

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 2016/12

A G E N D A

Monday, November 21, 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, November 21, 2016 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2016/12 Regular Board Meeting, November 21, 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 2016/11: October 17, 2016

(Attached)

5.2 Board Policy Review Committee: November 1, 2016

(Attached)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of November 1, 2016 and approves as reviewed:*

- P-510 Suspected Child Abuse

to be posted to the Board website with an implementation date of November 22, 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)

7.0 Delegations and/or Presentations**7.1 Excellence in Education: Terrace Bay Public School –** (Power Point Presentation- Principal, S. Curtis)
Presentation entitled: Engagement through Student Leadership**7.2 Student Trustee Update:**

(M. Audia-Gagnon)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Board Audit Committee**

(C.Tsubouchi)

- | | | |
|-------|--|----------------------------|
| 8.1.2 | Board Policy Review Committee | (M. McIntyre/D. Tamblyn) |
| 8.1.3 | Native Education Advisory Committee | (S. Sabourin/D. Tamblyn) |
| 8.1.4 | Occupational Health & Safety Committee | (W. Chiupka / M. Paris) |
| 8.1.5 | Parental Involvement Committee: Next on Nov/16 | (N. Morden-Cormier) |
| 8.1.6 | Special Education Advisory Committee | (K. Figliomeni/D. Tamblyn) |

9.0 Reports of the Business / Negotiations Committee

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

- 9.1 Report No. 60
Enrollment Summary (Attached – C. Tsubouchi)

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 Report No.61
Director's Monthly Report- October 2016 (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. 62
2016/2017 Board Learning Plan: Promoting Success for all Students (Attached – N. Morden-Cormier)

12.0 New Business

Board Chair: P. McRae

- 12.1 Report No.63
Educational Assistant Staffing Increase 2016/2017 (Attached – D. Tamblyn/ W. Goodman)
- 12.2 Northern Public Board Grad Rate (M. Mannisto)

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 2016/12: October 17, 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 2016/12 Regular Board Meeting, Monday, November 21, 2016 adjourn at _____, p.m.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2016/12

Committee of the Whole Board: Closed Session.

Monday, November 21, 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 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P.McRae)
- 3.0 Update: Negotiations (C. Tsubouchi)
- 4.0 Salary Report No. IC-07-16 (Attached - C. Tsubouchi)
- 5.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2016-11: October 17, 2016 (Attached)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Our Mission: "Inspiring our students to succeed and make a difference"
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Videoconference Site Locations

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

Regular Board Meeting 2016/11

MINUTES

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) 8:29 p.m.

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, Marlaine (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 Regular Meeting Call to Order**118/16**

Moved by: Trustee M. Sarrasin

Second: Trustee M. Mannisto

✓ *That*, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 17, 2016 be called to order at 6:31 p.m.

Carried**3.0 Approval of Agenda****119/16**

Moved by: Trustee M. Groulx

Second: Trustee K. Figliomeni

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

Carried**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings****120/16**

Moved by: Trustee M. Sarrasin

Second: Trustee A. Pelletier

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

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

Carried**5.2 Board Policy Review Committee: Oct 4, 2016****121/16**

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ *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.

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

(P. McRae)

A review was provided of the draft agenda for the Board professional development session. Suggestions for additional agenda items can be sent to the Board Chair. Communication regarding the details of the PD session will be sent out when available.

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."

122/16

Moved by: Trustee: M. Mannisto

Second: Trustee M. Sarrasin

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

Carried

7.0 Delegations and/or Presentations

7.1 Excellence in Education: Beardmore Public School – Presentation entitled: Making a Difference

(Principal/ Shelly Gladu/Teacher: Karen Enders)

A power point presentation was provided to the group that highlighted the many ways that Beardmore Public School is making a difference. It was explained that the children created a list of ways that they could help their community. A detailed review was provided of the activities and collections that the children took part in throughout the year including a school recycling program. The presentation highlighted the large amount of donations the children were successful in securing for the food bank and shelter house. Social media portals and bulletin boards were established to communicate the success of the "Making a Difference" campaign including a commercial that was created by the school and viewed during the presentation to the Board.

8.0 Reports and Matters for Decision

8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)

10.1.1 Board Audit Committee:
Nil.

(C.Tsubouchi)

10.1.2 Board Policy Review Committee:

(D. Tamblyn / M. McIntyre)

The last meeting was held on October 4, 2016 as noted in the attached BPRC meeting minutes. The next meeting is scheduled for November 1, 2016.

10.1.3 Native Education Advisory Committee

(D. Tamblyn / N. Richmond)

The next meeting is scheduled for October 25th, 2016.

10.1.4 Occupational Health & Safety Committee

(W. Chiupka / M. Paris)

A review was provided by M. Paris outlining the recent activities of the OHSC including recent training, development of an online learning process for members, and new Health and Safety display boards in the schools. The next meeting is scheduled for December 7, 2016.

10.1.5 Parental Involvement Committee (D. Tamblyn)
The next PIC meeting is scheduled for November 22, 2016.

10.1.6 Special Education Advisory Committee (D. Tamblyn / W. Goodman)
Quorum could not be established for the last meeting, therefore another has been scheduled for November 9, 2016.

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)
123/16
Moved by: Trustee M. Mannisto Second: Trustee M. Groulx
✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 139 being a bylaw to levy taxes for 2017 as per the attached.
Carried

9.2 Report No. 59 (C. Tsubouchi /W. Chiupka)
Roof Tender
The report was submitted to the Board at the meeting and a review was provided by W. Chiupka. In addition to the report he provided a review of the school roofs that have been replaced in recent years.
123/16
Moved by: Trustee M. Groulx Second: Trustee S. Sabourin
✓ **That**, the Superior-Greenstone DSB having received Report No. 59 Tender for Partial Roof Replacement Marathon HS, awards Racco Industrial Roofing the project in the amount of four hundred ninety-one thousand, two hundred twenty-eight dollars (\$491,228), HST extra, and that the project be funded from capital grants.
Carried

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)
Director of Education, D. Tamblyn provided highlights from his report. He also provided a detailed review of the WE day conference that will be attended by 26 SGDSB students on November 9th in Ottawa.

