

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 2017/06

A G E N D A

Tuesday, May 23, 2017 – 6:30 p.m.

Designated Site: Geraldton Composite High School VC Room, 500 Second Street W, Geraldton, ON

Board Chair: Pinky McRae

Director: David Tamblyn

VC Sites: Board Office / 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>					
Bishop, Charles: <i>Assistant to the Director</i>					
Eddy, Suzanne: <i>Student Success Lead</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>					

PART I: Regular Board Meeting

Section (A): – (open to public): 6:30 p.m.

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Tuesday, May 23, 2017 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2017/06 Regular Board Meeting, May 23, 2017 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 2017/05: April 24, 2017
2. Special Board Meeting 2017/02: May 8, 2017

*(Attached)**(Attached)***5.2 Board Policy Review Committee: May 2, 2017***(Attached)*

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of May 2, 2017 and approves as reviewed:*

- P-518 Emergency Procedures
- P-543 Lockdown Policy
- P-906 Environmental Education
- P-526 Managing Information for Student Achievement
- P-706 Health and Safety
- P-203 Senior Administrative Officials
- P-528 Parental Involvement Committee
- P-801 Director of Education
- P-802 Individual Trustee
- P-803 Board of Education
- P-411 Display of Flags

to be posted to the Board website with an implementation date of May 24, 2017, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes

7.0 Delegations and/or Presentations

- 7.1 Excellence in Education: Geraldton Composite High School Presentation Entitled: Specialist High Skills Major at GCHS (Power Point Presentation
- Principal, Al Luomala,
Teacher Rob Haslam)
- 7.2 Update: Student Trustee Mia Audia-Gagnon

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Audit Committee (M. Mannisto/ 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 (M. Paris/ W. Chiupka)
 - 8.1.5 Parental Involvement Committee (M. Sarasin/ N. Morden-Cormier)
 - 8.1.6 Special Education Advisory Committee (K. Figliomeni/ D. Tamblyn)
- 8.2 Superior-Greenstone DSB Special Education Plan 2017 (Sent Under Separate Cover)
- ✓ *That, the Superior-Greenstone DSB accepts the May 16, 2017 recommendation from SEAC to post the Special Education Plan 2017, effective July 31, 2017.*

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: C. Tsubouchi
Business /Negotiations Chair: Aaron MacGregor

- 9.1 Report No. 29:
Enrolment Projection for 2017/2018 (Attached –C. Tsubouchi)
- 9.2 Report No. 30:
Enrolment Summary for 2016/2017 as of March 31, 2017 (Attached –C. Tsubouchi)
- 9.3 Report No 31:
Grants for Student Needs 2017-2018 (Attached –C. Tsubouchi)

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 2017-2018 Student Trustee Appointment (D. Tamblyn)
- ✓ *That, the Superior-Greenstone DSB accept the appointment of _____ from _____ High School to serve as the 2017-2018 Student Trustee, effective for the period August 1, 2017 to July 31, 2018*
- 10.2 Report No. 32:
Director's Monthly Report- May 2017 (Attached – D. Tamblyn)
- 10.3 Report No. 33:
2016-2017 Director's Performance Review (Attached - D. Tamblyn)

- 10.4 Update: Report No. 34:
2017 School Graduation Dates (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. 35:
2017 – 2018 Secondary Staffing (Attached – C. Bishop)

✓ *That, the Superior-Greenstone DSB having received Report No. 35: 2017—2018 Secondary Staffing approves the report as presented.*

- 11.2 Report No. 36:
2017 Summer Cooperative Education (Attached – C. Bishop)

✓ *That, the Superior-Greenstone DSB receive as a recommendation to approve hiring of a 0.5 Continuing Education teacher to deliver a Summer Cooperative Education Program as a pilot during the summer of 2017.*

12.0 New Business

Board Chair: P. McRae

- 12.1 Board Chair
12.1.1 Board Self-Assessment

- 12.1.2 Information Items:
a) Ministry of Education RE: Appointment of Director (Attached)
b) Hastings and Prince Edward District School Board RE: EQAO (Attached)

- 12.2 Trustee Associations and Other Boards

- 12.3 Future Board Meeting Agenda Items

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 2017/05: April 24, 2017
2. Special Board 2017/02: May 8, 2017

*(Attached)**(Attached)***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 2017/06 Regular Board Meeting, Tuesday, May 23, 2017 adjourn at _____, p.m.*

<u>2017 - Board Meetings</u>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Tuesday, May 23, 2017 <i>*Designate Site: GCHS</i>		
Monday, June 26, 2017	Monday, July 17, 2017	Monday, August 21, 2017
Monday, September 18, 2017	Monday, October 23, 2017 <i>*Designate Site: MNHS</i>	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2017/06

Committee of the Whole Board: Closed Session.

Tuesday, May 23, 2017

Designated Site: Geraldton Composite High School, VC Room, 500 Second Street, Geraldton, ON

A G E N D A

Board Chair: Pinky McRae

Director: David Tamblyn

VC Sites: Board Office / LSHS / MNHS / NRHS

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 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2017-05: April 24, 2017 (Attached)
 2. Special Board Meeting 2017-02: May 8, 2017 (Attached)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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 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 2017/05

MINUTES

Monday, April 24, 2017 – 6:30 p.m.

Designated Site: Lake Superior High School VC Room, 19 Hudson Drive, Terrace Bay, 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) 7:47 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, 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				
Bishop, Charles: <i>Assistant to the Director</i>	x				
Eddy, Suzanne: <i>Student Success Lead</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				

PART I: Regular Board Meeting

Section (A): – (open to public): 6:30 p.m.

2.0 Regular Meeting Call to Order**46/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, April 24, 2017 be called to order at 6:31p.m.

Carried**3.0 Approval of Agenda****47/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. Sarrasin

✓ **That**, the agenda for the Superior-Greenstone DSB 2017/05 Regular Board Meeting, April 24, 2017 be accepted and approved.

Carried**4.0 Disclosures of Interest re: Open Session**

There was no disclosures offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings****48/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Sarrasin

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

1. Regular Board Meeting 2017/04: March 27, 2017
2. Special Board Meeting 2017/01: March 22, 2017

Carried**6.0 Business Arising Out of the Minutes**

No business arising from the minutes.

7.0 Delegations and/or Presentations**7.1 Excellence in Education: Lake Superior High School: Relay for Life**

Lake Superior High Schools Recreation and Leadership, Grade 12 Class provided a presentation regarding their class project. With the assistance of their Teacher Ms. McMillan, the class reviewed the Relay for Life event they are planning for June 9, 2017. They discussed the challenges and successes they have had during the planning process. Students encouraged participation and donations to the Canadian Cancer Society. Additional information can be found at www.relayforlife.ca/lakesuperiorhs. Ms. McMillan noted that this project has been an excellent learning tool

7.2 Update: Student Trustee Mia Audia-Gagnon

Defer

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

Superintendent of Business, Cathy Tsubouchi discussed the Board Audit Committee meeting that took place on March 30th. The Committee approved the financial statements that will be presented to the Board later in this meeting's agenda.

8.1.2 Board Policy Review Committee

The next meeting date is Tuesday, May 2, 2017.

8.1.3 Native Education Advisory Committee

The next meeting is May 5, 2017 at George O'Neil Public School.

8.1.4 Occupational Health & Safety Committee

The next quarterly meeting is June 7, 2017.

8.1.5 Parental Involvement Committee

The PIC met on April 18, 2017. Trustee M. Sarrasin provided an overview of the meeting highlights. The next meeting will take place on May 30, 2017.

8.1.6 Special Education Advisory Committee

The Special Education Advisory Committee met on April 11, 2017. The next meeting is on May 16, 2017.

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: C. Tsubouchi
Business /Negotiations Chair: Aaron MacGregor

9.1 Report No. 20: Report of the Audit Committee – Treasurer Report on Investments

C. Tsubouchi advised that this report which was received by the Audit Committee on March 30, 2017 and has been referred to the Board for approval.

49/17

Moved by: Trustee M. Mannisto

Second: Trustee S. Sabourin

✓ That, having received Report No. 20: Report of the Audit Committee-Treasurer Report on Investments, the Superior-Greenstone DSB accepts the Treasurer Report on Investments at August 31, 2016.

Carried

9.2 Report No. 21: Report of the Audit Committee – 2015/2016 Financial Statements

C. Tsubouchi advised that this report was received by the Audit Committee on March 30, 2017. She provided detailed information found in the report.

50/17

Moved by: Trustee K. Figliomeni

Second: Trustee M. Sarrasin

✓ That, having received Report No. 21: Report of the Audit Committee-2015/2016 Financial Statements, the Superior-Greenstone DSB accepts the 2015/2016 audited Financial Statements and makes the following reserve transfer:

From Winning Teams/Championship Fund \$6,464.46

Carried

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 Report No. 22: 2016-2017 10 and 25 Year Employee Recognition Awards
Director David Tamblyn noted that the names of long-term staff are published in the attached report. As well he will be presenting the 25-year employees with a SGDSB watch to commemorate this achievement.
- 10.2 Report No. 23: Director's Monthly Report- April 2017
D. Tamblyn highlighted his report.
- 10.3 Report No. 24: 2017 School Graduation Dates
D. Tamblyn advised that this report is for information. Trustees are invited to attend the graduation ceremonies and are requested to advise the Administrative Assistant of the ceremonies they can attend in their area.
- 10.4 Report No. 25: Modified Pupil Accommodation Review – Red Rock Public School Presentation of Final Decision of the Board of Trustees
D. Tamblyn provided a review of the report. He noted that the Board of Trustees will make the final decision regarding the future of the Red Rock Public School after considering the information from both Senior Administration's Final Staff Report and the feedback from stakeholders at the Public Delegations Meeting. As per the Final Staff Report, the recommendation of senior staff, in the best interest of student achievement and social and emotional learning, is the preferred option to continue to provide transportation for all current students and all future students to the George O'Neill Public School, beginning in September 2017.

51/17*Moved by: Trustee M. Mannisto**Second: Trustee K. Figliomeni*

✓ **That**, the Superior-Greenstone District School Board having received Report No. 25: Red Rock Public School Modified Pupil Accommodation Review formally ends the provision of educational programming at Red Rock Public School and will keep in mind the community's interest in the future of the facility, effective June 30, 2017.

Carried**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. 26: Proposed Elementary Teaching Staffing and Organization for September 2017
Superintendent of Education N. Morden-Cormier provided a comprehensive overview of this report, noting that consultation with principals regarding the staffing of elementary schools. She reviewed the principles used to guide discussions and then reviewed individual school staffing numbers and changes. The final report will be presented at the special Board meeting on May 8, 2017.

