



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

“In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together”.

Our Vision:

“Inspiring our students to succeed and make a difference”.

Our Motto:

“Small schools make a difference”.

Our Values:

“Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking”.

Regular Board Meeting 2024/04

AGENDA

Monday, February 26, 2024 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 383 872 228#

Board Chair: Pinky McRae

Director Designate: Will Goodman

Location: Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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
Brunskill, Dr. Megen						Nesbitt, Jason					
Cormier, Dr. Paul						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Hunter, Emeraude (Student)					
McRae, Pauline (Pinky)						Krause, Zoey (Student)					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Fredrickson, Eric: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Leroux, Carole: <i>Superintendent of Education</i>					
Balog, Tara: <i>Assistant Superintendent</i>					
Brewster, Annick: <i>System Principal</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Dee, Christine: <i>Team Lead – Payroll Services</i>					
Chouinard, Connie: <i>Team Lead – Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications Officer</i>					
Zeleny, Lisa: <i>Executive Assistant</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 26, 2024, be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2024/04 Regular Board Meeting, February 26, 2024, be accepted and approved.

[\(Attached\)](#)**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meeting Minutes**

✓ **That**, the minutes of the following Board Meeting be adopted as presented:

1. Regular Board Meeting 2024/03: January 29, 2024;

[\(Attached\)](#)**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes**

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

1. Special Education Advisory Committee January 16, 2024
2. Indigenous Education Advisory Committee November 7, 2023

[\(Attached\)](#)[\(Attached\)](#)**5.2.2 Board Policy Review Committee: February 6, 2024**[\(Attached\)](#)

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 6, 2024, and approves as reviewed:

- P – 516 Safe Arrivals Program [\(Attached\)](#)
- P – 517 Early Identification (*Redundant Policy*) [\(Attached\)](#)
- P – 540 Pediculosis (Head Lice) [\(Attached\)](#)
- P – 720 Workplace Violence [\(Attached\)](#)
- P – 717 Workplace Harassment and Human Rights [\(Attached\)](#)
- P – 714 Criminal Background Checks [\(Attached\)](#)
- P – 527 Voluntary Indigenous Student Self-Identification [\(Attached\)](#)
- P – 306 Corporate Credit Cards [\(Attached\)](#)
- P – 305 Internal Reviews [\(Attached\)](#)
- P – 406 Snow Removal and Ice Control [\(Attached\)](#)
- P – 706 Health and Safety [\(Attached\)](#)
- P – 541 Concussion [\(Attached\)](#)
- P – 508 Administration of Medication [\(Attached\)](#)

to be posted to the Board website with an implementation date of February 27, 2024, 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 Showcasing Learning: Manitowadge Public School & Manitowadge High School
Presentation Titled: Supporting Learning For All**

(PowerPoint Presentation
– Tara Balog/ W. Goodman)

- 7.2 Excellence in Education: Margaret Twomey Public School
Presentation Titled: Supporting the Learning of Every Student (PowerPoint Presentation
 – Principal, Cameron Craig)
- 7.3 Report No. 23:
Student Trustee Report ([Attached](#) – Student Trustees, E. Hunter & Zoey Krause)

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Special Education Advisory Committee (SEAC) Report (M. Brunskill/ W. Goodman)
- 8.1.2 Board Policy Committee Report (K. Pristanski/ W. Goodman)
- 8.1.3 Indigenous Education Advisory Committee Report (P. Cormier/ W. Goodman)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

- 9.1 Report No. 24:
Board Estimate Process for 2024-2025 ([Attached](#) – A. Marton)
- 9.2 Report No. 25:
Signing Officers of the Board ([Attached](#) – A. Marton)
- ✓ **That**, effective February 26, 2024, signing officers for Superior-Greenstone District School Board be any two of the following:
- Nicole Morden Cormier, Director of Education & Secretary to the Board
 - Alex Marton, Superintendent of Business & Treasurer
 - Eric Fredrickson, Superintendent of Education
 - Will Goodman, Superintendent of Education
 - Carole Leroux, Superintendent of Education
 - Brent Harris, Manager of Financial Services

