33 students) met the provincial standard in Grade 3 and Grade 6;
- **19%** (12 students) did not meet the standard in Grade 3 but met it in Grade 6;
- **6%** (4 students) met the standard in Grade 3 but did not meet it in Grade 6 and
- **22%** (14 students) did not meet the standard in Grade 3 and did not in Grade 6.

#### Writing

- **48%** (30) met the provincial standard in Grade 3 and Grade 6;
- **24%** (15) did not meet the standard in Grade 3 but met it in Grade 6;
- **11%** (7) met the standard in Grade 3 but did not meet it in Grade 6 and
- **17%** (11) did not meet the standard in Grade 3 and did not in Grade 6.

#### Mathematics

- **27%** (17) met the provincial standard in Grade 3 and Grade 6;
- **10%** (6) did not meet the standard in Grade 3 but met it in Grade 6;
- **25%** (16) met the standard in Grade 3 but did not meet it in Grade 6 and
- **38%** (24) did not meet the standard in Grade 3 and did not in Grade 6.

In response to this information, individual schools will be exploring additional supports for students whose achievement declined or has not yet met the provincial standard. We do know that the achievement of many of the students who met the standard in Grade 3 but did not meet it in Grade 6 declined slightly; our work is to determine why and to close those gaps. There are several considerations to make for students who have yet to achieve the provincial standard in Grade 3 and Grade 6, including the understanding that many of these students are on the cusp of achieving standard (achieving at Levels 2.7 and 2.9), and many who have shown growth in their achievement and thus, should be celebrated, including students who possess special needs. As the cohort is small, we are working to continue to provide the necessary supports to ensure that all students continue to grow and make progress.

#### **Next Steps**

The available data indicates that our most urgent work is in the area of mathematics. Thus, once again this year, the School Effectiveness Team has deconstructed our board elementary EQAO mathematics data on an individual basis (due to the small cohort size) to determine trends which allow us to draw important conclusions that inform our improvement efforts. The data is indicating that our work in mathematics needs to revolve around our students' understanding of math concepts and their ability to communicate this understanding in writing, orally, and visually, using numbers, pictures, diagrams, words, graphs and symbols. The process of communication requires students to reflect upon and clarify their own ideas, their understanding of math relationships and their math arguments. Thus, while mathematics will continue to assume a spotlight in our district, we believe that our board math focus on communication of thinking will impact reading and writing as well. Additional EQAO data analysis in the areas of reading and writing will occur, as we know that strong and effective literacy practices must continue to be supported and encouraged. We will continue to make explicit how our focus on communication in mathematics is linked to instruction in reading and writing, to ensure student and educator understanding of the interconnectedness of literacy and numeracy.

#### **Administrative Summary**

That, the Superior-Greystone DSB receives as information Report No. 57 *Elementary EQAO 2015-2016 Achievement: Detailed Report*.

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

*"Inspiring our students to succeed and make a difference"*

**Report No: 58**

**Date:** October 17, 2016

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Suzanne Eddy, Student Success Lead / David Tamblyn, Director of Education

**SUBJECT:** EQAO Secondary Achievement: Grade 9 Math Assessment Results  
Grade 10 OSSLT results

### **STRATEGIC**

**PRIORITY:** Student Achievement and Well-Being

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### **Background:**

The Education Quality and Accountability Office, (EQAO), has administered the provincial assessment in Grade 9 Mathematics since 2004. Each year EQAO provides a report on the assessment results for schools and boards. Both the board and schools consider such results in planning for the improvement of student achievement in Mathematics. With the Ministry of Education's Renewed Math Strategy, professional development, resources and support will be focused on grade 9 Applied math for the next three years.

### **Current Situation**

Board Results: Percentage of all students at or above the provincial standard (Levels 3 and 4)

	Applied Math – Level 3 and 4	Academic Math – Level 3 and 4
Superior-Greenstone DSB	47% ( 85 students)	64% (77 students)
Province	45% (36,005 students)	83% (97,347 students)

### **Results over Time**

The percentage of applied math student scores at Level 3 or above significantly increased to 47% in 2015-16 from 28% in 2014-2015. This is slightly above the provincial average, the first time SGDSB has been above provincial average since 2011-2012.

The percentage of academic math student scores at Level 3 or above slightly decreased to 64% at Level 3 or above from 67% in 2014-2015. Superior-Greenstone's percentage has been relatively stable since 2012-2013.