12.0 New Business

Board Chair: P. McRae

- 12.1 Board Chair

12.1.1 Resignation: Marlo Sarrasin (Nipigon Ward)

52/17

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB accept the resignation of Trustee Marlene Sarrasin, (Nipigon Ward) effective June 30, 2017 with regret, and

That, the Board advertise the Trustee vacancy for the Nipigon Ward in the local community newspaper (Nipigon-Red Rock Gazette) for two weeks to acquire expressions of interest from local citizens in order to fill the vacancy by Board appointment, and

That, should local recruitment be unsuccessful, the Board directs that the Nipigon Ward vacancy be advertised in local newspapers, board-wide.

Carried

12.2 Trustee Associations and Other Boards

Trustee M. Mannisto provided a review of the discussions from recent OPSBA meetings. He provided copies of the letter sent to the Ministry of Education by OPSBA Board of Directors regarding immediate and longer-term priorities for the Ministries consideration. M. Mannisto noted that the OPSBA AGM will take place on June 8th- 11th, 2017.

12.3 Future Board Meeting Agenda Items

Nil.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 7:47p.m.

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

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

53/17

Moved by: Trustee S. Sabourin

Second: Trustee M. Sarrasin

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:47 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

54/17

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:51 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B16.1 **55/17**

Moved by: Trustee M. Sarrasin

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 2017/04: March 27, 2017

Carried**17.0 Adjournment****56/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ *That*, the Superior-Greenstone DSB 2017/05 Regular Board Meeting, Monday, April 24, 2017 adjourn at 7:52 p.m.

Carried

<u>2017 - Board Meetings</u>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, May 8, 2017 *Special Board Meeting		Tuesday, May 23, 2017 *Designate Site: GCHS
Monday, June 26, 2017	Monday, July 17, 2017	Monday, August 21, 2017
Monday, September 18, 2017	Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2017/05

Committee of the Whole Board: Closed Session.

Monday, April 24, 2017

Designated Site: Lake Superior High School VC Room, 19 Hudson Drive, Terrace Bay, ON

T O P I C S

Board Chair: Pinky McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 7:47 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2017-04: March 27, 2017

Regular Board Meeting 2017-05

Monday, April 24, 2017

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2017

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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Our Vision: "We are leaders in providing quality learning experiences in our small school communities"
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Videoconference Site Locations

Superior-Greenstone District School Board.... (SGDSB).....12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS)200 Manitou Road W., Manitouwadge, ON
 Marathon High School (MRHS)14 Hemlo Drive, Marathon, 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

Special Board Meeting 02-2017

MINUTES

Monday, May 8, 2017 @ 6:30 p.m.

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

Board Chair: P. McRae

Director: David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART I: Special Board Meeting

Section (A): – (open to public): 6:31 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
Augia-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			x		

<u>Board Administrators</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	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		
Bishop, Charlie: <i>Assistant to the Director</i>			x		
Eddy, Suzanne: <i>Student Success Lead</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 Special Board Meeting Call to Order**57/17**

Moved by: Trustee M. McIntyre

Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Monday, May 8, 2017 be called to order at 6:31 p.m.

Carried**3.0 Approval of Agenda****58/17**

Moved by: Trustee M. McIntyre

Second: Trustee M. Sarrasin

✓ **That**, the agenda for the Superior-Greenstone DSB 02-2017 Special Board Meeting, May 8, 2017 be accepted and approved.

Carried**4.0 Disclosures of Interest re: Open Session**

There was no disclosures of interest.

5.0 Reports from the Superintendents of Education

Superintendent of Education: N. Morden-Cormier

5.1 Special Board Report No.27: Elementary Teaching Staff for September 2017 (Final)

Superintendent of Education N. Morden-Cormier highlighted the facts and revisions in the report, noting that this item was the final outline derived from the preliminary report provided to the board on April 24, 2017.

59/17

Moved by: Trustee S. Sabourin

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Special Board Report No. 27: Elementary Teaching Staff for September 2017 (Final), approves the Elementary staffing as presented.

Carried**5.2 Special Board Report No. 28: 2017 – 2018 Proposed Secondary Staffing**

Assistant to the Director Charlie Bishop highlighted facts in the report noting that this proposal was developed in consultation with the school principals to determine the adjustments illustrated. He noted that the final report will be provided to the Board on May 23, 2017

6.0 Committee of the Whole Board (In-Camera Closed)**6.1 Agenda: Committee of the Whole Board – Closed****60/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. Sarrasin

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 6:46 p.m. and that this portion be closed to the public.

Carried

6.2 Rise and Report from Closed Session

61/17

Moved by: Trustee S. Sabourin

Second: Trustee M. Sarrasin

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 6:47 p.m. and that this portion be open to the public.

Carried

7.0 Report of the Committee of the Whole Closed Section B

7.1 Recommendations from Committee of the Whole Closed Session

There were no recommendations as the closed section B was not required.

8.0 Adjournment

8.1 **62/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 02-2017 on Monday, May 8, 2017 adjourn at 6:48 p.m.

Carried

<u>2017 - Board Meetings</u>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, May 8, 2017 *Special Board Meeting		Tuesday, May 23, 2017 *Designate Site: GCHS
Monday, June 26, 2017	Monday, July 17, 2017	Monday, August 21, 2017
Monday, September 18, 2017	Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 02-2017

Committee of the Whole Board: Closed Session.

Monday, May 8, 2017

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

T O P I C S

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 6:46 p.m.

1.0 Disclosure of Interest: re Closed Session (P. McRae)

2.0 Approve of Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)

Special Board Meeting 2017-02

Monday, May 8, 2017

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2017

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Tuesday, May 2, 2017 at 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				Michael Groulx					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				

1.0 Review and Approval of Minutes: February 7, 2017

Moved: A. Pelletier

Second: A. MacGregor

That, the Board Policy Review Committee minutes of February 7, 2017 be approved.

Carried

2.0 Business Arising from Minutes: February 7, 2017**2.1 Stakeholder Reviews**

The following policies were posted for stakeholder review from January 11, 2017 – March 11, 2017. There has been no stakeholder feedback received.

- P-518 Emergency Procedures
- P-543 Lockdown Policy
- P-902 Environmental Education
- P-526 Managing Information for Student Achievement

The following policies were posted for stakeholder review from February 8, 2016 – April 9, 2017. There has been no stakeholder feedback received for policies 706, P-203, P-528, P801, P-802, and P-803. There was feed back received for policy 411 Display of Flags.

- P-706 Health and Safety
- P-203 Senior Administrative Officials
- P-528 Parental Involvement Committee
- P-801 Director of Education
- P-802 Individual Trustee

P-803 Board of Education

P-411 Display of Flags - accepted as is. Discussed the changes.

Director of Education, David Tamblyn provided a review of the stake holder feedback that was received for Policy 411.

Action: Submit P-518, P-543, P-902, P-526, P-706, P-203, P-528, P-801, P-802, P-803, P-411 as presented for approval at the regular Board meeting on May 23, 2017.

2.2 Policy Revisions

P-544 English Language Learner

The policy was accepted with a revision to the numbering of the attachments noted within the document as well as the numbering of the forms. The policy will be submitted for stakeholder review as of May 3, 2017.

3.0 Reviews: New/Existing Policies

P-721 Teacher Performance Appraisal

P-601 Unused Textbooks

P-529 Announcements & Ads in School

P-536 Equity and Inclusive Education

P-703 Non-Instructional Employee Training

P-709 Emergency Service Volunteers

P-711 Release of Employee Information

P-902 Accidents

P-903 Tributes

P-904 Protection of Privacy

The above policies were presented to the Board Policy Review Committee. Policy 536 will be revised to reflect the changes noted to the definitions in the attached appendices and formatting changes within the document. The following policies were approved as presented; P, 529, P-536, P-601, P-703, P-709, P-711, P-721, P-902, and P-904. Policy 903 was revised and approved for stakeholder review with the noted revision.

Action: Submit P-529, P-536, P-601, P-703, P-709, P-711, P-721, P-902, P-903, and P-904 for stake holder review on May 3, 2017.

4.0 List All Policies to be Referred for Stakeholder Review as of May 3, 2017

P-601 Unused Textbooks

P-529 Announcements & Ads in School

P-721 Teacher Performance Appraisal

P-703 Non-Instructional Employee Training

P-709 Emergency Service Volunteers

P-711 Release of Employee Information

P-902 Accidents

- P-903 Tributes
- P-904 Protection of Privacy
- P-544 English Language Learner

Action: Submit the above policies for stakeholder review on May 3, 2017.

5.0 List All Policies to Refer to Board for Approval on May 23, 2017

- P-518 Emergency Procedures
- P-543 Lockdown Policy
- P-902 Environmental Education
- P-526 Managing Information for Student Achievement
- P-706 Health and Safety
- P-203 Senior Administrative Officials
- P-528 Parental Involvement Committee
- P-801 Director of Education
- P-802 Individual Trustee
- P-803 Board of Education
- P-411 Display of Flags

6.0 2017 Meeting Schedule

All future BPRC meetings will now begin at 6:30 pm.
June 6
September 5
October 3
November 7

7.0 Adjournment

Moved: S. Sabourin Second: A. MacGregor
That, the Board Policy Review Committee Meeting of May 2, 2017 adjourn at 7:45 p.m.
Carried

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

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

Section	MISCELLANEOUS	
Policy Name	ENVIRONMENTAL EDUCATION	906
Board Approved:	<u>October 26, 2009</u>	Review Before: <u>January 2022</u> December 2014

RATIONALE

Superior Greenstone District School Board is committed to delivering effective environmental education and to modeling environmentally responsible practices as well as to raising environmental awareness for all staff, students, trustees and the community. SGDSB will consistently consider the impact on the environment of decisions that are made in the delivery of curriculum and in the daily operations of our school board. The Board encourages staff, students, and the school community to promote and follow sound environmental practices which are consistent with a healthy, safe, and sustainable environment. Through these efforts, SGDSB endeavours to:

“...prepare our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country and our global environment.”

(Shaping Our Schools, Shaping Our Future:
Environmental Education in Ontario Schools)

POLICY

It shall be the policy of Superior-Greenstone District School Board to adopt a leadership role in:

- a) empowering and supporting student, parent, community, and educator partnerships in developing classroom, school, and community environmental actions;
- b) developing ecologically sound purchasing practices;
- c) reducing the use of toxic substances in Board programs and operations;
- d) providing staff with opportunities to understand, develop, and implement the cross-curricular nature of environmental issues;
- e) conservation of energy and water resources;
- f) placing environmental literacy into the content and methodology of instructional programs in all divisions;
- g) facilitating sound waste management procedures (reduce, reuse, recycle);
- h) promoting the retention and development of natural landscaping and wildlife habitats on Board property.