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier
 Director Designate: Will Goodman

- 10.1 Report No. 26:
Director's Monthly Report: February 2024 ([Attached](#) – W. Goodman)
- 10.2 Report No. 27:
MYSP Engagements: Municipalities and First Nation Communities ([Attached](#) – W. Goodman)
- 10.3 Report No. 28:
Proposed School Year Calendar 2024/2025 ([Attached](#) – W. Goodman)
- ✓ **That**, the Superior-Greenstone DSB having received Report No. 28: Proposed School Year Calendar 2024/2025, accepts the Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.
- 10.4 Report No. 29:
2024 Graduation Dates and Times ([Attached](#) – W. Goodman)

11.0 Reports of the Education Committee

Superintendent of Education: Will Goodman
Superintendent of Education: Eric Fredrickson
Superintendent of Education: Carole Leroux
Assistant Superintendent: Tara Balog

- 11.1 Report No. 30:
Early Years Portfolio Board Report ([Attached](#) – Amanda Gyori/ E. Fredrickson)
- 11.2 Report No. 31:
Graduation Rates 2021-2022 ([Attached](#) – Kyle Thomson/ W. Goodman)
- 11.3 Report No. 32:
SGDSB Mental Health Three Year Strategic Plan ([Attached](#) – D. Renaud/ E. Fredrickson)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
12.1.1 Update: Minister and Board Chair Teleconference (P. McRae)
12.1.2 OPSBA Labour Relations and Human Resources Symposium
April 25 & 26, 2024 Toronto
- 12.2 Trustee Associations and Other Boards
- 12.3 Ministry Updates for Trustees (P. McRae)
- 12.4 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 2024/03: January 29, 2024 ([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 2024/03 Regular Board Meeting, Monday, February 26, 2024 adjourn at _____, p.m.

<u>2024 - Board Meetings</u>		
<i>Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, March 25, 2024		
Monday, April 8, 2024 <i>*Special Board Meeting</i>	Monday, April 29, 2024	Monday, May 27, 2024 <i>*Designate Site: Dorion Public School</i>
Monday, June 24, 2024	Monday, July 15, 2024	Monday, August 26, 2024
Monday, September 16, 2024 <i>*Designate Site: Lake Superior High School</i>	Monday, October 21, 2024	Monday, November 18, 2024 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 2, 2024		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2024/04

Committee of the Whole Board: Closed Session.

Monday, February 26, 2024

Videoconference and Teleconference

A G E N D A

Board Chair: *Pinky McRae*

Director Designate: *Will Goodman*

Location: Videoconference & Teleconference

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 2024/03 January 29, 2024 [*\(Attached\)*](#)

- 4.0 Personnel Item A: *(A. Marton)*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2024/03

MINUTES

Monday, January 29, 2024 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 583 435 349#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

Location: Videoconference & Teleconference

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) 9:04 p.m.

1.0 Roll Call

<u>Trustees</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megen			x			Nesbitt, Jason			x		
Cormier, Dr. Paul			x			Pristanski, Kal			x		
Jarvis, Allison			x			Michano, Julie			x		
Liscomb, Pat			x			Hunter, Emeraude (Student)			x		
McRae, Pauline (Pinky)			x			Krause, Zoey (Student)			x		

<u>Board Administrators</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Fredrickson, Eric: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Superintendent of Education</i>			x		
Marton, Alex: <i>Superintendent of Business</i>			x		
Leroux, Carole: <i>Assistant to the Director</i>			x		
Harris, Brent: <i>Manager of Financial Services</i>			x		
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>			x		
Dee, Christine: <i>Team Lead – Payroll Services</i>			x		
Chouinard, Connie: <i>Team Lead – Business Services</i>					x
Nault, Denis: <i>Manager of Human Resources</i>			x		
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					x
Christianson, GerriLynn: <i>Executive Assistant & Communications Officer</i>			x		
Zeleny, Lisa: <i>Executive Assistant</i>					x

Land Acknowledgement

Superintendent of Education Will Goodman provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we are gathering. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions, and history of the land.