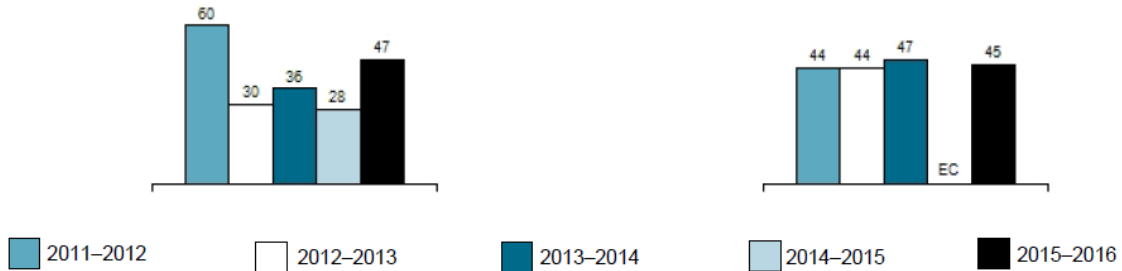
# PERCENTAGE OF ALL STUDENTS OVER TIME

## Percentage of students at or above the provincial standard (Levels 3 and 4)

### APPLIED MATHEMATICS

#### Board

#### Province



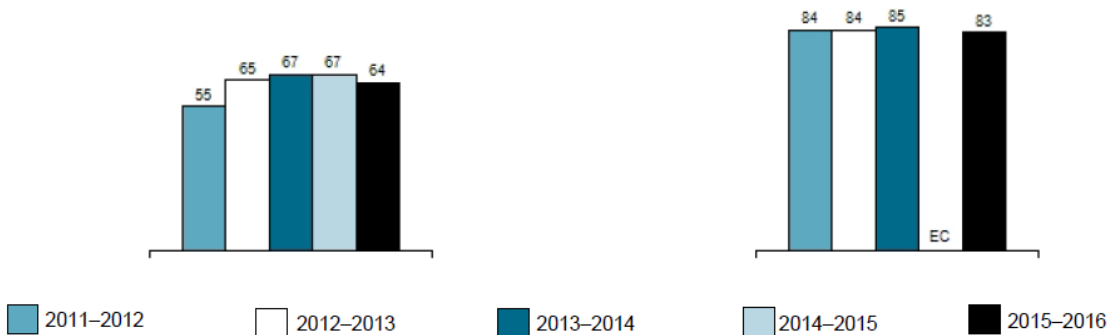
### Total Number of Students

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Board	90	83	73	85	81
Province	41 799	39 881	38 181	EC	36 005