Section	SCHOOLS & STUDENTS	
Policy Name	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA) <i>Management Guideline Applies</i>	526
<hr/>		
Board Approved:	March 22, 2011 December 6, 2005	Reviewed: February 28, 2011 Review Prior To: January 2022 December 2016

POLICY

Superior-Greenstone District School Board shall make every effort to enhance the capacity of teachers, Principals and board staff to work with data in support of student achievement and in making evidence-based decisions supported by research data.

Superior-Greenstone District School Board recognizes that information collected must be handled in accordance with The Municipal Freedom of Information and Protection of Privacy Act and other relevant legislation and regulations.

PROCEDURES

- 1.0 All personal information in the custody of the Superior-Greenstone District School Board shall be treated as confidential, and:
 - Will not be disclosed to anyone other than the person to whom the information relates and
 - Will be shared with parents/guardians of students who are under the age of 18
 - Will only be released to individuals or agencies that have permission of the Principal or as their authority to receive the requested information.
- 1.1 All data reports that are shared with the public will not include reference to individual students that may, at any time, lead to the identification of those students.
- 2.0 All data must be collected for the purposes of assessing student performance and for setting avenues/actions for school improvement planning.
- 3.0 Under the direction of the Principal, teachers must ensure that data is stored to protect the rights of students and others to whom the data relates. Principals are responsible for ensuring that appropriate information is stored in the Ontario Student Record (OSR) in accordance with the Ministry of Education applicable guidelines.
- 4.0 All tests conducted under the auspices of the Education Quality and Accountability Office (EQAO) will be shared in accordance with EQAO practices for the protection of privacy and sharing of test results.
- 5.0 The following Superior-Greenstone District School Board Policies must also be adhered to in relation to data collection and the release of confidential information:
 - Policy 502 Ontario Student Records
 - Policy 511 Student Questionnaires
 - Policy 607 Electronic Communications Systems
 - Policy 904 Protection of Privacy

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

Board Approved:		Reviewed:		Review By:
November 16, 2010 October 26, 2009 November 18, 2008 November 20, 2007 March 12, 1999	February 23, 2016 November 18, 2014 November 18, 2013 September 18, 2012 November 21, 2011	March 29, 2010 October 23, 2009 November 18, 2008 November 20, 2007 November 21, 2006 October 19, 2004	February 2, 2017 October 5, 2015 November 4, 2014 September 15, 2014 November 5, 2013 September 4, 2012 September 26, 2011	December 2017 December 2016

POLICY

It is the policy of the Superior-Greenstone District School Board to provide a safe and healthy environment and to eliminate or reduce injuries, accidents and illness in the workplace.

RATIONALE

The Superior-Greenstone District School Board is committed to the health and safety of its employees, students and all others under Board direction.

Protection of employees from injury or occupational disease is a major, continuing objective of the Board. The Board will make every reasonable effort to provide a safe and healthy work environment.

It is expected that all employees will be dedicated to the continuing objectives of preventing injuries to persons and damage to property.

The Board delegates the requirements of the Ontario Health and Safety Act and applicable regulations to the Director of Education, with the expectation that a fully compliant Internal Responsibility System will be implemented and followed up, such that the requirement of Due Diligence is fully satisfied.

The Internal Responsibility System (IRS): The IRS is a system, within an organization, where everyone has direct responsibility for health and safety as an essential part of his or her job. It does not matter who or where the person is in the organization, they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis. They do this both singly and co-operatively with others. It is one of the personal responsibilities of a company President to ensure that the entire system of direct responsibility for health and safety within a company is established, promoted and improved over time. Successful implementation of the IRS should result in progressively longer intervals between accidents or work-related illnesses.

PROCEDURES**1.0 Practices**

The Board will develop and maintain written Health and Safety Guidelines, which will conform to the best of current practices and be in keeping with the highest standards.

2.0 Priority

The Board will ensure that Health & Safety concerns take precedence over expedience.

3.0 Accident Prevention

Accident prevention is an operational responsibility that demands the direction and control of supervisors.

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

Disciplinary action, up to and including dismissal, will be taken against those persons not adhering to the prescribed policy and safety procedures of the Board.

6.0 Guidelines

6.1 Requirements

In order to prevent injury or illness associated with the work environment, all employees of the Board will:

- a) Comply with all current Health, Safety and Environmental legislation and any related Codes or Regulations,
- b) Follow currently accepted safety standards and practices, and,
- c) Demonstrate by attitude and example that safety is an integral part of every function undertaken.

6.2 Responsibilities

The Board of Trustees and all employees, including supervisors, managers, principals and senior management are responsible for the implementation and maintenance of the Board's Health & Safety Procedures.

6.2.1 Board of Trustees and Senior Supervisors

The Board of Trustees and the Board's Senior Administrative Staff have the responsibility to:

- provide a safe and healthy workplace,
- establish and maintain written Health & Safety practices and procedures,
- provide access to medical and first aid services,
- provide workers with current Health & Safety information and training,
- motivate and support staff in their Health & Safety activities,
- monitor the Health & Safety performance of staff, and,
- establish clear objectives to achieve reduced accident frequency.

6.2.2 Managers and Supervisors

All supervisory and management staff are responsible to:

- promote safety awareness in workers,
- ensure that all employees are trained in proper safety procedures,
- ensure that employees work safely,
- ensure that safe and healthy work conditions are maintained,
- correct potentially hazardous practices and conditions,
- report and investigate all accidents or incidents,
- evaluate health and safety performance for all employees,
- motivate and support staff in their health and safety activities, and,
- ensure that employees are provided with personal protective equipment, as needed.

6.2.3 All Employees

All employees are responsible to:

- follow safe work procedures,
- know and comply with all Board safety practices,
- report any injury or illness immediately,
- identify and report immediately any potentially hazardous practices or conditions,

- cooperate with and participate in joint health and safety committees as required, and,
- use and maintain personal protective equipment.

7.0 Programs and Practices

The Board's Health & Safety Policy and Procedures shall be maintained and evaluated by the following current programs and practices, but shall not be limited to these:

7.1 Joint Health & Safety Committee

This committee shall operate as provided in regulation and through the Board's Management Guidelines and shall include workplace inspections as provided therein.

7.2 Programs

The Board's programs to achieve Health & Safety standards can include:

- asbestos management,
- chemical disposal,
- first aid or CPR training,
- health management,
- hepatitis B immunization,
- silica control,
- WHMIS.

7.3 Practices

The Board's practices to achieve Health & Safety standards may include protocols for:

- emergency and/or evacuation procedures,
- field trips,
- health & safety reporting,
- lock out procedures,
- PCB management,
- sand and water table management,
- transportation of dangerous goods.

7.4 Safety Manuals

The Board will develop manuals, in consultation with appropriate staff, in certain areas and disciplines to provide more detailed guidelines for employees, such as:

- physical education,
- science,
- technological

7.5 Requirements

The Board will, as appropriate, lay out specifications in detail concerning requirements related to workplace Health & Safety on an as-needed basis in such areas as:

- personal protective equipment.

8.0 Review

The Manager of Plant in consultation with the Joint Health and Safety Committee shall review from time to time the Board's policy and Management Guidelines and provide recommendations to the Board as a result of such review.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION	
<i>Policy Name</i>	SENIOR ADMINISTRATIVE OFFICIALS	203

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
February 22, 2012	January 30, 2012	December 2022
March 21, 2006	January 27, 2006	December 2017
March 12, 1999		

POLICY

Within the parameters of Ontario School Law, the specific duties and responsibilities of the senior board administration officials are as determined by the Board.

PROCEDURES

1.0 Officers

The senior administrative officials of the Superior-Greenstone DSB, subject to Board approval, are:

- 1.1 The Director of Education, and
- 1.2 The Superintendent of Business.

2.0 Director of Education

The Director is the Chief Executive Officer and Chief Education Officer of the Board and is the SECRETARY of the Board.

3.0 Superintendent of Business

The Superintendent of Business is the Chief Financial Officer of the Board and is the TREASURER of the Board.

4.0 Other

Other Supervisory Officers (i.e. Superintendents) may be appointed by the Board with duties and responsibilities to be as outlined by the Board.

5.0 Chain of Command

All employees report to the Trustees THROUGH the Director of Education.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name PARENTAL INVOLVEMENT COMMITTEE

528

Board Approved:

November 20, 2012
February 20, 2007

Reviewed: November 6, 2012

Review By: December 2022
~~December 2017~~

POLICY

It is the policy of the Superior-Greenstone District School Board to value the participation of parents as partners in education and provide a variety of opportunities to encourage parents to become involved in our schools. Together, these avenues create a robust parental involvement program.

The Board is guided by key visions, one of which is a partnership with the students, the home and the community, Superior-Greenstone District School Board will address individual students' needs by *"Inspiring our students to succeed and make a difference"*

The Ontario Parent Involvement Policy outlines the requirements to establish a board-level Parental Involvement Committee with direct link to the Director of Education, Trustees and school councils. This policy recognizes that parents play a vital role in the education of their children and in the success of schools.

PARENT INVOLVEMENT COMMITTEE**1.0 Role**

1.1 The role of the Parental Involvement Committee is to:

- 1.1.1 Support and enhance meaningful, inclusive and constructive parental involvement in all of our schools;
- 1.1.2 Seek out the advice and ideas of school councils, other parents and partners as they plan and implement strategies to involve more parents;
- 1.1.3 Provide advice to the Board on the effectiveness of communications, events and other initiatives that affect relationships with parents; and
- 1.1.4 Approve expenditures for activities or projects funded with the Ministry of Education's Parent Involvement funding.

2.0 Structure

2.1 The structure of the Parental Involvement Committee is as follows:

- 2.1.1 A parent will chair the Committee, which will have a majority of parent members.
- 2.1.2 Each School Council will elect one representative and two alternates (parents or parental school council members) at its first meeting of the year to sit on the Committee.