PART I: *Regular Board Meeting*

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

2.0 Regular Meeting Call to Order**26/24**Moved by: *Trustee P. Liscomb* Second: *Trustee J. Nesbitt*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 29, 2024, be called to order at 6:34 p.m.

Carried**3.0 Approval of Agenda****27/24**Moved by: *Trustee K. Pristanski* Second: *Trustee A. Jarvis*

✓ **That**, the agenda for the Superior-Greenstone DSB 2024/03 Regular Board Meeting, January 29, 2024, be accepted and approved.

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

There were no disclosures of interest.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meeting Minutes****28/24**Moved by: *Trustee J. Michano* Second: *Trustee A. Jarvis*

✓ **That**, the minutes of the following Board Meeting be adopted as presented:

1. Regular Board Meeting 2024/02: December 4, 2023;

Carried**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes****29/24**Moved by: *Trustee K. Pristanski* Second: *Trustee P. Liscomb*

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

1. Special Education Advisory Committee November 14, 2023
2. Special Education Advisory Committee December 12, 2023
3. Board Audit Committee October 5, 2023

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

There was no business arising from the minutes.

7.0 Delegations and/or Presentations

7.1 Showcasing Learning: Nipigon-Red Rock District High School - Alternative Education Learning
N. Morden Cormier provided an introduction to the video. She discussed how the school has moved away from providing traditional education model to look at how to best serve students and designed the Alternative Education Learning course around the student's areas of interest.

7.2 Excellence in Education: B.A. Parker Public School - Essential Transitions at BAPS
Principal Heidi Cloutier provided a review of the PowerPoint presentation that highlighted the work of the B.A. Parker Public School to support all students during essential transitions.

7.3 Student Trustee Year End Report

Student Trustees Emeraude Hunter and Zoey Krause provided a review of their year end report that outlined the challenges and successes they have had. The Trustees and Director expressed their gratitude to the Student Trustees for their dedication and hard work.

8.0 Reports and Matters for Decision

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

8.1.1 Board Audit Committee Report

Trustee Pristanski provided a verbal update on the December 14, 2023 Board Audit Committee meeting.

8.1.1.1 Report No. 10: Report of the Audit Committee: External Member Appointment **30/24**

Moved by: Trustee A. Jarvis

Second: Trustee K. Pristanski

✓ That, the Superior-Greenstone DSB, having received Report No. 10: Report of the Audit Committee External Member Appointment, approve the appointment of Kevin Green, as an External Member of the Audit Committee for a period of three years.

Carried

8.1.1.2 Report No. 11: Report of the Audit Committee – 2022-2023 Audited Financial Statements

Manager of Financial Services Brent Harris provided a detailed review of the Audited Financial Statements for 2022-2023. He advised that the board is compliant with Ministry standards. Additional reports of compliance and Trust Funds Administered were reviewed and provided for information.

31/24

Moved by: Trustee J. Michano

Second: Trustee M. Brunskill

✓ That, the Superior-Greenstone DSB, having received Report No. 11: Report of the Audit Committee – 2022-2023 Audited Financial Statements:

- *Approve the 2022-2023 Audited Financial Statements.*
- *Received additional financial reports for information.*

Carried

8.1.2 Special Education Advisory Committee (SEAC) Report

Trustee Megen Brunskill provided a verbal report on the January 16, 2024 Special Education Advisory Committee meeting. The Committee received a presentation regarding the results of the OurSchool Survey and the development of a Mental Health Strategy based on the data collected. Presentations were provided from the Community Living program and the Multi-Disciplinary Team.

8.1.3 Occupational Health and Safety Committee Report

Trustee Allison Jarvis provided a review of the meeting and highlighted the workplace violence form, the work to simplify resources and forms and the development of the redevelopment of the Health and Safety Manual. The Committee received a presentation on safety planning from System Principal Annick Brewster.