### ACADEMIC MATHEMATICS

#### Board

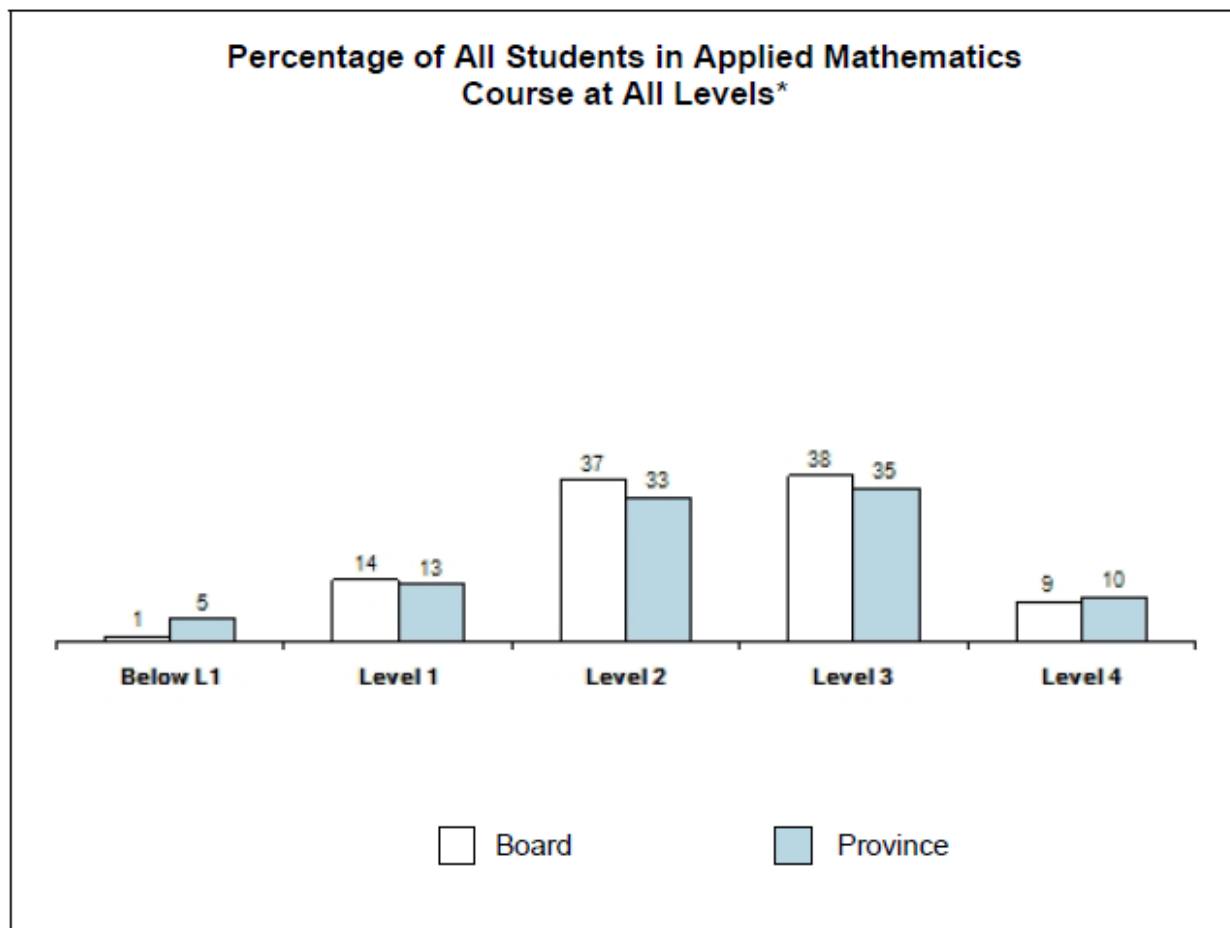
#### Province



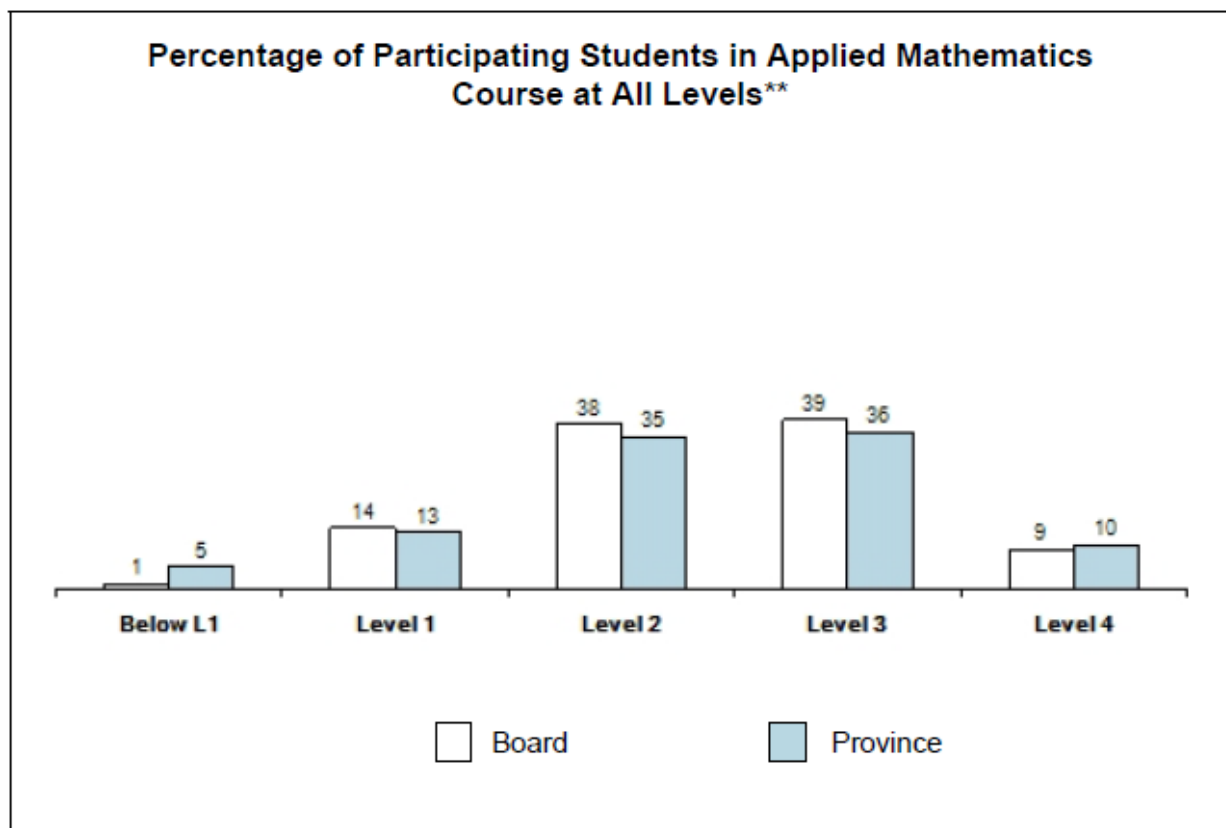
### Total Number of Students

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Board	98	105	92	67	77
Province	97 741	97 158	95 914	EC	97 347

In the 2015-2016 Applied Math results, 38% of students achieved Level 2, while 14% of students achieved Level 1. 1% of students (or 1 student) received below Level 1. A deeper analysis has been done to see how close the Level 2 students were to achieving Level 3 and what are the gaps or difficulties being shown. This information will be further analyzed by math teachers from grades 7 – 10.



In the 2015-2016 Academic results, 25% of students achieved Level 2, while 12% received Level 1. No one received below Level 1.



### **Contextual Information**

#### **Pathways**

Out of students writing the test in 2015-2016 in the Superior Greenstone DSB, 49% of students were in the applied stream and 51% were in the academic stream.

Provincially, 27% of students are in the applied stream and 72% are in the academic stream.