- 2.1.3 The Parental Involvement Committee may include supplemental appointments to reflect the diversity of parents within the Board.
- 2.1.4 The Parental Involvement Committee will serve as a standing committee of the Board with the Director of Education, Superintendent of Education, three board Trustees who shall be nominated by the board, and the chair of the board as Ex Officio, acting as members in addition to the School Council members outlined in section 2.1.2.
- 2.1.5 The Committee will meet a minimum of 4 (four) times each year.
- 2.1.6 According to the Education Act and Robert's Rules of Order, quorum is defined as a simple majority, more than 50 per cent of committee members. For example, if there are 15 committee members, 8 must be present within 30 minutes of the time appointed for all meetings or committee shall stand adjourned.
- 2.1.7 Parent members shall declare themselves in a conflict of interest and should not vote on expenditure applications from their own school.
- 2.1.8 After each meeting, a Trustee member of the Committee will report back to the Board of Trustees and parent members will report to their respective School Councils. A copy of the Board report will also be posted on the Board's website.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	ROLE DESCRIPTIONS	
<i>Policy Name</i>	DIRECTOR OF EDUCATION	801
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i>
January 23, 2012 February 20, 2007	January 23, 2012	December 2022 December 2017

POLICY**1.0 Job Description – Director of Education (April 2011):**

The following is a job description for the role of the Director of Education. It incorporates the most recent provisions of the Education Act. This resource parallels the job description of the elected Board, the dialogue and decision-making that clarifies the respective responsibilities of the Board of Trustees and the Director of Education.

1.1 Student Achievement and Well-Being

The Director of Education:

- 1.1.1 Takes the necessary steps to provide a safe, caring, learning environment.
- 1.1.2 Provides advice and leadership to the Board in setting goals for student achievement and in promoting the value that all children can learn.
- 1.1.3 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- 1.1.4 Maintains the conditions that foster respectful and responsible behaviour for each student.
- 1.1.5 Takes the necessary steps to provide for the safety and well-being of students while they are participating in school programs, or are being transported to or from school programs on transportation provided by the school board.
- 1.1.6 Takes the necessary steps to provide facilities to accommodate students.
- 1.1.7 Ensures an attendance counseling function is maintained in the district.

2.1 Education Leadership

The Director of Education:

- 2.1.1 Provides leadership and direction in all matters relating to education in the district.
- 2.1.2 Develops and maintains positive and effective relations with schools and Board departments.
- 2.1.3 In accordance with the Director's responsibilities to the Ministry of Education through the Deputy Minister provides a Director's Annual Report to the Ministry.

3.1 Director/Board Relations

The Director of Education:

- 3.1.1 Establishes and maintains positive working relations with the Board of Trustees.
- 3.1.2 Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy.

- 3.1.3 Communicates effectively with the governing Board and individual trustees.

4.1 System Leadership

The Director of Education:

- 4.1.1 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.
- 4.1.2 Develops effective approaches for succession planning.

5.1 Fiscal Responsibility

The Director of Education:

- 5.1.1 Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the Education Act and Regulations.
- 5.1.2 Ensures that the fiscal management of the district is in alignment with the elected Board's Multi-Year Strategic Plan.

6.1 Organizational Management

The Director of Education:

- 6.1.1 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- 6.1.2 Reports to the Ministry with respect to matters identified in and required by the Education Act and Regulations.
- 6.1.3 Bring to the attention of the Board any act or omission by the Board that in the opinion of the Director of Education may result in or has resulted in a contravention of the Education Act or any policy, guideline or regulation made under the Act; and if the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission

7.1 Planning

The Director of Education:

- 7.1.1 Provides leadership for the development of the Board's multi-year plan and annual review of the multi-year plan.
- 7.1.2 Ensures that the multi-year plan establishes Board priorities and identifies specific actions that will be taken to achieve those priorities, specifically with regard to the Board's responsibility for student achievement.
- 7.1.3 Ensures appropriate involvement of the Board of Trustees (approval of process and timelines, establishment of the Board strategic priorities, key results and final Board approval).
- 7.1.4 Reports regularly on implementation and results achieved in relation to the Board's Multi-Year Strategic Plan and District Improvement Plans.

8.1 Personnel Management

The Director of Education:

- 8.1.1 Has overall authority and responsibility for all personnel-related issues, save and except from those personnel matters precluded by Board policy, legislation or collective agreements.

- 8.1.2 Ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- 8.1.3 Ensures ongoing capacity building and succession planning throughout the organization.
- 8.1.4 Ensures compliance with human rights and labour relations legislation.

9.1 Policy

The Director of Education:

- 9.1.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.

10.1 Communications and Community Relations

The Director of Education:

- 10.1.1 Establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and Board decisions.
- 10.1.2 Ensures that open, transparent and positive internal and external communications are in place.
- 10.1.3 Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- 10.1.4 Participates in community affairs in order to enhance and support the district.

11.1 Student, Staff and District Recognition/Public Relations

The Director of Education:

- 11.1.1 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

References
Education Act: Bill 177 Student Achievement and School Board Governance

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	ROLE DESCRIPTIONS	
<i>Policy Name</i>	INDIVIDUAL TRUSTEE	802
<i>Board Approved:</i> _____ January 23, 2012		<i>Review by:</i> December 2022 December 2017

POLICY

- 1.0 A Trustee's job is to:
- 1.1 Maintain a focus on student achievement and well-being.
 - 1.2 Participate in making decisions that benefit the entire Board district while representing the interests of his or her constituents.
 - 1.3 Interpret the views and decisions of the elected Board in reporting to their constituents.
- 2.0 The job description of the elected Board sets out the responsibilities that Trustees, as members of the collective Board, are required to undertake. The Education Act as recently amended clarifies the responsibilities of the individual Trustee or Board member to:
- 2.1 Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under the Education Act, and under related regulations and guidelines;
 - 2.2 Attend and participate in meetings of the Board, including meetings of the Board committees of which he/she is a member;
 - 2.3 Consult with parents, students, and supporters of the Board on the Board's Multi-Year Strategic Plan;
 - 2.4 Bring concerns of parents, students and supporters of the Board to the attention of the Board;
 - 2.5 Uphold the implementation of any Board resolution after it is passed by the Board;
 - 2.6 Entrust the day-to-day management of the Board to its staff through the Board's Director of Education
 - 2.7 Maintain focus on student achievement and well-being;
 - 2.8 Comply with the Board's Code of Conduct.

References

Education Act: Bill 177 Student Achievement and School Board Governance

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	ROLE DESCRIPTIONS	
<i>Policy Name</i>	BOARD OF EDUCATION	803
<i>Board Approved:</i>	<u>January 23, 2012</u>	<i>Review By:</i> <u>December 2022</u> <u>December 2017</u>

POLICY**1.0 Job Description – Board of Education (April 2011):**

The following job description of the Board of Education incorporates the most recent provisions of the Education Act. It is vital for the Board of Trustees to be clear about the alignment between its job as a governing policy-making body and the job of Director of Education as the Chief Executive Officer who implements the directions of the Board. In essence, the elected Board should be clear about what its policies are, why they exist, be able to explain them to the public and hold the Director of Education accountable for implementing them.

1.1 Accountability for Student Achievement and Well-Being

- 1.1.1 Make decisions that reflect the District School Board's focus on student achievement and its philosophy and belief statement that all students can learn.
- 1.1.2 Promote a culture of equity to ensure that an appropriate educational program is available for all students in the district.
- 1.1.3 Approve measures that promote student well-being.

1.2 Accountability to the Provincial Government

- 1.2.1 Act in accordance with the Education Act, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policy.
- 1.2.3 Provide advice to the Ministry of Education and the provincial trustee association regarding regional and local implications of new policy recommendations.

1.3 Accountability to the Community

- 1.3.1 Make decisions that reflect the District School Board's philosophy, belief statements and strategic plan, which represents the interests of the entire district.
- 1.3.2 Establish processes that provide the community with the opportunities for input appropriate to their role.
- 1.3.3 Consult and engage with parents, students and supporters of the Board on the Board's Multi-Year Strategic Plan.
- 1.3.4 Provide two-way communications between the District School Board and School Councils/Parent Involvement Committee. (Boards are required to establish a Parent Involvement Committee in accordance with Regulations).
- 1.3.5 Provide reports outlining district results in accordance with provincial policy.

- 1.3.6 Develop procedures to receive and hear appeals in accordance with appropriate statutes and District policies.
- 1.3.7 Model a culture that reflects the district's Code of Ethics/Code of Conduct.

1.4 System Leadership and Planning

- 1.4.1 Provide overall direction for the District School Board by establishing the purpose (Mission), vision and beliefs statement.
- 1.4.2 Develop and approve a multi-year strategic plan aimed at achieving the Board's goals.
- 1.4.3 Annually set priorities with outcomes (Strategic Plan).
- 1.4.4 Annually approve the Board Plan in public session for district distribution.
- 1.4.5 Annually use the Board Plan to drive the budget process.
- 1.4.6 Annually review the multi-year plan with the Board's Director of Education.
- 1.4.7 Annually evaluate the effectiveness of the District School Board in relation to the Board Plan.
- 1.4.8 Monitor progress toward the improvement of student achievement.
- 1.4.9 Communicate regularly with supporters and employees of the Board about progress made in implementation.

1.5 Policy Development, Implementation and Evaluation

- 1.5.1 Develop policies that outline how the district will successfully function, and that promotes the Board's goals and encourages pupils to pursue their educational goals.
- 1.5.2 Ensure that all new policies have in place a purpose statement prior to development.
- 1.5.3 Approve policy statements that meet criteria identified by the district.
- 1.5.4 Monitor and evaluate the effectiveness of policies developed by the Board in achieving the Board's goals and efficiency of the implementation of those policies.
- 1.5.5 Hold the Director of Education accountable for the implementation and review of Board policies.

1.6 Director/District School Board Relations

- 1.6.1 Select the Director of Education
- 1.6.2 Provide the Director with a clear job description and corporate direction.
- 1.6.3 Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the Education Act and Regulations.
- 1.6.4 Monitor and evaluate the performance of the Director in meeting his/her duties under the Act including related policies, guidelines and regulations as well as duties under a multi-year plan and any other duties assigned by the Board.
- 1.6.5 Promote the professional growth of the Director in continuing to provide quality district leadership.
- 1.6.6. Ensure ongoing capacity building and succession planning for key positions.
- 1.6.7 At least once a year at the Director's request, provide the Director with an opportunity to meet alone with the Board in private session.
- 1.6.8 Provide a positive working relationship with the Director of Education.