8.1.4 Parent Engagement Committee Report

Trustee A. Jarvis provided highlights from the January 23, 2024 meeting. The committee received several presentations, discussed the school year calendar and the Feast and Feedback session.

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

- 9.1 Report No. 12: 2023-2024 Interim Financial Report No. 01
 Manager of Financial Services Brent Harris provided a review of the 2023-2024 Interim Report No. 01. He discussed the enrollment numbers and the projected surplus of funds as outlined within the report.
- 9.2 Report No. 13: Enrolment Summary - October 2023
 Superintendent of Business A. Marton presented the enrollment summary as of October 31, 2023. The report outlined the decrease in enrollment from what was projected. The Administration team is working closely with schools to determine the level of impact community economic changes may have on schools for September 2024.
- 9.3 Report No. 14: Release of Surplus Funds 2023-2024 No. 02
 The Superintendent of Business provided a review of the request for release of surplus funds to support the capital work required that is not covered by the Ministry of Education as part of the regular budget.

32/24

Moved by: Trustee P. Cormier

Second: Trustee A. Jarvis

✓ That, the Superior-Greenstone DSB, approve for Release \$350,000 in accumulated surplus funds for use in capital projects for the 2023-2024 fiscal year.

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 15: Director's Monthly Report: January 2024
 The Director Nicole Morden Cormier presented the monthly report that highlighted the monthly theme of supporting essential student transitions.
- 10.2 Report No. 16: Educational Leadership Restructuring
 The Director reviewed the report that highlighted the educational leadership restructuring that will take place to support schools and students. She advised that there are no financial implications with the leadership changes outlined in the report.

11.0 Reports of the Education Committee

*Superintendent of Education: Will Goodman
 Superintendent of Education: Eric Fredrickson
 Assistant to the Director: Carole Leroux*

- 11.1 Report No. 17: Student Success Portfolio Update 2023-2024
 Student Success Principal Kyle Thomson provided an overview of the submitted report. He highlighted that under this portfolio, work is completed to support Principals, to enhance community relationships, community engagement and improved graduation rates.
- 11.2 Report No. 18: Special Education
 System Principal Annick Brewster provided a review of the updates within Special Education. She noted that the work is focused on developing responsive plans and program needs. The report included information regarding the school board's current statistics and the work the school board is doing to support all students with exceptionalities and their varying level of need.
- 11.3 Report No. 19: Positive Behaviour Support
 Positive Behaviour Support Melissa Bianco shared details about her work within the portfolio that is grounded in compassionate practice, with student dignity in the forefront. She outlined the increased number of students with complex needs and the work the school board is doing to provide the necessary level of support and the expansion of the Positive Behaviour Support team to meet these needs.
- 11.4 Report No. 20: Technology Enabled Teaching and Learning: LÜ Interactive Playground
 Technology Enabled Learning and Teaching Principal/District e-learning Contact Stacey Wallwin provided a short video presentation to accompany the written report. The video showcased the variety of ways that students are engaged in learning with the LÜ Interactive Playground. The audio-visual system designed to provide interactive physical and emotional learning for students has been used to help improve focus, learning, emotional regulation, and collaborative play.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair**12.1.1 Update: Minister and Board Chair Teleconference**

The Board Chair Pinky McRae advised that the next meeting is scheduled for February 6, 2024, therefore at this time, there is nothing to report.

12.1.2 Report No. 21: Professional Development Sanction: Trustee Learning Support Program**33/24***Moved by: Trustee A. Jarvis**Second: Trustee K. Pristanski*

✓ ***That, the Superior-Greenstone DSB having received Report No. 21, Professional Development Sanction: Trustee Learning Support Program Terms and Conditions, approve the Trustee Learning Support Program Terms and Conditions as presented.***

Carried**12.2 Report No. 22: Board Meeting Yearly Evaluation**

The Director presented the proposed Board Meeting Yearly Evaluation form that has been developed from the request to move from a monthly meeting evaluation to an annual process. Trustees are requested to provide any additional feedback that they may have. The form will be made into an electronic version and distributed in June 2024 for completion.

