

# Chelsea Governing Board

## Agenda

17 September 2009

6:00 – 8:00

Members attending (parents): Stacy Moreau, Kristine Ronn, Megan Nichols, Lauren Barbour, Louise Charette, Benoit Monette, and Richard Bieri

Staff: Louise Larose, Lucy Slade, Lise Favreau, Erin Joyce, Kate Iob, Bob Butler, and Ralph Mason

Introduction: Principal's remarks / Election of Chair (5 min)

- Lauren proposed Benoit Monette as GB Chair for the 2009-2010 school year. This motion was unanimously supported.
- Benoit formally accepted, established rotational assignments amongst the parents for this year's scribes (minutes), and recommended approval of the agenda for Sept. 17<sup>th</sup> 2009.

Approval of agenda (5 min)

- Approved by Stacy.

Approval of minutes (5 min)

- N/A - no written minutes from August 26<sup>th</sup> kick-off session.

Business arising (30 min)

- Organizational Plan (10 min.)
  - Presenter: Ralph Mason
  - An overview of Chelsea's organizational plan was given to the board (see [http://www.wqsb.qc.ca/chelsea/AboutUs\\_SchoolSuccess.html](http://www.wqsb.qc.ca/chelsea/AboutUs_SchoolSuccess.html)) for details on the plan.
  - Notes:
    - Plan evolves over time and was currently based on 282 students.
    - Plan slated to be reviewed in October when integrated with Chelsea's school success plan.

- PD day focussed on environmental awareness is still being refined, ACTION: Mr. Butler will provide update at the October GB meeting. Theme may have an impact on the expansion of outdoor education.
  - Plan includes a residual of .22 Head count, which is still TBD.
  - ACTION: Ralph. Staff is currently looking at how to best use it. Plan will be detailed to the GB at October meeting.
  - UPDATE: To be discussed at Oct. GB session.
  - \*\* Web page posts "Draft document. What actions are required for formal approval?"
- Budget 2009 / 2010 (10 - 15 min.)
  - Presenter: Ralph Mason
  - Budget was reviewed and approved.
  - Notes:
    - Budget was based on current student headcount, will be firmed up Sept. 30<sup>th</sup>.
    - ACTION: Ralph. (Budget review is a standard agenda item for each GB session - next review in October).
    - COMPLETED: Regular agenda item at each GB session
- Vacant seat procedure (5 min.)
  - Francois Simard has stepped down as a parent rep on GB. The board wishes to Thank Francois for a great year as GB Chair in 2009.
    - This provides an opportunity for any interested party to join.
    - Stacy motioned that the position be opened up to all parents at the Open House. GB voted / approved this motion.
    - ACTION: Ralph & All. The opportunity will be communicated to all at the Open House. GB members will then proceed with a vote to select the newest member of the team.
    - COMPLETED: Carl Nielson named to Gov. Board Sept 24<sup>th</sup>. Welcome Carl! See Sept 24<sup>th</sup> Minutes. - Annexe "A"
- Parent Rep to WQSB Parents' Committee (must be a voting member of GB)

- Benoit provided the team an overview of his experience as former parent rep. , explaining the dynamics of the sub-committees and how to get involved.
  - Position is currently vacant. No current GB members are filling the role. Laurent offered to be back-up for the role.
  - ACTION: Benoit. Name of rep. must be provided to WQSB by sept 30<sup>th</sup>. Opportunity to fill the position will be revisited at Open House GB meeting, when the additional member is in place.
  - COMPLETED: Kristine Ronn has accepted the position. Lauren Barbour has offered to be back-up if required. See Sept 24<sup>th</sup> Minutes. - Annexe "B"
- 
- SEAC Rep (non-voting member)
  - Presenter: Louise Charette
  - Quick overview provided by Louise. A new chair has been elected, and more information will be provided at next session.
- Home and School Rep (non-voting member)
  - Presenter: Lauren Barbour
  - Lauren provided following highlights:
    - School barely underway and already there is great momentum, and many new faces have joined the team.
    - First event (school bbq) was greatly appreciated and a huge success. THANKS to all involved.
    - Major focus this year will be on fundraising to compliment school budget and the realisation of school success plan. Lauren emphasized that the limited school budget is the major drive for fundraising efforts to allow for Smart Boards, Playground enhancements, etc. Home & School is committed to offering a variety of fundraising programs from passive approaches (such as shop & save and the magazine drive) to other more direct marketing campaigns and larger Chelsea community based events.
    - It was also noted that Home & School activities are in addition to 2 fundraising activities subsidising the A4 programs as they target different goals.
- Fire / Bear / Lock Down drills: Week of Oct. 5th.
  - Presenter: Louise Larose