1.7 Fiscal Responsibility

- 1.7.1 Develop a budget review process to help determine annual resource allocations. (Use the Board Plan and other provincial and local directions).
- 1.7.2 Annually approve the budget to ensure that the financial resources are allocated to achieve the desired results.
- 1.7.3 Approve as per legislation all Capital Plans and other planning documents that will drive budget decisions.
- 1.7.4 Have in place an Audit Committee, in accordance with provincial regulations.
- 1.7.5 Set parameters for collective bargaining and ratify Memoranda of Agreements with all bargaining units and non-union groups.

1.8 Board Development

- 1.8.1 Formerly evaluate the Board's effectiveness and performance on a regular basis.
- 1.8.2 Develop an Annual Action Plan for both collective and individual Trustee development by increasing knowledge of the Trustee role, processes, issues, and the Board's vision and mission.
- 1.8.3 Use the expertise of the Director of Education, and other provincial organizations to help develop and support the Board of Trustees' professional development plan.
- 1.8.4 Seek opportunities to network with other school boards.

1.9 Political Advocacy and Communication

- 1.9.1 Develop and maintain positive and effective relationships with the Ministry of Education, members of the provincial parliament and counterparts in municipal government.
- 1.9.2 Annually develop a plan for district advocacy that aligns with the elected Board's Multi-Year Strategic Plan. Consider in the plan the focus, key messages and advocacy mechanisms.
- 1.9.3 Annually develop a plan that aligns with the Multi-Year Strategic Plan to ensure that the district is communicating with the community and beyond.

1.10 Recognition

- 1.10.1 Develop mechanisms to ensure that the District School Board recognizes students and student achievement.
- 1.10.2 Develop mechanisms to ensure that the District School Board recognizes staff and staff achievements.
- 1.10.3 Develop mechanisms to ensure that the District School Board recognizes community members and volunteers.

References
Education Act: Bill 177 Student Achievement and School Board Governance

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	DISPLAY OF FLAGS <i>Management Guideline Applies</i>	411
<i>Board Approved:</i>	September 18, 2012 December 4, 2007	<i>Reviewed:</i> September 4, 2012 <i>Review By:</i> December 2022 December 2017

POLICY

It is the policy of the Superior-Greenstone District School Board to display the National Flag of Canada at all schools on an external flagpole and to display the National Flag of Canada and the Provincial Flag of Ontario inside schools as per Ontario Regulation 298 with dignity and respect.

Reference:

Education Act, Regulation 298 Operation of Schools – General, Section 5: Flag
Government of Canada, Canadian Heritage

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 29
Date: May 23, 2017

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Projection for 2017/2018

STRATEGIC

PRIORITY: Responsible Stewardship of Resources

Current Situation

For 2017/18, we are projecting an overall decrease in enrolment of 30.13 ADE (Average Daily Enrolment) from this year. The projection by school is illustrated below.

ELEMENTARY SCHOOLS	2017/18 BUDGETED ADE	2016/17 ADE	CHANGE
B.A. Parker PS	140.00	135.00	5.00
Beardmore PS	25.00	29.00	-4.00
Dorion PS	49.00	47.00	2.00
George O'Neill PS	123.00	104.50	18.50
Manitouwadge PS	42.00	42.00	0
Margaret Twomey PS	200.00	214.50	-14.50
Marjorie Mills PS	64.00	68.50	-4.50
Nakina PS	18.00	17.00	1.00
Red Rock PS	0	12.00	-12.00
Schreiber PS	52.00	46.50	5.50
Terrace Bay PS	65.00	68.50	-3.50
Total Elementary Enrolment	778.00	784.50	-6.50
SECONDARY SCHOOLS	2017/18 BUDGETED ADE	2016/17 ADE	CHANGE
Geraldton Composite HS	200.00	205.38	-5.38
Lake Superior HS	96.00	95.75	0.25
Manitouwadge HS	83.00	85.75	-2.75
Marathon HS	171.75	173.75	-2.00
Nipigon Red Rock HS	146.25	160.00	-13.75
Total Secondary Enrolment	697.00	720.63	-23.63
Board Totals	1,475.00	1,505.13	-30.13

NOTE: The above numbers include pupils of the board, other pupils, high credit pupils and pupils over 21.

Administrative Summary

That, the report entitled, "Enrolment Projection for 2017/2018" be received by the Board for information.

Respectfully submitted,
 Cathy Tsubouchi, Superintendent of Business

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 30
Date: May 23, 2017

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary for 2016/2017 as of March 31, 2017

STRATEGIC

PRIORITY: Responsible Stewardship of Resources

Current Situation

ELEMENTARY SCHOOLS	BUDGET FTE Mar 31/17	ACTUAL FTE Mar 31/17	MARCH VARIANCE	ACTUAL FTE Oct 31/16	ACTUAL ADE	BUDGETED ADE	NOTE
B.A. Parker PS	126.00	136.00	10.00	134.00	135.00	126.00	
Beardmore PS	26.00	29.00	3.00	29.00	29.00	26.00	
Dorion PS	43.00	48.00	5.00	46.00	47.00	43.00	
George O'Neill PS	106.00	102.00	-4.00	107.00	104.50	106.00	
Manitouwadge PS	38.00	40.00	2.00	44.00	42.00	38.00	
Margaret Twomey PS	209.00	213.00	4.00	215.00	214.00	209.00	
Marjorie Mills PS	73.00	65.00	-8.00	72.00	68.50	73.00	
Nakina PS	16.00	17.00	1.00	17.00	17.00	16.00	
Red Rock PS	14.00	10.00	-4.00	14.00	12.00	14.00	
Schreiber PS	50.00	48.00	-2.00	45.00	46.50	50.00	
Terrace Bay PS	69.00	68.00	-1.00	69.00	68.50	69.00	
Total Elementary Enrolment	770.00	776.00	6.00	792.00	784.00	770.00	
SECONDARY SCHOOLS	BUDGET FTE Mar 31/17	ACTUAL FTE Mar 31/17	MARCH VARIANCE	ACTUAL FTE Oct 31/16	ACTUAL ADE	BUDGETED ADE	1
Geraldton Composite HS	200.25	199.75	-0.50	211.00	205.38	200.63	
Lake Superior HS	88.00	97.00	9.00	94.50	95.75	89.00	
Manitouwadge HS	83.00	85.00	2.00	86.50	85.75	78.75	2
Marathon HS	164.00	164.75	0.75	182.25	173.50	171.50	2
Nipigon Red Rock HS	172.25	154.00	-18.25	166.00	160.00	174.75	
Total Secondary Enrolment	707.50	700.50	-7.00	740.25	720.38	714.63	
Board Totals	1,477.50	1,476.50	-1.00	1532.25	1504.38	1484.63	

Notes: 1. Oct 31/16 enrolment numbers changed from those previously reported due to data corrections.
 2. Enrolment numbers include high credit pupils and/or pupils over 21 years of age who are funded at a lower rate.

Overall, our enrolment for 2016/2017 is up 19.75 from budget.

Administrative Summary

That, the report entitled, "Enrolment Summary for 2016/2017 as of March 31, 2017" be received by the Board for information.

Respectfully submitted,
 Cathy Tsubouchi, Superintendent of Business

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 31
Date: May 23, 2017

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: Grants for Student Needs – 2017/2018

**STRATEGIC
PRIORITY:** Responsible Stewardship of Resources
Student Achievement and Well-Being

Background

On April 12, 2017, the Ministry of Education released information regarding the Grants for Student Needs (GSN) for the 2017/2018 school year. This release was two and a half weeks later than last year. The funding model includes:

Enhancements to Implement the Recently Negotiated Agreements

- With the contract extensions, grant salary benchmarks have been increased to reflect the 1.5% increase for 2017/18.
- There will be a one-time payment in 2017/18 for professional development which will be equivalent to 0.5% of 2016/17 wages.
- There will be inflation protection increases to funding of the Provincial Benefits Trusts.
- The Ministry is establishing a Local Priorities Fund to address a range of priorities raised through negotiations of the extension agreements, such as special education staffing and adult education.
- There will be a Community Use of Schools Allocation to enable board to reduce the rates charged for school space and assistance to help boards manage the agreements for use of schools.
- There are some changes to the FDK class size and now at least 90% of FDK classes are required to have 30 or fewer students. (The Board is currently compliant with the 90% rule).
- However, up to 10% of FDK classes can reach up to 32 students if they meet one of the three exceptions. Only one of the exceptions would be applicable to us, the exception that compliance would increase the number of FDK/Grade 1 combined classes. (We are monitoring this situation.)
- There are changes to the Grades 4-8 class size that do not affect us as our regulated Grades 4-8 class size average maximum is below 24.5.

Capital

- The Ministry will continue its investment in School Renewal and School Condition funding.
- The Ministry announced funding for Greenhouse Gas Reduction and this funding is available until March 2018. We are working to identify projects our list that meet the conditions for this program.

Indigenous Education

- The Ministry has retitled its First Nation, Metis and Inuit (FNMI) initiatives to Indigenous.
- The per pupil Amount allocation of the Indigenous Grant will be enveloped to ensure that it is used for implementation of the Ministry's Policy Framework in this area. (This has not been an issue for our Board.)
- All boards must allocate at least 1.0FTE for the dedicated Lead position. (We implemented this several years ago.)

School Foundation Grant

- There are increases for school administration for combined schools of large enrolment or multi-buildings. (This will not affect us.)

Enhancements to Keep Up with Costs

- The Student Transportation Grant will be increased by 2% in order to recognize higher operating costs.
- There will be a 2% increase to cost benchmarks for non-staff portions of the school operations allocation such as natural gas, electricity, insurance etc.

Current Situation

The Ministry's deadline for submission of the 2017/18 budget is June 30, 2017. Declining enrolment and excess capacity continue to create budget pressures.

Due to numerous factors, we will be unable to make this deadline this year and expect to file in July. The Ministry is will be advised. As penalty for late filing, the Ministry would withhold 50% for our grant payment for the month of July and then release it once the budget is filed.

Administrative Recommendations

That, the report entitled, Grants for Student Needs – 2017/2018 be received by the Board for information.

Respectfully submitted by:

Cathy Tsubouchi
Superintendent of Business

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

Report No: 32
Date: May 23, 2017

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Monthly Report – May 23, 2017

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

1. SGDSB Together with NOEL School Boards Address Student Absenteeism

The Northern Ontario Education Leaders (NOEL) member School Boards are working together to address a problem that is having a profound effect on student achievement - persistent student absenteeism. The "HERE" attendance campaign was launched at the Spring meeting of the NOEL on Tuesday, May 9.

According to data collected in the 2013-14 school year, students in the Thunder Bay Region (from Kenora to Manitowadge) had the highest rates of persistent absenteeism in the province. Students are considered persistently absent if they miss 10% of the days they were expected to be in school. In the Thunder Bay Region, the rate of persistent absenteeism was 21.6%.