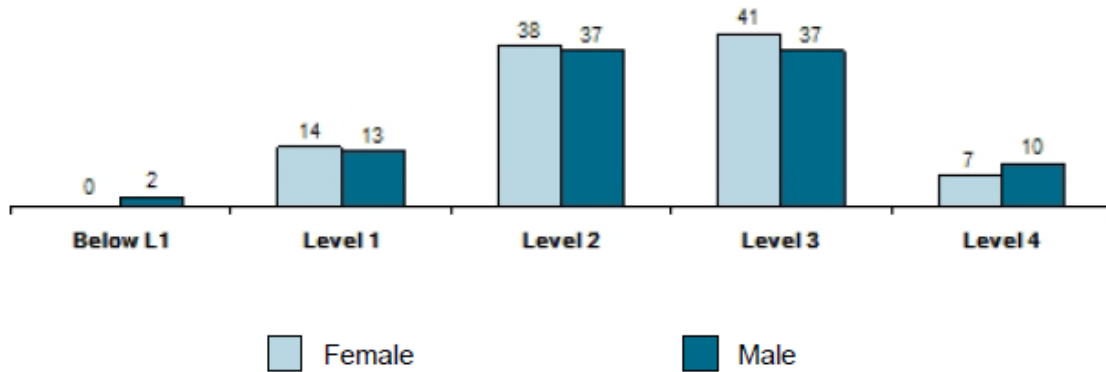
#### **Gender Differences**

In Applied Math 2015-2016 there is no gender gap in the performance between male and female students. 48% of girls achieved Level 3 or 4, while 47% of boys achieved provincial standard. In previous years, boys outperformed girls 41% to 25%. This continues the unpredictable nature of this measure.

However, there are more boys in the applied stream than girls. 64% of writers were boys, while 36% were girls.

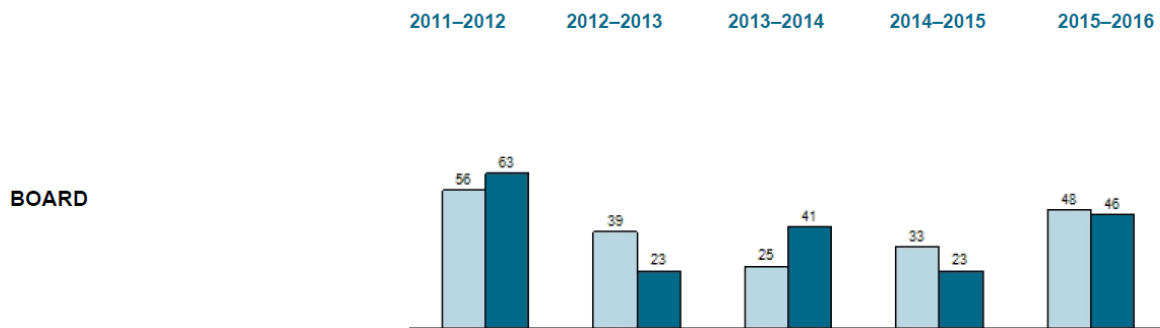
Provincially, slightly more boys achieve standard than girls – 47% to 43%.