12.3 Trustee Associations and Other Boards**12.2.1 OPSBA Public Education Symposium January 25-26 Verbal Report**

Trustees who attended the Public Education Symposium discussed the event and shared information regarding the workshops attended. Trustees appreciated the opportunity to connect with Senior Administration, and fellow Trustees while learning at the event.

12.4 Trustee Activities

Nil.

12.5 Future Board Meeting Agenda Items

Nil.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 9:04 p.m.

15.0 Committee of the Whole Board (In-Camera Closed)**15.1 Agenda: Committee of the Whole Board – Closed****34/24***Moved by: Trustee M. Brunskill**Second: Trustee J. Michano*

✓ ***That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 9:04 p.m. and that this portion be closed to the public.***

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

35/24

Moved by: Trustee J. Michano

Second: Trustee P. Liscomb

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:46 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 **36/24**

Moved by: Trustee J. Michano

Second: Trustee A. Jarvis

✓ **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 2024/02: December 4, 2023

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

17.0 Adjournment

37/24

Moved by: Trustee J. Nesbitt

Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB 2024/03 Regular Board Meeting, Monday, January 29, 2024 adjourn at 9:50, p.m.

Carried

<u>2024 - Board Meetings</u>		
<i>Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, February 26, 2024		Monday, March 25, 2024
Monday, April 8, 2024 <i>*Special Board Meeting</i>	Monday, April 29, 2024	Monday, May 27, 2024 <i>*Designate Site: Dorion Public School</i>
Monday, June 24, 2024	Monday, July 15, 2024	Monday, August 26, 2024
Monday, September 16, 2024 <i>*Designate Site: Lake Superior High School</i>	Monday, October 21, 2024	Monday, November 18, 2024 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 2, 2024		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2024/03

Committee of the Whole Board: Closed Session.

Monday, January 29, 2024

Videoconference and Teleconference

TOPICS

Board Chair: Pinky McRae	Director: Nicole Morden Cormier
Location: Videoconference & Teleconference	Recorder: G. Christianson

PART II: Committee of Whole Board – Closed	Section (B): In-Camera 9:04 p.m.
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- 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 2024/02 December 4, 2023
- 4.0 Personnel Item A:
- 5.0 Legal Matter A:
- 6.0 Legal Matter B:
- 7.0 Personnel Item B:
- 8.0 Personnel Item C:

Regular Board Meeting 2024-03

Monday, January 29, 2024

MINUTES

APPROVED THIS _____ DAY OF _____, 2024

SECRETARY

CHAIR



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

January 16, 2024 @ 3:00 pm.

Videoconference & Teleconference

Microsoft Teams meeting
Or call in (audio only)
Canada, Thunder Bay

Minutes

Voting Members (4/7)	OS	TC	VC	A	R
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>					X
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
BOTTLE, Candice: <i>North of Superior Counseling Programs</i>			X		
STACH, Andrea: <i>George Jeffrey Children's Centre</i>			X		
CORMIER, Dr. Paul: <i>First Nation Trustee</i>					X
MICHANO, Julie: <i>Trustee</i>			X		
BRUNSKILL, Megen: <i>Trustee</i>			X		

Alternate Members	OS	TC	VC	A	R
DAVIES, Candace: <i>North of Superior Counseling Programs (Alternate)</i>				x	
JARVIS, Allison: <i>Trustee (Alternate)</i>				X	
LISCOMBE, Pat: <i>Trustee (Alternate)</i>				X	
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
POROBIC, Katie: <i>Superior Greenstone Association for Community Living (Alternate)</i>				X	