A recent study, Every School Day Counts: Persistent Absenteeism in Ontario, 2016, indicates students who miss an average of two days per month in elementary school stand a 60% chance of dropping out in grade nine, potentially impacting their opportunities for success in the future. The campaign is designed to build awareness around the attendance issue in Northwestern Ontario and to provide communications tools and support tools to Boards and schools to help improve attendance.

2. Strong Districts and Their Leadership

In 2013 the Council of Directors of Education (CODE) in partnership with the Institute of Education Leadership (IEL) commissioned Dr Ken Leithwood to explore and articulate those qualities and conditions that research has shown create successful school districts. The groundbreaking paper that was produced was titled Strong Districts and their Leadership.

This paper was launched for school systems in the winter of 2014. This work-summarized evidence about:

- The characteristics of schools systems, boards or districts that are successful at the improving the learning of their students ("strong districts");
- The leadership practices needed to develop and sustain such districts on the part of the director and superintendent positions ("senior district leaders");

Research completed on "Strong Districts" has identified and described nine characteristics of districts most closely associated with their influence on student achievement. This research outlined senior leadership practices which foster the development of the nine characteristics. For each of the nine

characteristics instructional training modules have been developed to support district school boards. On May 10 a team from SGDSB attended the training module focus on Productive Working Relationships. The complete description of the training modules can be found at; <https://www.strongdistrictleaders.com/module-materials> *Together we are making a Difference!*

3. **Ontario's Renewed Math Strategy**

Through our ongoing professional learning sessions, elementary Numeracy Leads, alongside with Administrators, have been working together, engaging in open-to-learning conversations and developing a deeper understanding of knowing math for teaching. Knowing mathematics does not easily translate to knowing how to teach mathematics.

We also have administrators, along with system leads, joining in participation of the Math Leadership Network for our region - a professional learning network promoting math learning and leading with other Boards within the region.

The participants in this regional network will have the opportunity to deepen their learning and leadership capacity through interactions with some renowned research experts currently in the field. In our session last week we were joined by Steven Katz, and Marian Small will be joining a session in October.

4. **Education Week**

There were many activities taking place in schools across the district during education week. The Ministry of Education adopted Ontario's 150th anniversary as the theme of this year's celebration. SGDSB marked the occasion by highlighting 150 ways we are making a difference! Kathleen Schram, Math Lead for SGDSB, asked school administrators and teachers to share their contributions and produced the following compilation of events; <https://youtu.be/gyrXAKF7DwI>

5. **District Support Visits in Secondary Schools**

District Support visits took place at NRHS on May 15th and at MRHS on May 16th. District support teams were comprised of Board staff, administration, school learning leads, and local OSSTF administration. Teams learned about each school's Learning Plan, and the success criteria that was being used to determine the level of effectiveness of certain aspects of that plan. The team visited classes and with the success criteria in hand to provide feedback on what was working well, and to identify some areas that the school could consider to focus on in the development of their upcoming Learning Plan. As part of the visits, teams met with students at lunch to hear their thoughts on what was going well at the school, as well as their ideas for areas for improvement. Interestingly enough, both groups of students identified the desire for a peer leadership/mentoring program to help students, especially grade 9 students, to become familiar with the school, and to learn how to experience success at high school. It was also very apparent that students valued the relationships they had with their teachers, citing the availability of teachers to assist them, and the level of care teachers demonstrated for their various situations. Students recognized that these relationships were due in part to the size of the schools, demonstrating clearly that small schools make a difference.

Administrative Recommendation:

The report entitled, Director's Monthly Report – May 23, 2017 No.32 is presented to the board for information.

Respectfully submitted:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 33

Date: May 23, 2017

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Performance Review

STRATEGIC

PRIORITIES: Student Achievement and Well Being / Building Relationships /
Responsible Stewardship of Resources

Background

Under the terms of the Director of Education's Employment Agreement the Board is to conduct an annual performance appraisal. The appraisal process begins in October when the Director shall establish for himself, a set of performance objectives acceptable to the Board, which he shall be expected to accomplish during each year of the term of his contract. The Board shall conduct a performance appraisal of the Director annually in June.

Current Situation

Attached trustees will find a copy of the Director's Performance Objectives 2015-2016 as well as a Performance Appraisal Rubric with which to conduct the assessment. Trustees may wish to refer to reports cited in the rubric as well as other documentation including, but not limited to; the Director's Annual Report, the Director's Monthly Report and the Director's Monthly Newsletter. Trustees may write comments in the space provided, or on the additional sheet if required.

Once trustees have completed the rubric they are asked to sign the document and return it to the Chair of the Board by June 16th. The Chair will present a compilation of the assessment results during the in-camera session of the Regular Board Meeting on June 26th.

Administrative Recommendation

That, the Report entitled, "Director's Performance Review", be received by the Board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

Attachments: Director Performance Objective 2016-17
Performance Appraisal Rubric

Report No.
Date: October 17, 2016

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.

Our Values: "Caring, Fairness, Empathy, Honesty, Responsibility, Resiliency, Respect, Perseverance, Innovation."

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."

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.

Core Processes	Supporting Conditions	Leadership Development	Relationships
<p><i>Setting Directions and Accomplishing Goals</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> ensure that the mission vision goals of the system are widely known, understood and shared by all members of their organization encourage participation of the elected board in setting board goals for the board to use in fulfilling its responsibilities for setting and monitoring policy regularly report to the board the progress made towards achieving these board goals use the systems directions as fundamental criteria for virtually all decisions, keeping in mind that system leaders are the chief stewards of these directions use the best available research and other systematically collected evidence to inform decisions wherever possible. 	<p><i>Networking and Aligning</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> create structures and norms within the system to ensure regular reciprocal an extended deliberations 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 use the networks that are created as a central mechanism for the professional development of school-level leaders 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. 	<p><i>System leaders supporting professional leaders:</i></p> <p>System Leaders:</p> <ul style="list-style-type: none"> Use the best available evidence about successful leadership as a key source of the criteria used for recruiting selecting developing an appraising professional leaders regularly implement well-developed leadership appraisal processes that serve both the formative and summative purposes allow competent school leaders to remain in their schools for significant periods of time provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities Develop realistic plans for leadership succession model the practices, dispositions and work habits that are desired for professional leaders in the system. 	<p>Systems Leaders:</p> <ul style="list-style-type: none"> encourage and model relationships between system and school level leaders that are reciprocal, collaborative and highly interactive stimulate high levels of interaction among school leaders driven by shared sense of responsibility among school leaders for system improvement provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents and to supplement local efforts 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.

Our Values: "Caring, Fairness, Empathy, Honesty, Responsibility, Resiliency, Respect, Perseverance, Innovation."

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."

Core Processes	Supporting Conditions	Leadership Development	Relationships
<p><i>Setting Directions and Accomplishing Goals</i></p> <ul style="list-style-type: none"> • 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 • articulate demonstrate and model the systems goals, priorities and values to staff when visiting schools • develop and implement board and school improvement plans interactively and collaboratively with school leaders • Make flexible adaptive use a provincial initiatives and framework ensuring that they contribute to rather than distract from accomplishing system goals and priorities. 	<p><i>Networking and Aligning</i></p>	<p><i>System leaders supporting professional leaders:</i></p> <p>System leaders supporting elected leaders:</p> <ul style="list-style-type: none"> • communicate the systems vision and goals for students to the wider community • keep the learning and well-being of students at the core of the elected board decision-making • align the system's policies and financial resources around achieving the system's vision and goals for students • encourage elected leaders' respect for the role of the director and senior staff and responsibilities for school system administration • established collegial working relationships • Ensure access to professional development for the board members. 	

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Specific Goals for August 2016 through June 2017		
<p>Strategic Priority</p> <p><i>Student Achievement and Well Being</i></p> <ol style="list-style-type: none"> 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. 2. Facilitate support for the Ministry of Education's (MoE) Renewed Math Strategy 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 	<p>Strategic Priority</p> <p><i>Responsible Stewardship of Resources</i></p> <ol style="list-style-type: none"> 1. Implement Leadership Framework for Manager's & Supervisors. 2. Complete comprehensive administrative review of board office administration 3. Develop comprehensive budget management process, carry out consultations to create a more consultative and timely budget process. 4. Implement the Treasury Board Secretariat's regulations pertaining to the Broader Public Sector Executive Compensation Framework 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. 6. Continue work to recruit Aboriginal students from remote First Nation communities. 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. 	<p>Strategic Priority</p> <p><i>Building Relationships</i></p> <ol style="list-style-type: none"> 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. 2. Implement the recommendations of the Truth & Reconciliation Commission pertaining to Education. 3. Support the introduction of restorative practices and healing circles in schools across the district. 4. Continue to build positive relations through the Director's participation in the PIC, SEAC and NEAC committees as well through Community involvement. 5. Examine and respond to parent concerns regarding the range and delivery of programs offered in our secondary schools. 6. Work with chair to provide professional development for newly elected trustees 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.

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<p>foundation for the next strategic planning process.</p> <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>8. Report to Board highlights of the Tell Them from Me Survey 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>Strategic Priority</p> <p><i>Student Achievement and Well Being</i></p>	<p>Strategic Priority</p> <p><i>Responsible Stewardship of Resources</i></p>	<p>Strategic Priority</p> <p><i>Building Relationships</i></p>

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Core Leadership Capacities

PERSONAL LEADERSHIP RESOURCES Leaders draw upon the personal leadership resources to effectively enact leadership practices.		
Cognitive Resources <ul style="list-style-type: none"> • Problem solving expertise • Knowledge of effective school and classroom practices that directly affect student learning • Systems thinking • 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. <p>Areas of focus: Monitoring and Controlling, Emphasizing Excellence, Conflict Management</p>	Social Resources, including the ability to: <ul style="list-style-type: none"> • Perceive emotions • Manage emotions • Act in emotionally appropriate ways <p>Area of Focus: Manage emotions</p>	Psychological Resources <ul style="list-style-type: none"> • Optimism • Self-efficacy • Resilience • Proactivity

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Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 26, 2017

<i>Strategic Priority: Student Achievement and Well Being</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
<i>Setting Directions And Accomplishing Goals</i>	<p>The Director builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.</p> <ul style="list-style-type: none"> ❖ Ensures the vision is clearly articulate, shared understood and acted upon by all ❖ Works with the Board and across school communities to translate the vision into agreed upon objectives and operational plans which promote and sustain school improvement ❖ Provides on-going and effective communication with schools and communities ❖ Ensure that strategic planning takes account of the diversity, values, and experience of the Board and school communities 	<ul style="list-style-type: none"> ✓ Year five Implementation of the Board Strategic Plan ✓ Director's Annual Report 2015-2016 ✓ Board Learning Plan for Student Achievement and Well Being – Theory of Action - 2016-2017 ✓ School Effectiveness District Review and Support ✓ Facilitate support for the Ministry of Education's (MoE) Renewed Math Strategy ✓ 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. ✓ Began the process of renewing the Board's Strategic Plan 2017-2022 - Strategic Planning Session With Trustees, Principals and Student Senate. Discussion paper and on-line survey to facilitate stakeholder input. 	

Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 26, 2017

(Low 1 / High 4)

<i>Strategic Priority: Student Achievement and Well Being</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
		<ul style="list-style-type: none"> ✓ Launched "I'm HERE" campaign to raise awareness of the issue of chronic absenteeism and the impact it has on student learning. ✓ Promote entrepreneurship, innovation and experiential learning opportunities ✓ Implement the provincial framework on Student Well-being. ✓ Worked with Indigenous Liaison to build a better understanding of our First Nation communities Followed up on the recommendations of the Truth and Reconciliation Commission to develop curriculum to reflect the historical perspective of our indigenous population. Furthered the knowledge and understanding of staff of indigenous culture, traditions and language. ✓ In collaboration with Student Success Lead, Student Trustee and Student Senate to build capacity within our secondary schools, in fostering and sustaining safe, inclusive and accepting learning environments for all students. ✓ Member of the Executive Council of Ontario Directors of Education (CODE) 	

Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

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Name of Director: David Tamblyn

Date: June 26, 2017

(Low 1 / High 4)

Strategic Priority: <i>Building Relationships</i>	Indicators	Concrete Indicators (Evidence / Examples)	Evaluation <i>1 - 2 - 3 - 4</i>
Building Relationships and Developing People	<p>The Director strives to foster genuine trusting relationships with and among students, staff, parents, Trustees and communities guided by a sense of mutual respect. The Director affirms and empowers others to work in the best interests of all students.</p> <ul style="list-style-type: none"> ❖ Establishes and maintains positive working relations with the Board of Trustees ❖ Communicates effectively with the governing Board and individual Trustees ❖ Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy ❖ Demonstrates positive and proactive leadership that has support of the staff with whom the Director works most closely ❖ Maintains high visibility in the Board and in schools associated with quality interactions with staff and students ❖ Support policy development ❖ Provide Trustees with a sense of purpose and direction ❖ Make Trustees aware of progress, problems, concerns ❖ Inform Trustees of current trends, legislation, forces, provincial policies ❖ Be accessible to Trustees 	<ul style="list-style-type: none"> ✓ Director's Monthly Board Report – provides summary of monthly events ✓ Director's Monthly Newsletter ✓ "Together we are making a Difference" was adopted as a theme in 2016-2017 in order to celebrate how our students are making a difference in their classrooms Schools and communities. ✓ Implement the recommendations of the Truth & Reconciliation Commission pertaining to Education. ✓ Support the introduction of restorative practices and healing circles in schools across the district. ✓ Continue to build positive relations through the Director's participation in the PIC, SEAC and NEAC committees as well through Community involvement. ✓ Examine and respond to parent concerns regarding the range and delivery of programs offered in our secondary schools. ✓ Work with chair to provide professional development for trustees ✓ 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. 	

Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 26, 2017

(Low 1 / High 4)

Strategic Priority: Building Relationships	Indicators	Concrete Indicators (Evidence / Examples	Evaluation 1 - 2 - 3 - 4
Developing the Organization	<p>The Director builds collaborative cultures, structures the organization for success, and connects the Board and schools to their wider environments.</p> <ul style="list-style-type: none"> ❖ Builds a collaborative learning culture within the Board and fosters the same in schools ❖ Fosters engagement across schools to build effective learning communities ❖ Uses performance appraisal to foster professional growth ❖ Develops a Board culture which promotes shared knowledge and shared responsibility for outcomes 	<ul style="list-style-type: none"> ✓ Participated in Teacher Leadership Learning Program (TLLP) with a focus on Inquiry based learning ✓ Participated in Learning Disabled Profile Project – a three year project to address the student achievement gap among our LD students. ✓ Participated in the Strong Districts and Their Leadership session entitled “Productive Working Relationships”. ✓ Executive Leadership Program – Senior Administration ✓ Guest presenter at the Minister’s PIC Symposium – I’m HERE campaign 	
Strategic Priority: Student Achievement and Well Being	Indicators	Concrete Indicators (Evidence / Examples	Evaluation 1 - 2 - 3 - 4
Leading the Instructional Program	<p>The Director sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The Director manages the system effectively so that everyone can focus on teaching and learning.</p> <ul style="list-style-type: none"> ❖ Ensures a consistent and continuous Board wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools ❖ Buffers staff from distractions that detract from student achievement 	<ul style="list-style-type: none"> ✓ Worked with System Implementation and Monitoring (SIM) team to develop Board Learning Plan based on data collected from EQAO, DRA, CASI and OCA ✓ In response to the EQAO score members of senior administration and system leads developed an action plan to address the learning needs of the students in mathematics. The plan included professional development for staff. ✓ Met with Ministry personal to provide a detailed account of progress towards meeting the goals set 	

Performance Appraisal for Director

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(Low 1 / High 4)

	<ul style="list-style-type: none"> ❖ Provides resources in support of curriculum and differentiated instruction ❖ Develops professional learning communities to support school improvement ❖ Supervise staff in an effective manner to ensure success for all students ❖ Create and encourage development of proven and new strategies 	<p>out in the Board Learning Plan for Student Achievement and Well Being</p> <p>✓ Continued to focus on closing the achievement gap among aboriginal students by fulfilling our pledge to create a welcoming learning environment, leadership opportunities, and a mentorship program in affiliation with Lakehead University/Confederation College to encourage aboriginal students to pursue a post-secondary education.</p>	
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<i>Strategic Priority: Responsible Stewardship of Resources</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
<i>Securing Accountability</i>	<p>The Director is responsible for creating conditions for students, the community and the Board for ensuring that students benefit from high quality education.</p> <ul style="list-style-type: none"> ❖ Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation 	<ul style="list-style-type: none"> ✓ Have maintained the three core priorities of the Board Strategic Plan as the touchstone for financial decision making ✓ Further Developed Succession Plan through aspiring leaders initiative and recruitment campaigns ✓ Met regularly with Parental Involvement Committee (PIC) 	

Performance Appraisal for Director

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Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 26, 2017

(Low 1 / High 4)

	<ul style="list-style-type: none"> ❖ Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the Education Act and Regulations ❖ Ensures that the fiscal management of the district is in alignment with the elected Board's multi-year strategic plan ❖ Develops and presents a coherent, understandable, accurate and transparent account of Board and school performance to a range of audiences; e.g., ministry, Board, parents, community ❖ Establishes liaisons with ministry to influence ministry direction in ways that support Board plans ❖ Makes connections to ministry goals to strengthen commitment to Board initiatives 	<ul style="list-style-type: none"> ✓ Regularly took part in radio interviews to convey school/Board announcements to the general public ✓ Met with senior officials from both Confederation College and Lakehead University to improve programming for our students ✓ Introduced Eco Schools to staff in select schools across the district ✓ Oversaw a number of capital projects at schools throughout the district ✓ Oversaw closure of Red Rock Public School ✓ Participated in Community Consultations on Rural Education ✓ Met with Minister of Education, Mitzie Hunter to discuss school board collaboration 	
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<i>Summary Comments: Chair/Trustees of the Board</i>	<i>Summary Comments: Director of Education</i>
	<p>It is privilege to serve a Board with a strong sense of direction and a commitment towards achieving the goals of the Board Strategic Plan. I appreciate the trust bestowed upon me by the Board as we continue collectively strive to enable our students succeed and make a difference.</p> <p><u>Next Steps</u></p>

Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 26, 2017

(Low 1 / High 4)

- Continue to address the high rate of persistent absenteeism in SGDSB
- Increasing our EQAO student achievement results particularly in the area of mathematics will remain a primary focus.
- Closing the achievement gap particularly among our aboriginal students will remain a priority
- Continue to investigate how we can support our Learning Disabled (LD) students
- Continue to refine evidenced-based strategic planning at the system and school level in order to impact success for all students.
- Move from professional learning at the awareness level to school based practice, e.g. Student Work Study Teacher, Behaviour Specialist, and Math coaches.
- Continue to strengthen relationships with partners, e.g. labour, First Nations, and parent community.
- Continue to work towards consolidating our resources.
- Develop a revised Strategic Plan for 2017-2022
- Continue to provide professional development opportunities for Trustees by offering the core training modules through the Centre for Governance Excellence.
- Focus on improving and enriching the student experience in our schools by creating safe learning environments that challenge the intellectual abilities of our students and reward with success.

Signature: _____ Date: _____

Trustee Signature: _____

Date: _____

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

Report No.: 34
Date: May 23, 2017

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

FROM: David Tamblyn, Director of Education

SUBJECT: 2017 Graduation Dates and Times

STRATEGIC
PRIORITY: Student Achievement and Well-Being

2017 Graduation Dates and Times

School	Date	Time	Trustees Attending
Elementary			
B. A. Parker Public School	Wednesday June 28th	6:30 p.m.	
Beardmore Public School	Friday June 23rd	1:00 p.m.	
Dorion Public School	Thursday June 29th	6:00 p.m.	
George O'Neill Public School	Thursday June 29th	6:00 p.m.	
Manitouwadge Public School	Tuesday June 27th	1:30 p.m.	
Margaret Twomey Public School	Friday June 23rd	1:00 p.m.	Pinky McRae (tentative)
Marjorie Mills Public School	Thursday June 22nd	5:00 p.m.	Mark Mannisto
Nakina Public School	No grade 8 students	-	-
Red Rock Public School	graduating	-	-
Schreiber Public School	Tuesday June 27	5:00 p.m.	Kim Figliomeni
Terrace Bay Public School	Combined with SPS	5:00 p.m.	Kim Figliomeni
Secondary			
Geraldton Composite High School	Friday June 16th	7:00 p.m.	Mark Mannisto
Lake Superior High School	Thursday June 29th	1:00 p.m.	Kim Figliomeni
Manitouwadge High School	Thursday June 29th	7:00 p.m.	
Marathon High School	Thursday June 29 th	1:00 p.m.	
Nipigon-Red Rock District High School	Thursday June 15th	6:30 p.m.	