10.2 Report No.56
2016-2017 Annual Growth Plan (Attached)
The Directors' Annual Growth Plan for 2016-2017 was reviewed by D. Tamblyn. He advised Board members that the growth plan outlines the goals he has set out to achieve this school year. The document will be reviewed in future during the Directors performance appraisal in June 2017.

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. 58
Elementary EQAO 2015-2016 Achievement (Attached)
The Superintendent of Education Nicole Morden-Cormier provided a comprehensive review of this report giving background for the statistical information contained therein. She further explained how the data will be utilized to support the students.

- 11.2 Report No. 58
EQAO 2015-2016 Secondary Achievement Results:
Grade 9 Mathematics and Grade 10 OSSLT (Attached)
A detailed review of the report was provided by Suzanne Eddy, Student Success Lead. She expanded upon the statistical data provided within the report and highlighted the strategies staff are currently working on to improve upon student test scores.

12.0 New Business

Board Chair: P. McRae

- 12.1 OPSBA Northern Conference update
A review was provided of the OPSBA Northern Conference recently attended by Trustees. The presentation provided at the conference will be available on the OPSBA website for those who were unable to attend.

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

124/16

Moved by: Trustee M. Sarrasin

Second: Trustee M. McIntyre

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:29 p.m. and that this portion be closed to the public.*

Carried

- 15.2 Rise and Report from Closed Session

125/16

Moved by: Trustee S. Sabourin

Second: Trustee M. Groulx

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:38 p.m. and that this portion be open to the public.*

Carried

16.0 Report of the Committee of the Whole Closed Section B

- 16.1 **126/16**

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ *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

Carried

- 16.2 Other Recommendations from Committee of the Whole Closed Session

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

Nil

17.0 Adjournment

127/16

Moved by: Trustee M. Sarrasin

Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB 2016/11 Regular Board Meeting, Monday, October 17, 2016 adjourn at 8:40 p.m.

Carried

2016 - Board Meetings <i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>
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

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 none.</u> | (P. McRae) |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | (P. McRae) |
| 3.0 | <u>Update: Negotiations</u> | (C. Tsubouchi) |
| 4.0 | <u>Executive Compensation</u> | (A. Pelletier) |
| 5.0 | <u>OPSBA – Executive Director</u> | (A. Pelletier) |
| 6.0 | <u>In-Camera (closed) Meeting Minutes</u> | |
| | 1. Regular Board Meeting 2016-11: September 26, 2016 | (Attached) |

Regular Board Meeting 2016-11

Monday, October 17, 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 November 1, 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			

Administration Resource Members	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			
Gerrilynn Christianson: Recorder	X				
Jody Kuzinski: Vice Principal MNPS		X			

1.0 Review and Approval of Minutes: October 4, 2016

(Attached)

Moved: M. McIntyre

Second: A. Pelletier

That, the Board Policy Review Committee minutes of October 4, 2016 be approved as presented.

2.0 Business Arising from Minutes: October 4, 2016

2.1 Stakeholder Reviews

The following policy was posted for stakeholder review. No stakeholder feedback was received for policy 510.

P-510 Suspected Child Abuse

(Attached)

Action: Submit P-510 for Board approval on November 21, 2016.

3.0 Reviews: New/Existing Policies

P-407 Borrowing of Equipment

(Attached – W. Chiupka)

P-404 Building, Grounds and Equipment Security

(Attached – W. Chiupka)

P-518 Emergency Procedures

(Attached – N. Morden-Cormier)

P-531 Fire Safety Plans

(Attached – N. Morden-Cormier)

P-532 Bomb Threat Response

(Attached – D. Tamblyn/J. Kuczynski)

P-543 Lockdown Policy

(Attached – D. Tamblyn/J. Kuczynski)

The above policies were presented to the Board Policy Review Committee. Policies 407, 404, 532 and 531 were approved as presented. The committee requested a revision be made to

Policy 518 Emergency Procedures and Policy 543 Lockdown. Mr. Tamblyn will review the procedures followed by other School Boards to determine if both the Director of Education and the Board Chair are required to review media releases regarding emergencies. Currently the policies state that approval must be received by the Director of Education and/or the Board Chair. The BPRC discussed the possible removal of the Board chair from that approval process.

Action: Submit P-407, P-404, P-531 and P-532 will be submitted for stakeholder review on November 2, 2016. Policies 518 and 543 will be reviewed and brought forward to the next BPRC meeting.

4.0 List All Policies to be Referred for Stakeholder Review

P-531 Fire Alarms and Drills
P-532 Bomb Threats
P-407 Borrowing of Equipment
P-404 Building, Grounds and Equipment Security

5.0 List All Policies to Refer to Board for Approval on November 21, 2016

P-510 Suspected Child Abuse

6.0 2016 Meeting Schedule

To be determined following December 5, 2016 Board Organizational Meeting.

7.0 Adjournment

Moved: A. MacGregor Second: M. McIntyre
That, the Board Policy Review Committee Meeting of November 21, 2016 adjourn at 7:19 p.m.