Resource Members	OS	TC	VC	A	R
McRAE, Pinky: <i>Board Chair</i>					X
MORDEN CORMIER, Nicole: <i>Director of Education</i>			X		
GOODMAN, Will: <i>Superintendent of Education</i>			X		
FREDRICKSON, Eric: <i>Superintendent of Education</i>			X		
HUNTER, Emeraude: <i>Student Trustee</i>			X		
KRAUSE, Zoey: <i>Student Trustee</i>				X	
RENAUD, Deana: <i>Mental Health Manager</i>			X		
BIANCO, Melissa: <i>Positive Behaviour Support Consultant</i>			X		
BREWSTER, Annick: <i>Special Education Lead</i>			X		
LEROUX, Erik: <i>Vice-Principal, Dorion Public School</i>			X		
ZELENY, Lisa: <i>Executive Assistant</i>			X		

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)

Land Acknowledgement:	
1.0	Call to Order: 3:05
2.0	Approval of Minutes from December 12, 2023
<p><i>Moved by: A. Stach</i> <i>Second: C. Bottle</i></p> <p>✓ That, the minutes for the Superior-Greenstone DSB Special Education Advisory Committee meeting dated December 12, 2023, be accepted and approved.</p> <p>Carried.</p>	

3.0	Additions to the Agenda:	
	Nil.	
4.0	Business Arising from Minutes:	
	Nil.	
5.0	Agenda Items:	Host
5.1	Our School Infographic and Data Report	Amy Fullerton
	<p>Deana Renaud, Mental Health Manager introduced Amy Fullerton, SGDSB new Mental Health Data Coordinator and explained the role of the position for Superior-Greenstone District School Board. (attached – Mental Health Data Coordinator)</p> <p>Amy Fullerton, Mental Health Data Coordinator presented their power point presentation attached in the Agenda package.</p> <p>Why are the numbers important? The numbers are important because they represent the student voice. A. Fullerton reviewed the survey data collected from 125 Elementary students from 8 schools; only grades 4 & 6 who were surveyed on 20 criteria and 445 students in grades 7-12 from 13 schools were surveyed on 43 criteria.</p> <p>A.Fullerton reviewed the survey data collected from 125 elementary students in grades 4 & 6 from 8 schools were surveyed on 20 criteria and 445 students in grades 7-12 from 13 schools were surveyed on 43 criteria. The CRITERIA = based on the most recent research on school and classroom effectiveness.</p> <p>A.Fullerton pointed out the 6 areas of focus: Bullying, Sense of Belonging, Support Awareness, Positive Relationships, Future Preparation and Anxiety and Depression. A snapshot of the survey results can be viewed in the presentation in the Agenda package.</p> <p>The next steps are System Goals (3-year strategy and 1-year action plan), Student Senate/Community Committee/Leadership Groups, Individual School Implementation, Spring Update.</p>	
5.2	Standing Agenda Item: Update from SEAC Community Members	Community Members
	<p>Director of Education Nicole Morden Cormier was excited to share the many changes happening within SGDSB. SGDSB recognizes the hard work of our employees and due to their hard work, the following internal moves and mentoring will begin February 1: Superintendent of Education Will Goodman will transition into the role of Director of Education, Carole Leroux, Assistant to the Director will transition into W. Goodman's position as Superintendent of Education and Tara Balog, Principal at Manitowadge Public School will transition into C. Leroux's Temporary Assistant to the Director role. T. Balog will continue to work out of Manitowadge Public School. The new Administrator for MNPS will be announced once the position has been filled. Director N. Morden Cormier also added that Andrew McFarlane, the current temporary Vice Principal at Geraldton Composition High School has worked hard to complete their Principal qualifications and Deidra Gerrard has been hired as a 0.5 Vice Principal for GCHS.</p> <p>A.Stach shared scholarship information for George Jeffrey Children's Center. A.Stach explained the Empowered Kids Ontario has a scholarship program and students who have previously had services from George Jeffrey can access the opportunity for a scholarship. A. Stach indicated the deadline is April 30th and there are 6 scholarships available. A.Stach will forward the link/information which can be shared to all Special Education Teachers and Principals at the high schools by Annick.</p> <p>S. Zappitelli shared good news item for Superior Greenstone Association for Community Living, about the previously closed intensive support home. The home has now been re-opened as of January 14 which has allowed two clients to move back home. The reopening gives the two clients their own space and provides mental and emotional wellbeing. The Support Home had closed during covid due to lack of workers.</p>	