- Formal drills are planned for dates above. There will also be surprise drills to ensure all students clearly understand and respond adequately to safety procedures.
- ACTION: Louise to issue communication to parents.
- COMPLETED: Communication sent in Oct 3<sup>rd</sup> news letter to parents.
- Open House: Sept 24<sup>th</sup>.
  - Email communication will be sent prior to the open house.
  - ACTION: Louise/Ralph
  - COMPLETED:
- 

Items: (10 min)

1. **The Governing Board at the Heart of the School** - procedural document review and discussion (20 min)

- Presenter: Louise Charette
- Louise presented a document on Governing Board roles & responsibilities for members to review. See Annexe "B"
- Benoit discussed opportunity for board members to receive free training from the "Federation des comites de parents". Team agreed.
- ACTION: Benoit will move forward to secure a training date with the federation.
- COMPLETED: Benoit has secured a date. Nov 12<sup>th</sup>. Start time to be communicated at next GB session.

2. a . Open forum: (10 min): concerning procedures for managing allergies

Guests: Andy Ball, Kim Guntzel

b. DRAFT Procedural document review and tentative proposal for acceptance in principle (20 - 30 min).

- Presenters: Andy Ball & Kim Guntzel
- 3 Parents of children with specific food allergies gave overview of allergic reactions and anaphylactic shock. A Draft procedural document was presented to the board as a first step in enhancing the current school policies, preventative measures and emergency procedures. See Annexe "D"
- The board agreed in principal with the initiative and voted to move forward with refinements to the procedure by having it

reviewed by the WQSB. Goal is to receive feedback from the board based on experience across other schools and to ensure that the policies and procedures in place at Chelsea provide safest possible environment for the 17 children directly impacted. Ralph will follow up with the WQSB and provide feedback.

- Many discussions took place highlighting various points to consider in the implementation of the proposed enhancements to the existing policies. Communications will be sent out to parents regarding school wide and classroom specific considerations.
- Guest speakers also discussed experiences from implementing similar allergy-centric awareness programs at Grand-Boise and other schools. Ideas such as providing a point of contact for educational / information on managing allergies and identifying food alternatives were also put forth.
- ACTION: Ralph. Item will be revisited at the next GB meeting.
- UPDATE: Communication has been sent out to parents with Severe Allergy list per class as planned. In Oct3rd News Letter. Teachers have also communicated with parents in their classes directly.
- **\*\*Policy update will be provided at October GB session with FB from WQSB legal review.**
- **\*\* Question for Oct GB session : Do we have an established process and point of contact for info/allergy management. Would find it beneficial for parents to have alternatives provided to them or p.o.c to help with this effort.**

### 3. Day Care Report (10 min)

- Presenter: Erin Joyce
- Erin mentioned that daycare numbers are growing and that new programs are being implemented. The team is still looking for a replacement sports educator. Details for budget and update on programs will be provided at the next meeting.

### 4. Cycle Reports (15 min)

- Presenters: Lucy Slade, Kate Iob, Bob Butler
- See Annexe "C" for Cycle 1 update.

- ACTION: Kate, Bob. Please send update to [rbieri@nortel.com](mailto:rbieri@nortel.com)  
Thanks!
- COMPLETED: Cycle 1 report in annexe as sample. All Cycles will be updated for October GB minutes.

5. Varia: (10 min)

- NA

Annexe A: GB Special Meeting - Sept 24<sup>th</sup>.

Governing Board

Special Meeting

24 September 2009

Staff Room

7:45

Members attending (parents): Stacy Moreau, Richard Bieri, Kristine Ronn, Lauren Barbour, Benoit Monette, and Megan Nichols.

Staff: Ralph Mason

Agenda item: parent selection for a vacant seat.

Three candidates were invited to present their interest in Governing Board. After the presentations, the members present discussed the attributes of the candidates and voted by show of hands.

Carl Nielson was selected to fill the seat vacated by François Simard.

Note: during the course of the discussion above, Kristine Ronn offered to act as Chelsea GB's Parent Representative to The WQSB Parent Committee. Many thanks to Kristine.

Meeting adjourned: 8: 20

Acting secretary: Ralph Mason

Annexe B : Governing Board Awareness Document

See pdf attachment:



## **Annexe C: Kindergarten/Cycle 1 Report - September 17, 2009**

All students have been working on establishing their routines and getting used to transitions.