Administrative Summary

That, the report No. 34 entitled, 2017 Graduation Dates and Times be received by the Board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 35****Date:** May 23, 2017

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

FROM: Charles Bishop, Assistant to the Director

SUBJECT: 2017 – 2018 Secondary Staffing

STRATEGIC

PRIORITY: Student Achievement and Well-Being
Responsible Stewardship of Resources

Background

On May 8, 2017, Special Board Report 28 : 2017 -2018 Proposed Secondary Staffing was presented as information to provide Trustees time to review before recommendation would come forward at the May 23, 2017 Board Meeting.

Current Situation

On-going consultation has taken place between the Principals and the Assistant to the Director regarding staffing needs. The Principals understand that staffing their schools for 2017-2018 will be done according to Article 15 of the Collective Agreement and available funding from various Ministry and Board enhancements.

Table 1 identifies the projected enrollment from the schools for the 2017 – 2018 school year.

Table 1: Projected Enrollment for 2017 – 2018 School Year

GCHS	LSHS	MNHS	MRHS	NRHS	Total
200.00	96.00	83.00	171.75	146.25	697.00

Table 2A outlines staffing according to contractual agreement.

Table 2**Part A: Staffing according to contractual agreement**

	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
October 31, 2016	211.00	94.50	86.50	181.25	166.00	739.25
March 31, 2017	199.75	97.00	85.00	164.75	154.00	700.50
Average	205.38	95.75	85.75	173.00	160.00	719.88
Classroom Teachers	12.84	5.98	5.36	10.81	10.00	
Rounded	12.83	6.00	5.33	10.83	10.00	45.00
Special Education Teachers	1.00	1.00	1.00	1.00	1.00	5.00
Guidance	1.00	1.00	1.00	1.00	1.00	5.00
2017-2018 Contract Teachers	14.83	8.00	7.33	12.83	12.00	55.00

Table 2B outlines additional staffing over and above that prescribed in the collective agreement. These additional sections accommodate the needs of our students across our board and continue to keep our commitment to the four core priorities of the Ministry of Education: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

Part B: Staffing funded over and above the Collective Agreement by Special Initiatives and the Board**

	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
Student Success (Ministry Base)	0.67	0.33	0.33	0.50	0.33	2.17
Board Enhancement (Student Success)	0.17	0.17	0.17	0.17	0.17	0.83
Board Enhancement (School within a College)				0.33		0.33
Board Enhancement (Small Schools)		3.17	3.17			6.33
Board Enhancement (Student Achievement – bridging gaps for incoming students)	1.00			0.50	0.50	2.00
Board Enhancement (Communication – Student Success)	0.33					0.33
Board Enhancement (Top Up)		0.67	1.17		1.00	2.83
Board Enhancement (Indigenous math) Support Grade 9 Applied				0.17	0.17	0.33
Board Enhancement (Native Language/Native Studies courses)	0.50			0.33	0.33	1.17
Teaching Staff for 2017-18	17.50	12.33	12.17	14.83	14.50	71.33
Teaching Staff for 2016-17	17.67	12.17	12.17	14.83	14.83	71.67
Staffing Difference	-0.17	0.17	0.00	0.00	-0.33	-0.33
E-learning						1.00
Total Staffing for 2017-18						72.33

**Note: The decimals represent periods; therefore, columns and rows do not add mathematically.
One period is 0.17, while 6 periods are 1.0

Additional Information:

- It is expected that the allocated Student Success periods will be used to provide alternative education programs in each of our secondary schools, which may be different in each school depending on their need.
- As our enrolment continues to decline and we struggle to provide a variety of courses for senior students, we continue to add 6 e-learning classes to the total staffing compliment.
- Indigenous students will be further supported with targeted staffing for native language and native studies courses, as well as additional support in mathematics.

- MNHS and NRHS both received further enhancements due to declining enrolment and difficulty timetabling classes with fewer available periods. In consultation with the schools' Principals, MNHS received a 0.50 enhancement, and NRHS received a 0.67 enhancement.

Administrative Recommendation

That, the Superior-Greenstone DSB having received Report No. 35: 2017 – 2018 Secondary Staffing approves the report as presented.

Respectfully submitted by:

Charles Bishop
Assistant to the Director

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No:** 36**Date:** May 23, 2017

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

FROM: Charlie Bishop, Assistant to the Director

SUBJECT: Summer Cooperative Education

STRATEGIC PRIORITY: Student Achievement and Well-Being

Background:

Superior Greenstone District School Board delivers Specialist High Skills Major programs at four of our five high schools. A SHSM is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. The SHSM program bundles grade 11 and 12 courses, cooperative education placement, and sector based certifications, and allows students who complete all elements of the SHSM, a Red Seal, industry recognized Ontario Secondary School Diploma. It also assists in students' transition after graduation to apprenticeship training, college, university or the workplace.

SHSM Programs in Superior-Greenstone

Secondary School	Specialist High Skills Major
Geraldton Composite H.S.	Environment
Lake Superior H. S.	Environment Health and Wellness Manufacturing
Manitouwadge H.S.	Environment
Marathon H.S.	Mining

Current Situation

Completion rates for the SHSM program are significantly lower in Superior Greenstone DSB compared to the rest of the province, including other Northern boards. One of the factors contributing to this is the lack of cooperative education work placements during the school year which match the SHSM sector. This is a particular challenge in the Environment SHSMs due to the lack of placements during the school year.

We have a number of students who are employed during the summer in sector connected placements. For example, some students are employed with Parks Canada, Ontario Parks, as well as programs offered through the First Nations and various tourist outfitters during the summer. By allowing these paid employment opportunities to also count for cooperative education credits, we can increase our completion rates for the SHSM program.

A summer cooperative education program will allow these students, as well as at risk students who would benefit from additional credits, better opportunities to complete the components of the SHSM program. Most school boards in the province provide this opportunity using the continuing education register for summer school, provided by the Ministry of Education.

We are proposing hiring a 0.5 Continuing Education teacher, qualified in cooperative education, to deliver the in-class component using our E-Learning platform, facilitate the placements, and support the students

and program. This summer program would run for six weeks during the summer of 2017. Students from across the Superior-Greenstone District would have this opportunity, with SHSM students taking priority.

We will monitor the success of this pilot by collecting and analyzing the data around completed credits, graduation rates, SHSM completion rates and any effect upon our existing and highly successful school year cooperative education programs.

Administrative Recommendation

That the Superior-Greenstone DSB receive as a recommendation to approve hiring of a 0.5 Continuing Education teacher to deliver a Summer Cooperative Education Program as a pilot during the summer of 2017.

Respectfully submitted by:

David Tamblyn
Director of Education

Charlie Bishop
Assistant to the Director

Ministry of Education

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April 13, 2017

Ms. Pauline McRae
Board Chair
Superior-Greenstone District School Board
P.O. Bag 'A'
12 Hemlo Drive
Marathon, Ontario
POT 2EO

Dear Ms. McRae,

Thank you for your letter dated April 11, 2017 regarding the appointment of Mr. David Gordon Tamblyn to the position of Director of Education for the Superior-Greenstone District School Board effective from September 1, 2016 to August 31, 2021.

In the correspondence of my predecessor, Mr. Tamblyn was eligible for appointment as Director of Education for the period from November 1, 2011 to August 31, 2016. Accordingly to the public register of the Ontario College of Teachers, Mr. Tamblyn holds the supervisory officer's qualification in accordance with section 35 of Ontario Regulation 176/10 made under the *Ontario College of Teachers Act, 1996*. In accordance with subsection 285 (2) of the *Education Act*, I am therefore pleased to confirm that Mr. Tamblyn is eligible for appointment as Director of Education.

To note the appointment of Mr. Tamblyn by the board, please ask staff to ensure that the position of Director of Education is updated in the Ontario School Information System (OnSIS).

Sincerely,

Denise Dwyer
Assistant Deputy Minister
Leadership and Learning Environment Division

c: Leah Vanderwey, Regional Manager, Thunder Bay Regional Office



**Hastings and Prince Edward
District School Board**

Lucille Kyle, Chair of the Board
Mandy Savery-Whiteway, Director of Education

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May 8, 2017

Deputy Minister of Education Bruce Rodrigues
14th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Deputy Rodrigues:

Hastings and Prince Edward District School Board's (HPEDSB) 2015-2020 Strategic Plan focuses on four priorities: Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being and aligns with the Ministry of Education's Renewed Vision for Education in Ontario. In our school board we are committed to increasing our graduation rate and have set high standards for our graduates.

We value testing provided through the Education Quality and Accountability Office (EQAO) as a tool that provides a valuable source of data that contributes to the identification of student learning needs and ultimately the professional learning needs of our teachers. This data along with other data sources help us to develop the evidence based goals reflected in our Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) and in our School Improvement Plans for Student Achievement and Well-Being (SIPSAW). We are focused on assessment and instruction that can directly impact student achievement and well-being. Over time, we are seeing improvement in the achievement level of our students in Grade 3, 6, and 9 and EQAO data helps us to identify strengths and gaps in curriculum implementation.

We also appreciate the efforts of EQAO to implement an on-line tool for the Ontario Secondary School Literacy Test (OSSLT). We believe that the implementation of the on-line testing tool will support many students to access the test with the supports and tools they use in their daily practice.

Our concern, which aligns with the recent discussion paper: EQAO and Large Scale Testing in Ontario by the Ontario Public School Board Association (OPSBA) is the sequencing of the requirement to fail the OSSLT prior to being eligible to take the Ontario Secondary School Literacy Course (OSSLC). We support Recommendation #3 in the OPSBA discussion paper that states that "Teachers and administrators should be supported in making a professional judgement about which students require a remedial course prior to taking the test. Offering remedial help first would create an environment that enhances motivation and self-esteem, and would serve to maximize student success." Offering curriculum support rather than failing the test would create an environment that builds skills, confidence and self-esteem and would maximize student success. The sequencing of the literacy course prior to the literacy test would also provide some equity for our students with special needs.

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We understand that realigning the sequencing of the OSSLT and OSSLC would require a change in Ministry of Education policy. We hope you will consider Recommendation #3 as proposed by OPSBA and supported by HPEDSB as a way to further support student achievement and increased graduation rates.

Sincerely,

Lucille Kyle
Chair, on behalf of Hastings and Prince Edward District School Board

cc: Laurie French, President, Ontario Public School Board Association
Dr. Richard Jones, Interim Chief Executive Officer
All Ontario School Board Chairs