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			

Administration Resource Members	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	(Attached)
	MG-301	Student Transportation	(Attached)
	P-408	Loan of Equipment	(Attached)
	P-409	Use of School Buildings and Equipment	(Attached)
	MG-409	Use of School Buildings and Equipment	(Attached)

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

Section SCHOOLS AND STUDENTS

Policy Name SUSPECTED CHILD ABUSE

510

Board Approved: _____
June 15, 2009
March 12, 1999

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

Review by: December 2021
~~December 2014~~

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

Section SCHOOLS AND STUDENTS

Policy Name EMERGENCY PROCEDURES

518

Board Approved: _____
August 10, 1999
June 24, 2008

Reviewed: May 26, 2008

Review by: December 2021
~~December 2013~~

POLICY

The Principal of each school, under the authority of Superior-Greenstone District School Board is responsible for completing and maintaining a School Emergency Procedures Plan ~~template~~ for their school, which will take into account possible emergency needs and situations which may arise.

Such situations shall include, but are not limited to:

- 1.0 Anaphylactic Shock and Epi Pen Usage
- 2.0 Lockdowns and Lockdown Drills
- 3.0 Transportation Failures or Delays
- 4.0 Bomb Threats
- 5.0 Inclement Weather
- 6.0 Boil Water Advisory
- 7.0 Administration of First Aid Procedures/Medical Emergencies
- 8.0 Fire Alarm and Fire Drill Procedures
- 9.0 Tragic Events, including Suicide Protocol Postvention Supports
- 10.0 Asthma Emergencies
- 11.0 Emergency School Closures
- 12.0 Wild Animals on School Property
- 13.0 Chemical Spills

PROCEDURE

- 1.0 The Principal of each school will ensure that the ~~template~~ Plan contains completed up-to-date information relevant to their site.
- 2.0 A copy of the Plan will be available in the school office, staff room, gymnasium storage room or office, the Head Custodian's office and the cafeteria.
- 3.0 The Plan will be reviewed with staff twice yearly (by September 30 and January 31). Documentation of this review will be maintained by the school Principal.
- 4.0 A copy of the Plan will be forwarded electronically each September to the ~~Director of Education, or designate~~, appropriate Supervisory Officer or designate and the Coordinator of Plant Services. These documents will be filed and made available through Public Folders. When plans require updates, they will be sent immediately to the appropriate Supervisory Officer or designate and the Coordinator of Plant Services.

- 5.0 Community Partners who also occupy the facility must be taken into consideration when planning and in the development of the Emergency Plans. Routine drills should include all partners. A copy of the plan will be provided to all community partners.
- 6.0 As per Police Protocol, a copy of the plan will be provided to the local Ontario Provincial Police. As per the Fire Safety Plan Policy 531, a copy of the Fire Safety Plan will be provided to the local fire department(s) by September 30 each year.
- 7.0 As per Policy 202 – Control and Release of Information, to ensure that proper information is released to the public through the various news media, information is to be released only upon the prior knowledge and approval of the Director of Education and/or the Board Chair.

References	
Policy and Management Guideline 301 – Student Transportation	Procedural Guidelines including:
Policy 524 – Anaphylaxis	Dealing with Suicide Handbook
Anaphylaxis Procedures Handbook	Hostile and Violent Incidents
Companion to Anaphylaxis Procedures Handbook	Medical Preparedness and First Aid
Policy 530 - Administration of First Aid	School Emergency / Civil Emergency Evacuation /
Policy 531 – Fire Alarm and Fire Drill Procedures	School Closure
Policy 532 – Bomb Threats	School Lockdown
Policy 533 – Inclement Weather	Tragic Events Handbook
Policy 534 – Boil Water Advisory	Wild Animals on School Property
	Boiled Water Advisory
Policy 543 - School Lockdown	Bus Disaster Protocol
Policy 902 – Accidents	
Policy 901 – Blood Borne Pathogens	
	Suicide Prevention, Intervention and Postvention Handbook
	Communicable Diseases – Health Unit
	MSDS Sheets

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name **FIRE SAFETY PLANS** ~~FIRE ALARMS AND FIRE DRILLS~~ 531
 Management Guideline Applies

Board Approved: _____
 March 22, 2011
 December 4, 2007

Reviewed: February 28, 2011

Review By: **December 2021**
~~December 2016~~

POLICY

To ensure the schools under the direction of Superior-Greenstone District School Board are in compliance with its obligations for conducting and recording fire drills under the *Ontario Fire Code* and the *Education Act*.

PROCEDURE

- 1.1 A Fire Safety Plan shall be included as part of the School's Emergency Procedures Plan and in accordance with Ontario Regulation 388/97, Fire Code will contain:
- ~~(a) the emergency procedures to be used in case of fire including sounding the fire alarm, notifying the fire department, provisions for access for fire fighting, instructing occupants on procedures to be followed when the fire alarm sounds, evacuating endangered occupants and confining, controlling and extinguishing the fire,~~
 - ~~(b) the appointment and organization of designated supervisory staff to carry out fire safety duties,~~
 - ~~(c) the instruction of supervisory staff and other occupants so that they are aware of their responsibilities for fire safety,~~
 - ~~(d) the holding of fire drills including the emergency procedures appropriate to the building,~~
 - ~~(e) the control of fire hazards in the building,~~
 - ~~(f) the provision of alternative measures for the safety of occupants during any shutdown of fire protection equipment and systems or part thereof, and~~
 - ~~(g) instructions, including schematic diagrams, describing the type, location and operation of building fire emergency systems,~~
 - ~~(h) a master copy of the Fire Safety Plan shall be kept in the Main Office of the school.~~
- a) **Cover Page**
- a. **Property Address**
 - b. **Identity of fire safety plan preparer**
 - c. **Date of completion**
 - d. **Revision Dates**
 - e. **Approved Location**
- b) **Resource page containing quick references to location of fire safety equipment.**
- c) **Resource page containing names, addresses and contact numbers for school board personnel (Director, Supervisory Officers, Manager of Plant Services, Coordinator of Plant Services, Principal, Vice-Principal, Head Custodian).**
- d) **Resource page containing names of persons requiring assistance/persons with special needs.**