**Percentage of All Students in Applied  
Mathematics Course at All Levels by Gender: Board\***



**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†**

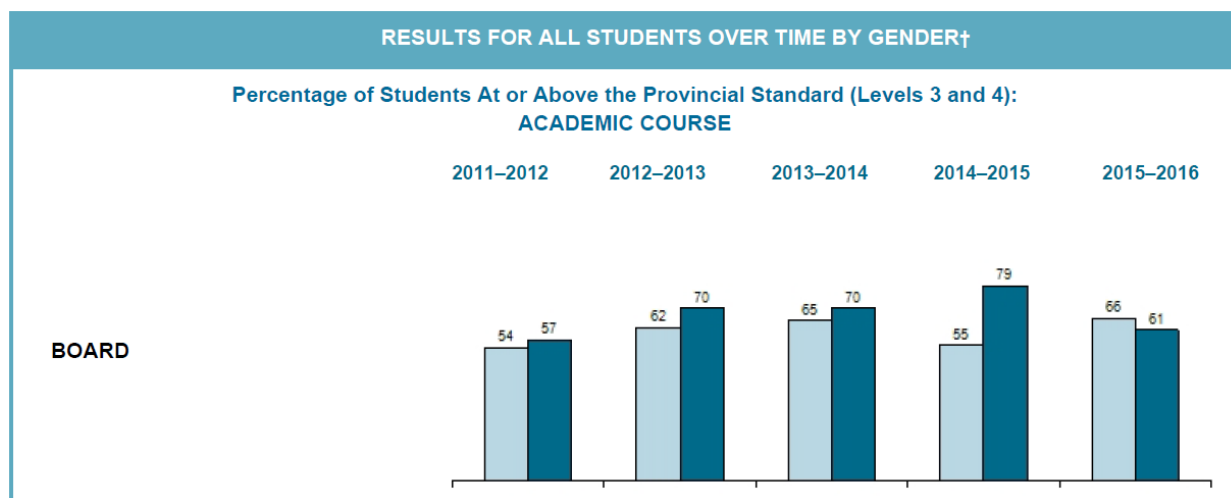
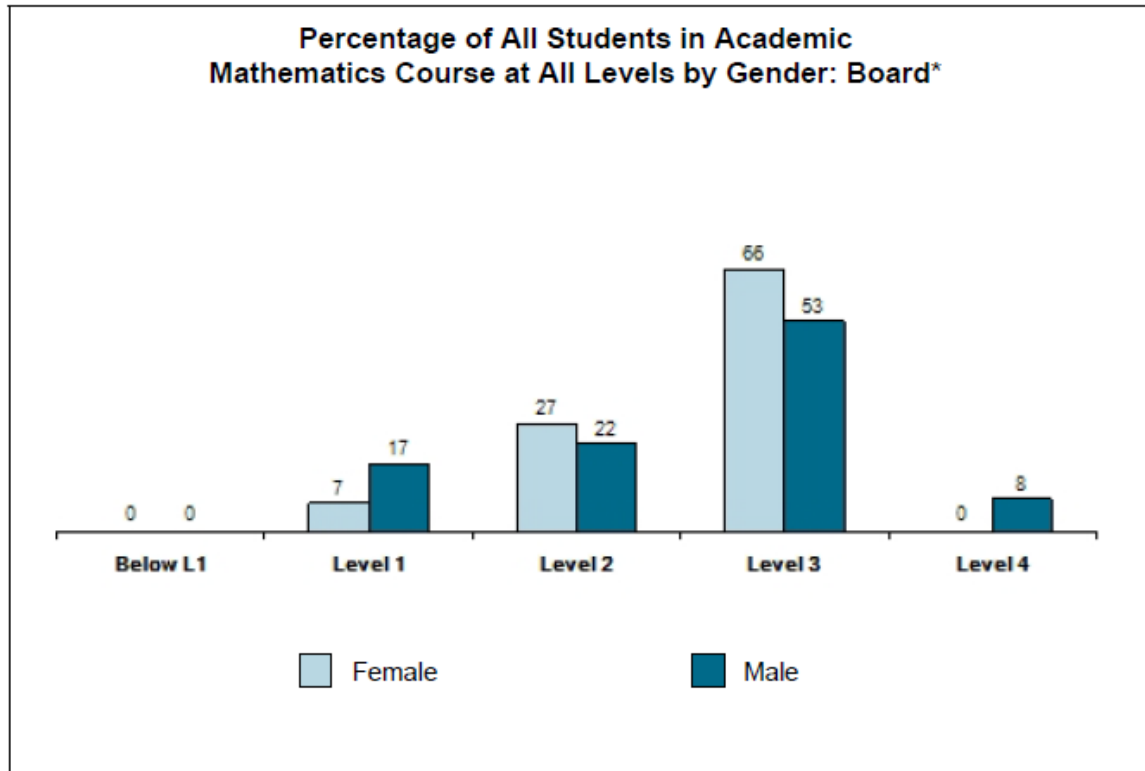
**Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):  
APPLIED COURSE**



In Academic math 2015-2016, there is also a slight gender gap with girls outperforming boys at 66% compared to 61%.

Slightly more girls are represented in academic classes compared to boys – 53% compared to 47%.

Provincially there is no gender gap shown in this year.





### **Students with Special Education Needs**

44% of students in the Applied course were students with special education needs. This does not deviate much from the provincial data where 41% were students with special education needs (excluding gifted).

5% of students in the Academic course were students with special education needs. Again, this is close to the provincial average of 7%.

### **Next Steps**

- In the 2015-2016 school year, the focus of the Ministry of Education is on Numeracy, particularly around improving outcomes in the Applied Mathematics, and this of course has been identified as a priority in our board learning plan and in each of our schools.
- Professional learning for all grade 7 to 10 mathematics teachers will be a focus of the learning plan for this year. Teachers will examine trends, expand strategies and resources and focus on research based strategies to improve student success.
- All schools will be using the Achieving Excellence in Applied Courses model which builds small teams of teachers focused on student work and data, to improve student learning (Previously known as the Student Success Initiative or SSI).
- Grade 9 teachers will be meeting system wide to build professional knowledge on supporting students in the Applied level.
- Resources will continue to be allocated to schools to support further learning in mathematics learning.
- Homework Help is a support for all students in grades 7 – 10 and that can be accessed by themselves or their parents when they need additional assistance doing their math homework.

### **Grade 10 Ontario Secondary School Literacy Test, March 2015**

#### **Background:**

The Ontario Secondary School Literacy Test (OSSLT) is designed to measure the reading and writing skills of Year 2 secondary students. It provides educators with one current measure of a student's literacy skills with respect to the provincial standard. The successful completion of the Ontario Secondary School Literacy Test or its equivalent, the Ontario Secondary School Literacy course, is a graduation requirement for all students in the province of Ontario who are pursuing an Ontario Secondary School Diploma.