We had our first monthly cycle assembly on Sept. 12 where the focus was on the H1N1 virus and hand washing. TRIBES was also incorporated into the presentation by opening with an attention getter and closing with an energizer activity and an appreciation. The TRIBES process is being adopted throughout the school to help create a positive school and classroom environment. It is seen as an effective way to improve behaviour and learning.

We are following the 4 Tribes Agreements which include:

1. Attentive Listening
2. The Right to Pass - Participate
3. Appreciations - No Put-Downs
4. Mutual Respect

Lucy Slade and Tara Strano will be attending 2 days of Tribes training in October and 2 days in November.

### **Field trips**

- Saunders Farm field trip planned for Oct. 22 for Kindergarten and Grade 1 classes

### **Kindergarten - Joanne Morissette, Lori Koroluk, Cindy Resendes**

- Themes - "All About Me"
- Special theme day around Clifford the Big Red Dog, Oct. 30 - kids dress up in red and do related activities

### **Cycle 1.1 -Lucy Slade**

- Home readers have started to go home
- Weekly Sight Words have been introduced
- Themes for September- "All About Me", "The Rainforest",
- Math - Grade 1 will be following the Nelson Math program - Unit 1 is Sorting and Patterning

### **Cycle 1.1/1.2 - Tara Strano**

- Home readers / sight words will start in the next couple of weeks
- Themes - "All About Me"
- Math - Grade 1/2 will be following the Nelson Math program - Unit 1 is Sorting and Patterning

### **Cycle 1.2 - Dalice Kelln**

- Math - Grade 2 will be following the Nelson Math program - Unit 1 is Sorting and Patterning
- Home readers have started to go home

**French - Marie Seif**

- Themes - "All About Me" theme in French.

## Annexe D : Allergy Procedures: Pending Approval of Governing Board

Rationale: There has been a marked increase in the number of children with life-threatening allergies (Anaphylaxis) enrolling in schools across the country, Chelsea included. Anaphylaxis is a severe allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided. Education and awareness are key to keeping children with potentially life-threatening allergies safe. Anaphylaxis management is a shared responsibility that includes allergic children, parents, caregivers and the entire school community.

As Kindergarten is often the first time that both children and parents have had to manage their allergies in a group setting and without the parent present, it is a learning experience for all concerned. At the kindergarten and elementary school age, children's allergies are still developing and changing so procedures must be kept fluid, and constant communication between home and school is essential.

It is unrealistic to expect that a school can guarantee an allergen-free environment. We can however, do our best to provide an **allergy-safe** environment. This can be achieved by ensuring that:

- 1) strategies are in place to minimize the potential for accidental exposure,
- 2) children at risk are identified and have an individual plan,
- 3) staff and key volunteers are trained to respond in an emergency situation,
- 4) a communication plan is in place for dissemination of information about life-threatening allergies.

### Our Practice

#### a) Identification of children at risk

- The Administration must ensure that all registration forms are reviewed by the teachers and CLSC liaison nurse prior to the start of school and that all children who have indicated that they have allergies are identified. The administration brings these children to the attention of their teachers.
- The Administration and teachers should meet with parents of children at risk for anaphylaxis at the commencement of school. This is to ensure understanding of the allergy under concern and to establish individual emergency procedures and global daily procedure with regard to preventing exposure to the allergen.

- The Administration will advise each family to complete an Anaphylaxis Emergency Plan (available from Anaphylaxis Canada <http://www.safe4kids.ca/content/schools/EmergencyPlan.pdf> )

that should be signed by their doctor. A photo of the child will be attached and permission should be asked to post the Emergency Plan in the classroom and on the wall by the snack tables.

Posters listing the allergies in each class will be posted in the classroom, at the snack table, and in the kitchen. This is the responsibility of the Administration.

b) Food

Individuals at risk of anaphylaxis must learn to avoid specific triggers but children in Cycle 1 cannot be expected to be responsible for that yet. Their families are responsible but also the school community. The school will take special care to avoid exposure to allergy-causing substances.

- School aims to be a sesame, nut and peanut free school. This cannot be guaranteed due to the nature of shared space but signs will be posted in a variety of locations asking people to not bring sesame nuts and/or peanuts into the school and all families will be informed of this by the Administration
- After consultation with the parents of each allergic child, all families in the school will be informed of the particular allergies and the additional prohibited items, if any by the Administration
- The Administration will notify the class of each allergic child of any particulars limited to that class. In the case of an anaphylactic dairy allergy for example, this may mean no spillable, spreadable dairy shall be brought for snack or in any child's lunch.
- Each person entering the classroom (particularly children) must take care to wash their hands frequently as directed by posters in each room. Good oral hygiene is also recommended. The school requests that all parents ensure that regular brushing occurs.
- Students will be reminded frequently by their teachers to wash their hands after eating and using the bathroom. Similarly, snack time will include similar procedures.
- No known allergens will be brought into the classroom for any reason (craft, science, cooking, etc.)
- Any time food is used in the curriculum; the parents of the allergic child should be consulted by the teachers to ensure that no allergens are present in the planned ingredients. This applies to science, craft, sensory, and cooking activities.