e) Site Plan with the following components

- a. Legend
- b. Directional indicators
- c. Scale dimensions
- d. Fire routes
- e. Hydrant locations
- f. Meeting areas
- g. Hazardous locations

f) Floor Plans with the following components

- a. Scale dimensions
- b. Direction indicators
- c. Floor identification
- d. Room identification
- e. Legend
- f. Fire protection equipment
- g. Fire alarm panel and pull stations
- h. Firefighter access
- i. Hazardous areas

g) Fire Emergency Systems Information

- a. Documents, including diagrams, showing the type, locations and operation of building fire emergency systems.
- b. The provision of alternative measures for the safety of the occupants during any shutdown of fire protection equipment and systems or part thereof.
- c. A notice will be affixed near pull stations if the fire alarm does not automatically transmit to emergency contacts (e.g. building security company, fire department, etc.)

h) The emergency procedures to be used in case of fire including:

- a. Sounding the fire alarm
- b. Notifying the fire department
- c. Instructing occupants on procedures to be followed when the fire alarm sounds
- d. Evacuating occupants, including special provisions for persons requiring assistance
- e. Procedures for the use of elevators
- f. Procedures for confining, controlling and extinguishing fires
- g. Procedures for evacuation during extreme cold weather (alternate evacuation sites, emergency items such as blankets, etc.).
- h. Procedures for bringing student information during evacuation.

i) The Fire Safety Plan will also include:

- a. The appointment of designated supervisory staff to carry out the fire safety plan duties.
- b. The organization of designated supervisory staff to perform fire safety plan duties.
- c. The training of supervisory staff so that they are aware of their responsibilities for fire safety. Supervisory staff shall be instructed in the fire emergency procedures as described in the Fire Safety Plan, before they are given any responsibility for fire safety.
- d. The instruction of other occupants so that they are aware of their responsibilities for fire safety.

2.0 The total number of evacuation fire drills shall be held three times in each of the fall and

spring school terms.

- 3.0 The principal or designate shall keep a record to indicate that the Fire Safety Plan has been ~~shared~~ fully reviewed with staff; advise the ~~Superintendent of Education~~ appropriate ~~Supervisory Officer~~ that the review has taken place and ensure that this information has been shared by September 30 each year and as needed throughout the remaining school year.
- 4.0 The Fire Safety Plan will be kept in the school Emergency Plans binder and with copies placed in the school gymnasium storage room or office, staff room, the Head Custodian's office, the cafeteria (as per Policy 516 - Emergency Procedures) and Fire Emergency Plan Lock Box (located in the main entrance way of each school). A master copy of the Fire Safety Plan shall be kept in the Main Office of the school, and a copy shall be forwarded to the local fire department(s) by September 30 of each year.
- 5.0 The school principal will consult with other occupants of the building (e.g. child care, family support programs, college satellite campuses, etc.) in the development of the plan, and will provide a copy of the plan to all occupants by September 30 of each year.
- 6.0 An electronic copy of the Fire Safety Plan, as a component of the Emergency Plan, will be forwarded to the Coordinator of Plant Services and the Education Secretary by September 30 of each year. These documents will be filed and made available through Public Folders.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name BOMB THREAT **RESPONSE**

532

Board Approved: September, 2008

Review Before: **December 2021**
~~December 2015~~

RATIONALE

Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. To enhance safety and security, it is important that schools have plans for responding to bomb threats. According to the RCMP, the overwhelming majority of reported bomb threats are unfounded, but some are not. Care must be taken, therefore, to deal with each incident calmly and consistently.

POLICY

~~The responsibility for dealing with bomb threats lies with the principal, manager or other Superior Greenstone District School Board employee in charge of a Board facility, or his/her designate.~~

~~The principal must ensure that Bomb Threat Procedures are included in the School Emergency Procedures Plan and that these procedures are communicated to staff members in each September of the school year.~~

The Ministry of Education, school boards, and police services continue to work in partnership to create safe school environments. This work includes planning and preparation in the event that a bomb threat is received, an explosive device is discovered, or an explosives incident takes place.

All school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.

Plans and procedures for bomb threat response must be included in the school's Emergency Procedures Plan which is appended to the Superior Greenstone DSB Police Protocol – Appendix C: Provincial Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario.

The board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

The principal or designate of each school is responsible for the overall development and final content of the individual school plan. The principal or designate is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students. The principal or designate must be completely familiar with the school's bomb threat plan with the scope of the authority vested in, and the responsibilities associated with, the principal's position as defined in the plan.

In the event of a bomb threat, the person receiving the bomb threat must contact the police (911), inform administration and complete the **Response to Bomb Threat** (Appendix A).

As many schools have licensed child care centres and/or other tenants and community groups using school premises, sometimes outside of regular school hours, those organizations or individuals must be taken into consideration at all stages, including planning, training, and drills, and they must be informed of the need to follow bomb threat response procedures. Principals must make best efforts to ensure that the appropriate staff from organizations sharing school facilities are included in the development and implementation of bomb threat response procedures and that these organizations participate in relevant aspects of planning, training, and drills, whenever possible.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name BORROWING OF EQUIPMENT

407

Board Approved:

October 18, 2011
March 12, 1999

Reviewed:

September 26, 2011
April 25, 2006

Review By:

December 2021
~~December 2016~~

POLICY

The Superior-Greenstone District School Board acknowledges that its own resources may not always be sufficient to provide various pieces of equipment.