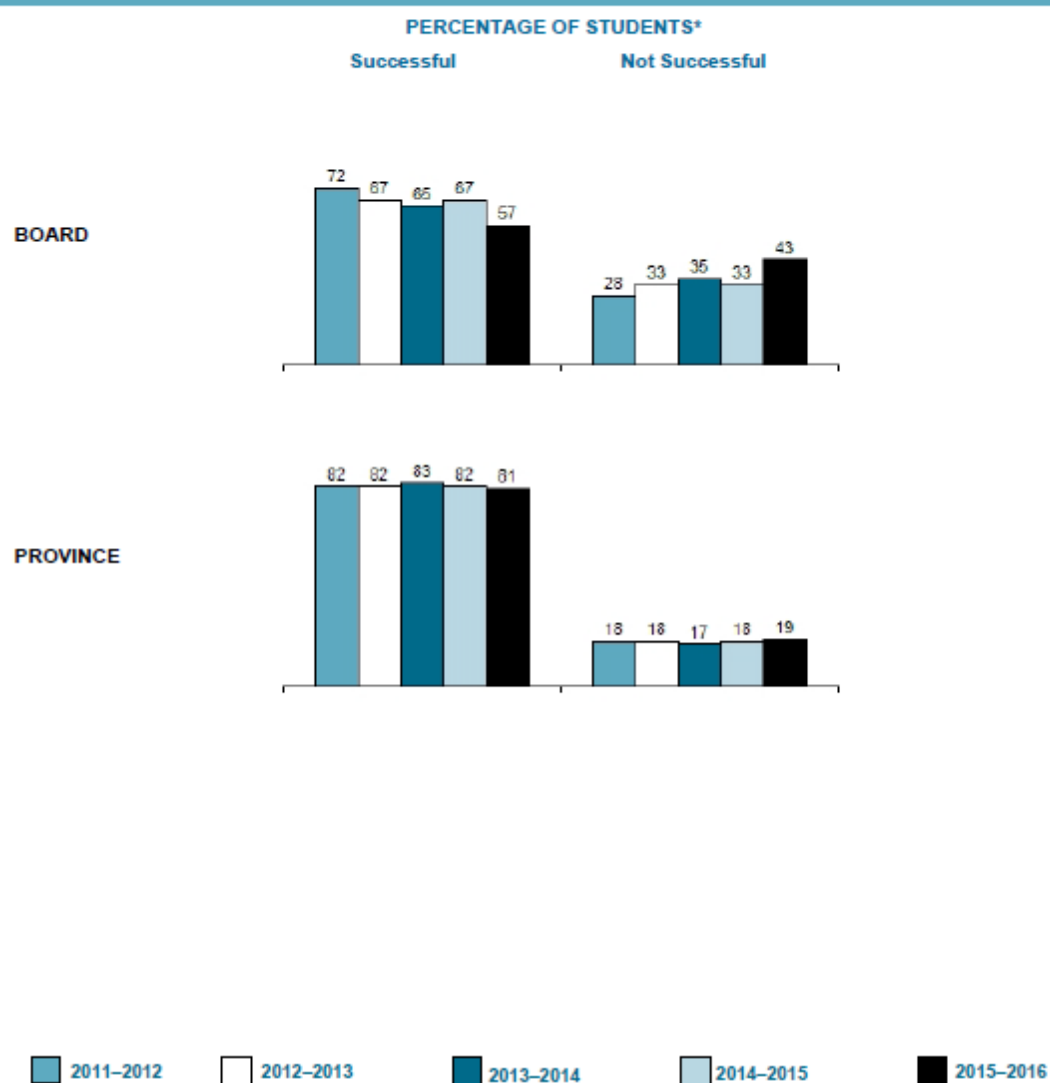
#### **Current Situation**

57% of the 139 students who were eligible for the first time were successful in the March 2016 OSSLT. In 2015, 67% were successful.

Provincially, 81% of first time eligible students were successful in the March 2016 OSSLT. Statistically, the provincial success rate has remained relatively 'flat lined' since 2011.