**Each child with potential anaphylactic allergies will:**

- eat only food that they have brought from home .
- Not share food, utensils or containers.
- Be seated in such a way that they are in good view of the teachers and that contact with the others children's food is minimized (ie. At the end of the table facing the teachers
- Place food on a napkin, wax paper or plate rather than in direct contact with a desk or table.
- Will wash conscientiously to ensure that cleanliness is maintained.

#### c) Animals

- Due to the fact that children with allergies are at risk of developing allergies/asthma to animals upon repeated exposure, school will not have pets with a high degree of allergen potential on a long term basis (mammals, birds).
- Animals may visit on a short term basis provided no children are allergic to that animal and that parents have had a note from the homeroom teacher or the principal that an animal will be present.

#### d) Other Allergens

- In the event of non-food allergens such as latex or insect bites, procedure will be noted in the child's individual plan by the Administration following consultation with the parents.

#### e ) Communication

The most critical part of making our school an allergy-safe environment is effective communication between all partners; school, parents, and children.

- The Administration will inform all parents of the anaphylactic allergies in the school. This will be done at the Open House, by email to all families in September, and in the newsletter
- Particular attention will be paid to informing the parents of the class that the allergic child is in.
- A list of the allergies in each class will be posted.
- Posters with each child's photo will also be posted in the classroom. (anaphylaxis Canada)
- The Administration will place posters on the signs of anaphylaxis in highly visible areas of the school.

- Signs requesting that particular allergens not be brought into the school will be posted at various locations.
- The Administration will be responsible for informing the staff and requesting that all users of our space be respectful of these allergies.
- Each child's individual action plan will be reviewed by all teachers each term and all teachers will be trained on the use of an epipen and the signs and symptoms of anaphylaxis annually. This training will be done by either a parent of an anaphylactic child or by another qualified individual.
- Each child's emergency plan will be posted in the classroom.
- Any supply teachers in a class with allergic children will be asked by the other teachers to read each child's emergency plan at the start of the day and to seek clarification if necessary.
- The parents of each allergic child are responsible for keeping the teachers updated with any changes in their child's allergies or to the recommended emergency action plan.
- The newsletter should feature an article explaining anaphylaxis each year that there are allergic children in the school.
- The teachers should recognize that the parent is the best source of information about their child's allergies and open communication should be maintained.
- The teachers will talk to the children repeatedly, whenever the opportunity exists, about the allergies, what an epipen is, etc.

f) Epipens

- In the case of allergies that may result in an anaphylactic reaction the family must provide two epipens for use at school. One is to remain in the classroom at all times and the other shall remain with the child ie. In their backpack.
- If the child is old enough (4.5-5) and usually carries his epipen on his person, this will be acceptable.
- All teachers will be trained by a qualified individual on the use of epipens each fall as well as on the signs of anaphylaxis

- The teachers must ensure that two epipens are brought on each field trip or excursion away from the school in which an allergic child is participating.
- Procedures

Adults must listen to the concerns of the child at risk, who usually knows when a reaction is occurring even before signs appear. Young children will not be able to self-administer their auto-injector. In some cases, children may be fearful of getting a needle or may be in denial that they are having a reaction.

- Specific procedures may vary dependent on each child's specific allergy
- Procedures will be posted and copies placed in the Policy and Procedures manual
- In general, at the first sign of anaphylaxis, the epipen will be administered by a teacher. Time of injection should be noted. The second epipen should therefore be located at this time. If symptoms persist or worsen after 10-15 minutes and the ambulance has not arrived, inject the second epipen
- This teacher will stay with the child to reassure them
- 911 will be called by either the other teacher or another adult
- The parents of the child will then be contacted
- One teacher is with the rest of the class and will continue with the normal routine, while reassuring them that their friend will be okay
- If the ambulance arrives before the child's parents, a school employee will accompany the child to the hospital.
- The back-up Epipen goes with the child in the ambulance. If there has been no improvement in symptoms after 10-15 minutes, the second epipen should be injected.