In the spirit of cooperation with community partners, the Board will allow the borrowing of such equipment on a short-term basis.

PROCEDURES

1.0 Authority to Borrow

The Principal of a school, or the Manager of Plant Services, shall be the only employees with the authority to authorize the borrowing of equipment.

2.0 Damage to Borrowed Equipment

In the event of damage of borrowed equipment while in the possession of the Board, the cost of repairs will be provided by the school or department that borrowed it.

3.0 Wilful Damage

If this damage has occurred as a result of negligence or wilfulness on the part of a staff member or student, the costs involved will be assessed to, and paid for by, the student or his/her parents, or the staff member responsible.

4.0 Accidental Damage

If this damage occurs through no fault of the staff member, student or teacher, the school or department that borrowed it will cover cost of repair.

5.0 Loss of Equipment

~~In the event of loss of borrowed equipment, if not through negligence, the Board will reimburse the owners at the replacement cost for the item(s).~~

The loss of borrowed equipment, if not through negligence, will be the responsibility of the school to replace from school budgets.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name BUILDING, GROUNDS and EQUIPMENT SECURITY

404

Board Approved: _____
February 17, 2010
March 12, 1999

Reviewed: November 23, 2009
November 16, 2004
May 16, 2005

Review Prior To: December 2021
~~December 2015~~

POLICY

It is the policy of The Superior-Greenstone District School Board that all property, buildings and contents be protected and made secure from theft, break-in, disappearance, fire and vandalism.

PROCEDURES

1.0 Building Security: Schools

The security for each school building and its contents is the responsibility of the Principal.

2.0 Building Security: Other

The security for each building and its contents that is not under the administration of a Principal, is the responsibility of the Manager of Plant Services.

3.0 Intrusion Alarms

Intrusion alarms, and/or other protective systems, will be installed, when appropriate, to reduce the opportunity for break-in, theft and vandalism.

4.0 Perpetual Inventory

The Manager of Plant and each Principal shall be responsible to maintain a perpetual inventory of all moveable items within the buildings under their responsibility.

5.0 Loaning Equipment

A log system for controlling the loan of moveable items to staff, students or the community will be maintained.

6.0 Provident Numbers

All moveable equipment valued above \$1,000 shall be identified by the use of an assigned Operation Provident Number in accordance with OPP recommended procedures, or through another method of identification as approved by the Manager of Plant Services.

7.0 Handling Money

Monies shall be secured nightly, or deposited daily in a bank account.

8.0 *Securing Records*

Filing cabinets containing personal/confidential information, including OSR records, shall be locked when not supervised.

9.0 *Reporting Incidents*

Robberies, break-ins, fires and major damage through vandalism or otherwise shall be reported to the appropriate Board Official and to local police.

The designated Board Official will proceed to provide notification to the Board's insurer, when appropriate.

10.0 *Persons Apprehended*

Persons apprehended as a result of activities as outlined above will, at the very least, be expected to make restitution. The Police will determine if charges are to be laid.

11.0 *Non-Board-Owned Items*

The Board is not responsible for the loss of or damage to personal property of staff or students while on Board-owned property.

12.0 *Warning Notices*

All Board facilities will prominently display the warning that all equipment is marked and traceable.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS	543
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Policy Name	LOCKDOWN <u>Management Guideline Applies</u>
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Board Approved:	_____	Reviewed:	_____
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Review Before: 2021

RATIONALE

The principal or designate of each school is responsible for establishing and maintaining the safety of students and staff. Various emergency situations such as an intruder, hostage taking or armed individual on school property may require lockdown procedures.

DEFINITIONS

Terminology is very important. Plans should clearly identify when “lockdown” versus other terminology is to be utilized. Terminology used to order a lockdown should be plain language, clear, and leave no room for misunderstanding as to what is expected. No secret passwords should be used.

“**Lockdown**” should be used only when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of “lockdown” will result in staff/students becoming desensitized and not taking lockdowns seriously.

“**Hold and Secure**” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g. if a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

“**Shelter in Place**” should be used for an environmental or weather-related situation, where it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

Boards must use the above terminology in developing local plans, in an effort to ensure consistency across the province. The policy outlined focuses primarily on “lockdowns.”

POLICY

The Superior-Greenstone District School Board Police Protocol is to be reviewed each year and procedures clearly communicated to all stakeholders. This Protocol will act as the guideline for the creation of school lockdown plans.

Each school must develop a simple and concise school plan outlining the procedures to be followed for lockdown, hold and secure, and shelter in place. Plans will include expectations with respect to staff, students, parents, and police. Accessibility and communications for students with special education needs will be addressed in the plan. All staff, occasional staff members, volunteers, school visitors and police must be made aware of the school plans.

Each school will conduct a minimum of two lockdown drills during each school year. Consideration should be given to conducting one of the two required annual drills as a “non-routine” drill, such as one that takes place during recess, before or after the school day, or during lunch.

As many schools have licensed child care centres and/or other tenants and community groups using school premises, sometimes outside of regular school hours, those organizations or individuals must be taken into consideration at all stages, including planning, training, and drills, and they must be informed of the need to follow lockdown procedures.

Procedures must address where staff, students, and others who are outside the school building(s) should go in the event of a lockdown, including a lockdown that occurs during recess or during arrival or dismissal times. These procedures should also address how people who are outside the school building will know where the evacuation sites are located. Instructions for bus drivers and parents who might arrive at the school during a lockdown should be included in the procedures.

Plans should address the issue of how to deal with a fire alarm activation after a school has gone into lockdown.

Plans should include how a lockdown will be terminated.

Plans should address initial and ongoing training of all staff and students.

Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. Equally important is the practicing of lockdown drills in preparation for a major incident of school violence. Each school shall conduct a minimum of two lockdown drills during each school year.

Plans shall include provisions for dealing with media. As per Policy 202 – Control and Release of Information, to ensure that proper information is released to the public through the various news media, information is to be released only upon the prior knowledge and approval of the Director of Education and/or the Board Chair.

Communication with parents, guardians, and the community in general is important so as to ensure a good understanding of lockdown procedures, without instilling fear.

Each school plan, as well as the board plan, shall be thoroughly reviewed by September 30th and should be part of the Emergency plans.

References
<u>The Education Act:</u> <u>Keeping Our Kids Safe at School (Bill 157) 2009</u> <u>SGDSB Police Protocol</u> 520 – Safe Schools System Expectations

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD*"Inspiring our students to succeed and make a difference"***Report No:** 60**Date:** November 21, 2016

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary as of October 31, 2016

STRATEGIC

PRIORITY: Responsible Stewardship of Resources

Current Situation

The enrolment of October 31, 2016 is summarized below:

ELEMENTARY SCHOOLS	BUDGET FTE Oct. 31, 2016	ACTUAL FTE Oct. 31, 2016	VARIANCE	note
B.A. Parker Public School	126.00	134.00	8.00	
Beardmore Public School	26.00	29.00	3.00	
Dorion Public School	43.00	46.00	3.00	
George O'Neill Public School	106.00	108.00	2.00	
Manitouwadge Public School	38.00	44.00	6.00	
Margaret Twomey Public School	209.00	215.00	6.00	
Marjorie Mills Public School	73.00	72.00	-1.00	
Nakina Public School	16.00	17.00	1.00	
Red Rock Public School	14.00	14.00	0.00	
Schreiber Public School	50.00	45.00	-5.00	
Terrace Bay Public School	69.00	69.00	0.00	
Total Elementary Enrolment	770.00	793.00	23.00	
SECONDARY SCHOOLS	BUDGET FTE Oct. 31, 2016	ACTUAL FTE Oct. 31, 2016	VARIANCE	note
Geraldton Composite High School	200.63	216.75	16.12	
Lake Superior High School	89.00	95.00	6.00	
Manitouwadge High School	78.75	86.50	7.75	
Marathon High School	171.50	181.75	10.25	1,2
Nipigon Red Rock High School	174.75	166.00	-8.75	
Total Secondary Enrolment	714.63	746.00	31.37	
Total Board Enrolment	1,484.63	1,539.00	54.37	

Notes:

1. Actual Enrolment number includes 1.25 FTE for Adult pupils (over 21 years).
2. Enrolment number includes 0.25 FTE high credit.

Administrative Summary

That report No. 60 entitled *Enrolment Summary as of October 31, 2016* is presented to the Board for information.

Respectfully submitted,

Cathy Tsubouchi, Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring our students to succeed and make a difference"

Report No: 61

Date: November 21, 2016

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Monthly Report – November 21st, 2016

STRATEGIC

PRIORITY: Student Achievement, Building Relationships, Stewardship of Resources

We Day- Ottawa

On Monday, November 7th, 27 students and 4 educators from SGDSB departed for Ottawa to take part in We Day celebrations in the Nation's Capital. Student Senators from Manitouwadge, Terrace Bay, Schreiber, Dorion, George O'Neill, and B.A. Parker elementary schools, as well as Marathon, Nipigon-Rock, and Lake Superior High Schools took part in the excursion. In addition to taking part in the We Day event students visited MP Patty Hajdu's office, the National War Memorial, the Tomb of the Unknown Soldier, Museum of History, and the Parliament Buildings. The opportunity to attend We Day in Ottawa and to tour some of the sites in our Nation's Capital will be remembered by students for a long time; however, it's the opportunity to support student learning beyond the classroom and celebrate the local and global actions to change the world led by our student leaders of today that matters most.

Provincial Education Event and Regional Well-Being Engagement

On November 9th & 10th a team comprised primarily of senior administration attended the Provincial Education Event and Regional Well-Being Engagement. We were joined by NRHS student Maresa Gauvin, who along with Alex Halonen from LSHS is a member of the Minister's Student Advisory Council (MSAC). The program on day one was common to all participants and involved engagement and discussion of system priorities, collaborative professionalism and the provincial launch of engagement on the student well-being framework. The launch of the student well-being framework will be followed up by a regional session scheduled for November 23rd in Thunder Bay. In addition to staff, many of our community stakeholders are encouraged to attend this event

Day two of the November 10th session in Toronto featured three concurrent streams: the 2017-18 Education Funding Engagement (GSN Consultation), Early Years and Child Care and Staff Well-Being.

The annual education funding sector engagement is part of the Ministry of Education's ongoing commitment to work with the education community to develop new ideas for improving the funding mechanisms that support the delivery of education in Ontario.

EQAO – OSSLT On-Line Assessment

On Thursday, October 20, EQAO made its first attempt at offering the OSSLT online to students across the province. EQAO has been working toward modernizing the provincial assessment program since September 2014, recognizing that online assessments will provide greater capacity to assess additional

future-oriented skills, align more fully with digital technology practices in classrooms and engage students at a deeper level. Unfortunately, the October trial was disrupted due to the Distributed Denial of Service cyberattack, which incapacitated the online testing system for a large majority of students across the province.

Students who were not able to access the testing site, who did not have the opportunity to complete the test or who were not successful on the test will still be considered first-time eligible for the regularly scheduled OSSLT in March 2017. This would include the overwhelming majority of students within SGDSB. In addition, students who attempted the trial will be eligible for the Ontario Secondary School Literacy Course at the principal's discretion.