## Ontario Secondary School Literacy Test, 2015–2016

### ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME



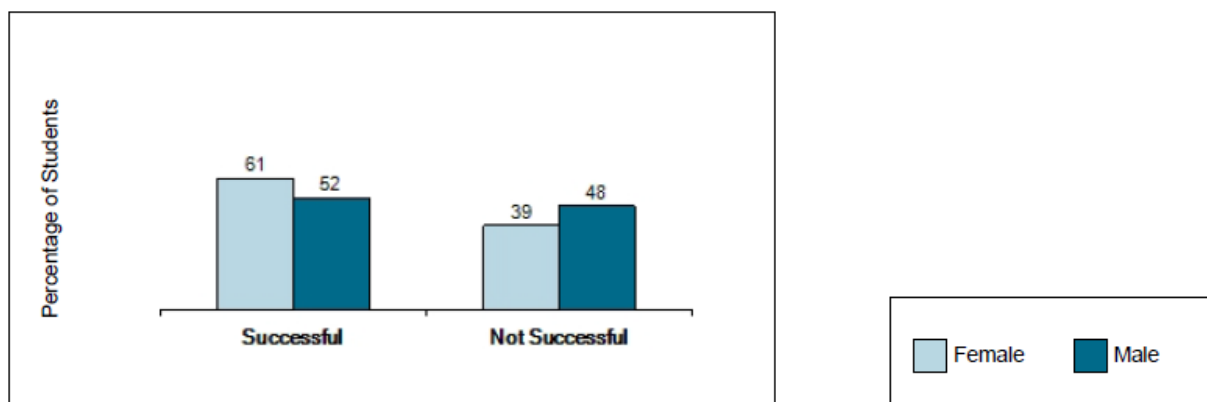
## Contextual Information

### Gender Differences

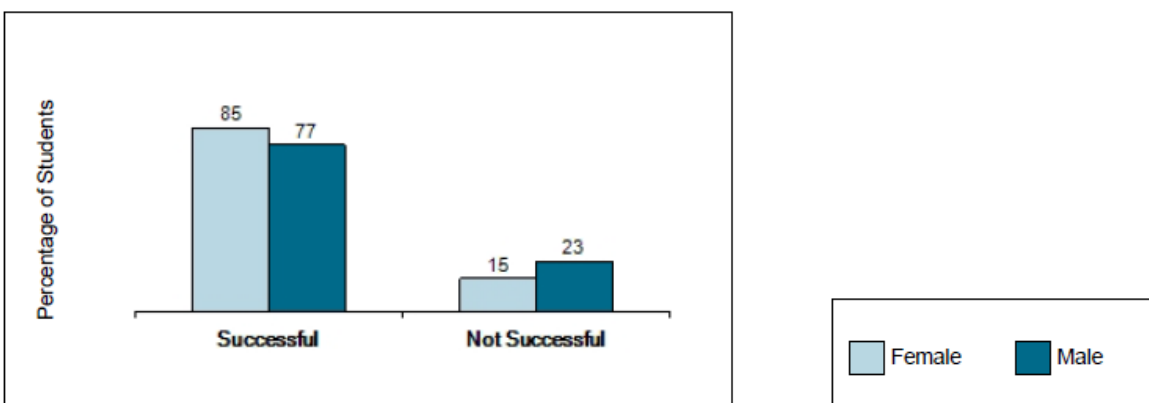
There continues to be a gender gap both within the provincial results and with our board results. For Superior Greenstone DSB, 61% of girls were successful compared to 52% of boys. This is an improvement over last year when there was a 19 point difference.

Provincially, 85% of girls were successful, compared to 77% of boys.

### Board Results for Fully Participating First-Time Eligible Students by Gender\*†



### Provincial Results for Fully Participating First-Time Eligible Students by Gender\*†

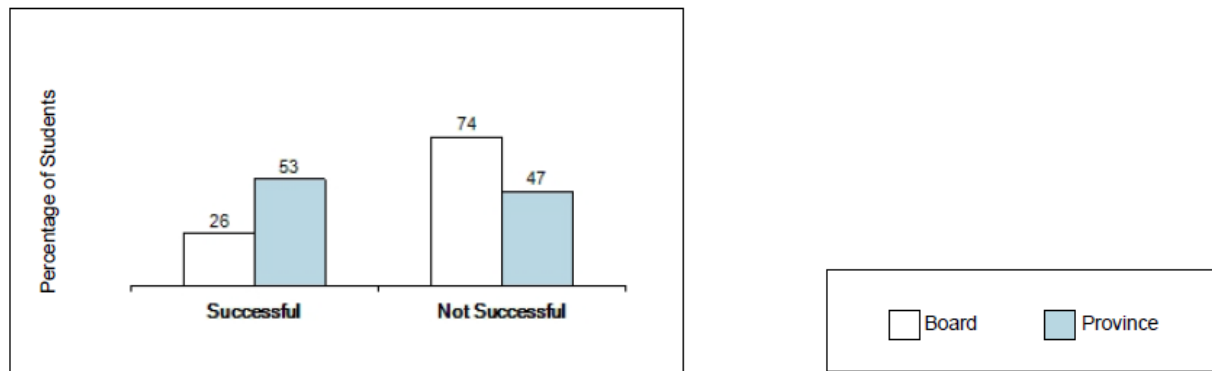


### **Students with Special Education Needs**

In the March 2015 OSSLT, 34% of Superior Greenstone students were identified as have special education needs, excluding gifted. Of that number, 26% were successful on the OSSLT.

Provincially, 53% of students with special education needs were successful.

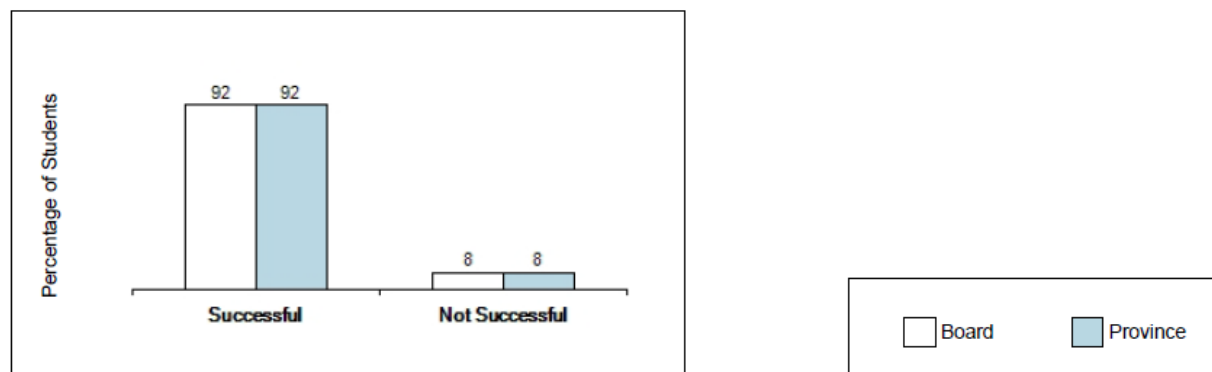
#### **Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)\***