Treaty Recognition Week

SGDSB participated in Treaty Recognition Week, November 7-11th. Earlier this year, the "Treaty Recognition Week Act" was passed by the Ontario legislature and provides a recurring opportunity for teachers to plan learning activities during the school year and to help promote awareness of treaties among our students.

There are two treaties within our district, the Robinson Superior Treaty and Treaty 9. Shy-Anne Bartlett and Nicole Richmond provided staff;

- A list of resources provided by the Ministry of Education;
- A presentation prepared by Nicole Richmond, setting out information about the Robinson Superior Treaty;
- A presentation prepared by Stan Loutitt from Grand Council Treaty 9, setting out information about the Treaty 9.

Professional Development Day – November 21st

November 21st is designated a Professional Development Day in Superior-Greenstone DSB. The focus of the day is on the Renewed Math Strategy particularly as it pertains to the board learning plan and the concept of communication. The goal is to provide our students effective communication skills to enable them to organize and consolidate their mathematical thinking. Under the direction of Numeracy Lead Kathleen Schram, staff from both the elementary and secondary panels will take part in this day of learning.

Administrative Recommendation:

The report entitled, Director's Monthly Report – November 21st, 2016 No.61 is presented to the board for information.

Respectfully submitted:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No: 62

Date: November 21, 2016

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

FROM: Nicole Morden Cormier, Superintendent of Education

SUBJECT: 2016-2017 Board Learning Plan: Promoting Success for All Students

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

Background

The Board Learning Plan: Promoting Success for All Students (BLP) is a document that enacts the Strategic Plan, specifically the focus areas outlined in the Student Achievement and Well-Being priority area. The Board Learning Plan captures our collective commitment to enhance the learning of all students in our district, and thus, it is a document that responds to the specific learning needs that schools identified in June and September 2016. These learning needs resulted from an analysis of individual school student achievement and well-being data (both qualitative and quantitative data including EQAO, Report Card evaluation, educator and student perceptual data from surveys, observations, conversations and products, etc.), as captured by School Learning Plans. This process is illustrated by the graphic below where it is student learning needs that drive the School Learning Plan, and the School Learning Plan that drives the Board Learning Plan. What is apparent is that the student need is at the center of this process.

Illustration 1.0: Student Learning Need as the Driver of Improvement



The Board Learning Plan incorporates and guides the work at all levels of our board to attain systemic improvement for all students. It identifies goals and related theories of action for the improvement of student achievement, describes our strategic actions and outlines processes for monitoring, making adjustments and for the evaluation of the effectiveness of the plan.

Current Situation

With the implementation of the Renewed Mathematics Strategy and the identification of mathematics as the most urgent learning need for our students, and the knowledge that student centered learning environments and pedagogy are vital to the well-being and thus, growth of our learners, our 2016-2019 Board Learning Plan has been designed to ensure that these areas are a priority. This is not new work for us but a continuation of the learning that we have been engaged in for the past several years. We know that the enhancements that we wish to see are quite significant, thus it is important to provide the system with enough time to see the impact of our work. By providing both a focus on student achievement and a focus on well-being, we know that the work outlined in our BLP will continue to have a positive impact on the “whole” student.

Focus Area: Student Centered Learning – Motivation and Belonging Supporting Improved Well-Being

Theory of Action: If we foster student centered learning environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn.

Goal: By June 2017, 100% of schools will demonstrate an increase of at least one stage of implementation (awareness, beginning, partial, full) in an area of focus in their overall rating of the self-assessment of the SGDSB Student Centered Learning and Pedagogy Success Criteria, as they work towards full implementation by June 2019.

“Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met” (Ontario Ministry of Education, 2016). We believe that by creating fully student centered learning environments and pedagogy, student well-being will improve as they will be increasingly engaged in their learning, achieve greater success and thus, feel an increased sense of belonging both to the school and to their learning. A student centered learning environment and pedagogy is defined by shifting the focus from teaching to a focus on learning. In this instructional approach, students are active participants in the learning, they influence the content, activities, materials and the pace of the learning, and they engage in deep, open-ended problem solving that require both critical and creative thinking. Students have a voice in their learning, within the context of the curriculum. Research has shown that this type of environment can positively impact student engagement and motivation. *“Motivation, engagement and student voice are critical elements of student-centred learning. Without motivation, there is no push to learn, without engagement there is no way to learn and without voice, there is no authenticity in the learning. For students to create new knowledge, succeed academically, and develop into healthy adults, they require each of these experiences”* (School Effectiveness Framework, 2013, pg. 22). To achieve this very lofty goal, we have created criteria that will guide our work in four key areas including:

- *Formal and Informal Leadership*
- *Foundational Principles to be Developed in the Learner and the Environment: Learner Mindsets for All*
- *Conditions for Learning: Risk Taking, Collaboration, Relationships, Responsive Instruction*
- *Assessment for/as Learning Culture: Learning Goals, Success Criteria, Feedback, Peer and Self-Assessment, Individual Goal Setting*

These criteria have been and will continue to be embedded into all of our work with adults and student learners, and will be monitored closely both at the school level and at the system level.

Focus Area: Mathematics Learning – Communication

Theory of Action: If we foster effective communication in our classrooms, then our students will be able to organize and consolidate their mathematical thinking AND analyze the mathematical thinking and strategies of others.

Long Term Goal: By 2019, 100% of our students will exceed or maintain their achievement scores as measured by their grade 3 to 6 or grade 6 to 9 EQAO Cohort Data in Mathematics.

Short Term Goal: By September 2017, through a focus on COMMUNICATION, the EQAO Math cohort data will show

- 100% of students who met the standard in grade 3 (49% or 39/80) will meet the standard in grade 6.
- 50% of the 13 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.
- 100% of students who met the standard in grade 6 (18% or 14/80) will meet the standard in grade 9.
- 50% of the 8 students who were approaching standard (Level 2.7-2.9) in grade 6 will rise to standard in grade 9.

The Ontario Ministry of Education Mathematics Curriculum - Revised (2005) has identified Communication as one of the seven mathematical processes that are integral to student success in mathematics. *“Communication is the process of expressing mathematical ideas and understanding orally, visually, and in writing, using numbers, symbols, pictures, graphs, diagrams, and words”* (Ministry of Education, 2005, p. 17). When students engage in discussion about their math thinking, represent that thinking using various tools, and justify their thinking to their peers and to the teacher, they gain a better understanding of mathematical concepts as they consolidate their thinking. *“Communication is an essential process in learning mathematics. Through communication, students are able to reflect upon and clarify their ideas, their understanding of mathematical relationships, and their mathematical arguments”* (Ministry of Education, 2005, p. 17). Research suggests that this leads to students seeing themselves as mathematicians as they gain an improved level of confidence and success, thus improved well-being.

Next Steps

While the BLP mathematics goals are trailing indicators, we will be actively engaged in planning for the success of our students in mathematics throughout the year. This will include ensuring that teachers and school leaders are engaging in professional learning designed to enhance our mathematics instruction in the areas of math talks, problem solving, and a focus on understanding the transitions from grade 7 to grade 9 in terms of instruction and curriculum. In addition, all of the Portfolio Leads in the system will also provide opportunities for professional learning as they either provide a deeper understanding of the supporting conditions for greater learning to occur or directly integrate math learning into their leadership. These goals are captured below:

Special Education: If we build on our communication and regular use of accommodations (including assistive technology) for Students with learning disabilities then our students will improve in their numeracy achievement.

Information Technology: If we explicitly embed digital resources into our practice, then students will use a variety of communication methods to demonstrate and communicate their learning.

FSL: If students learn French through Problem Solving, their communication skills, confidence and proficiency will improve.

Mental Health: If we can provide explicit instruction on metacognition (what it is and how to develop it) to students, then students will learn how they can self-regulate those processes through the use of specific strategies that will enable them to learn more effectively.

MISA: How do explicit connections between mathematical representations help to deepen conceptual understanding?

FNMI: If we learn about indigenous perspectives with our local First Nations, then we will be able to better incorporate a First Nation perspective into our Learner Centered Environment.

Positive Behaviour Support: If we use the Assessment of Basic Language and Learning Skills and Applied Behaviour Analysis Teaching practices we will see improved communication and a transference of mathematical skills and behaviours across multiple environments (with a specific focus on counting behaviours and connecting mathematical behaviours with geometry and spatial thinking).

Student Success: If we build teacher capacity for effective mathematics instruction through Professional Learning Communities, then we will have increased percentages of students being successful in the applied and academic program.

OYAP/CO-OP: If through experiential learning initiatives, we demonstrate the relevance of the mathematics discipline to the workplace, students will appreciate the importance of the subject and increase their focus on developing sound numeracy skills

In addition to these theories of action, each individual school also has a theory of action that will guide the adult learning in that school. We are confident that, through this aligned focus, students' mathematics ability and overall well-being will be improved. However, it is important to remember that while the BLP monitors and measures specific priority areas (mentioned above), there is a significant amount of additional improvement work that is taking place as represented by the Work Plans that each Portfolio Lead has created. Thus, there are a number of other focus areas for professional learning to support well-being and learning.

Administrative Recommendations

That the Superior-Greenstone DSB receives Report No.62, *2016-2017 Board Learning Plan: Promoting Success for All Students* for information.

Respectfully submitted by:

Nicole Morden-Cormier
Superintendent of Education

References

Ontario Ministry of Education (2005). Ontario Mathematics Curriculum Revised. Toronto: Queen's Printer.

Ontario Ministry of Education (2013). School Effectiveness Framework. Toronto: Queen's Printer.

Ontario Ministry of Education (2016). Ontario's Well-Being Strategy Discussion Paper. Toronto: Queen's Printer.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No: 63

Date: November 21, 2016

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

FROM: Will Goodman, Special Education Lead

SUBJECT: Educational Assistant Staffing Increase 2016/2017

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

Background

Special Education resources including Special Education Resource Teachers, Educational Assistants, learning assessments and the special equipment purchases (Special Equipment Amount) continue to support students with special needs. In addition, Superior-Greenstone District School Board uses additional initiatives including Applied Behaviour Analysis, Autism Support, Safe Schools, Mental Health and other training opportunities to support students in our schools. In support of student well-being our Mental Health Lead and Mental Health and Addictions Nurse continue to work with our school administrators, teachers and support staff.

Current Situation

Superior-Greenstone District School Board continues to fund the special education program above the amount allocated by the Ministry of Education through the SEPPA, the Special Equipment Amount (SEA) and the High Needs Amount (HNA).
As of September 2016-2017, 40.0 EAs are funded through Board and Special Education Funding and an additional 6.0 Educational Assistants are funded through First Nation tuition agreements for a total of 46 Educational Assistants.
*These numbers do not include EAs that will be funded directly by First Nations through invoicing. Currently, SGDSB has received many new students requiring special education services from a variety of different communities. These students have required extensive support from Educational Assistants. In the event that new students enroll requiring services, we require an additional 2.0 FTE. The intent is to only use these supports when extensive special education services are required.

Administrative Recommendation

That, the Superior-Greenstone DSB having received Report No. 63: Educational Assistant Staffing Increase 2016-2017 approves the increase of 2.0 FTE Educational Assistants as presented.

Respectfully submitted,

Will Goodman
Special Education Lead

Dave Tamblyn
Director of Education