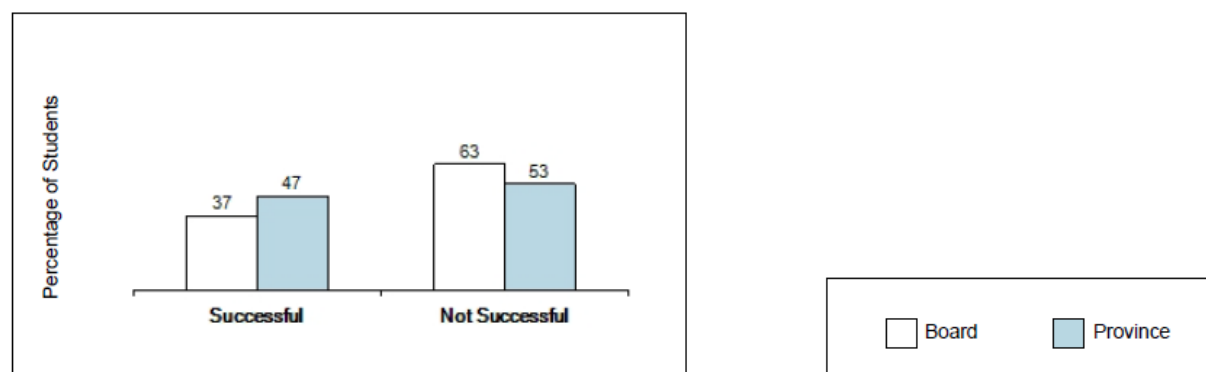
### **Results by Pathway**

Students in Grade 10 can take English in three different streams or pathways: Academic, Applied, Locally Developed

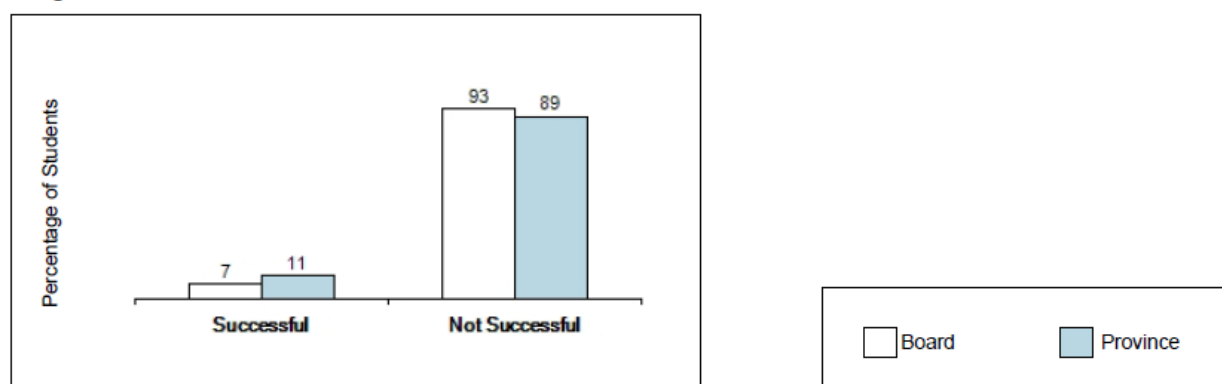
#### **Results for Fully Participating First-Time Eligible Students Taking Academic English Course\***



### Results for Fully Participating First-Time Eligible Students Taking Applied English Course\*



### Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course\*



Percentage of Students within each pathway

	<u>Board</u>		<u>Province</u>	
<b>Course Type in English<sup>†</sup></b> <i>Based on number of first-time eligible students</i>				
Academic	60	39%	98 153	73%
Applied	72	47%	27 678	20%
Locally developed	19	12%	4 372	3%
ESL/ELD	0	0%	3 131	2%
Other	3	2%	1 653	1%

### **Next Steps**

- Working with the Ministry of Education Literacy Student Achievement Officer, we will continue our work learning adolescent literacy strategies, visiting classrooms, moderating marking, and honing our skills, especially with the reluctant reader.
- Student success teams and teachers will focus on identifying students at risk of not being successful on the 2015 OSSLT and provide supports to those students.
- All secondary schools will be piloting the on-line OSSLT in October in order to give students multiple opportunities to pass this year.
- Students with special education needs will be supported through differentiated instructional practices and assistive technology.

### **Administrative Summary**

That, the Superior Greenstone DSB receives as information, Report No. 58 EQAO Secondary Achievement Results: Grade 9 Mathematics and Grade 10 OSSLT.

Respectfully submitted by:

Suzanne Eddy  
Student Success Lead

Dave Tamblyn  
Director of Education