5.3	MDT Report	Annick Brewster
	<p>Annick presented the MDT report attached in the Agenda package. A. Brewster shared the following 3 items from the MDT report.</p> <p>First, at the beginning in February to June 2024 we have partnered with Confederation College’s teachers to provide a 3-part program aimed at expanding the knowledge and skills of Educational Assistants. The program will focus on the role of the EA, supporting implementation of student programs and gathering information towards progress of students.</p> <p>Second, A. Brewster announced Loretta Lemon is the new Indigenous Special Education Facilitator and will begin in early February. Loretta will be a key member of the MDT and will work collaboratively with educators and Principals throughout the Superior-Greenstone Region to support students with special education needs who identify as Indigenous. Through a culturally responsive approach, the Indigenous Special Education Facilitator will be contributing to the achievement, well-being and equity of students.</p> <p>Third, A. Brewster added the MDT works to support schools in meeting the needs of students who are experiencing challenges in progressing in various areas of academic achievement. To date, we have received 20 referral requesting further support from the Multidisciplinary team. Due to enhanced processes, the MDT has been able to reduce wait times and increase access to supports.</p> <p>Director of Education Nicole Morden Cormier highlighted the partnership with Confederation College and stated that our small communities face ongoing challenges with staffing and with qualified staff for our Educational Assistant positions. Director N. Morden Cormier recognizes the Educational Assistant role is extremely complex and it is important to provide skills, learning and understanding of the role as to not put the staff member or the Board in harm’s way. Director N. Morden Cormier added the Superior North Catholic District School Board implemented this program a few years back and has had huge success.</p> <p>S. Zappitelli shared they are part of DSW advisory program at Confederation College and suggested A.Brewster and they connect.</p> <p>Trustee M. Brunskill asked if the learning series will take part during work hours for the EA’s and how will it affect staffing during the day if this is the case. As well as asking if the referrals MDT has received is an increase or decrease from previous years.</p> <p>A Brewster addressed Trustee Brunskill stating Educational Assistants learning will take place during PA Days and after work and therefore, the workday will not be affected. A. Brewster said this is the first year the MDT has been tracking referrals and therefore cannot speak to if it is up or down.</p> <p>Student Trustee Emeraude Hunter asked for more information on the process for the schools referring to the MDT.</p> <p>A.Brewster addressed E. Hunters request by outlining the Tier System of the process. A. Brewster confirmed that when a need is seen then referrals can be sent into MDT.</p> <p>Superintendent of Education Will Goodman did clarify the after-work hours for Educational Assistants will be compensated. Superintendent Goodman elaborated on the collaboration with Confederation College, stating the collaboration will help support the unqualified staff in our schools to support their learning and help them grow in their understanding.</p> <p>S. Zappitelli concurred as their agency faces the same challenges and struggles.</p>	
5.4	Special Education: Alternative IEPs	Annick Brewster
	<p>Annick presented their Special Education: Alternatives IEPs attached in the Agenda package. In the Individual Education Plan (IEP) triangle the top tier is Alternative Programming and/or Modifications and Accommodations. A. Brewster broke down what alternative programming may address, some examples may be: Social skills, self helps skills and learning of new behaviors.</p>	

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together"

Our Vision:

"Inspiring our students to succeed and make a difference"

Our Motto:

Gikino'amaadiiwigamigoonsan ezhi-gichi-apiitendaagwag "Small schools make a difference"

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking"

Anishinaabe Gikino'amaagewin Gaa-anokaadamowid (Indigenous Education Advisory Committee)

Tuesday, November 7, 2023 – 10:00 a.m. to 12:00 p.m.

SGDSB Learning Centre & Virtual Meeting – Microsoft Teams -

Teleconference Dial-In Information: ; Conference ID No

Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (meeting Minutes)

1.0 Roll Call

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
First Nations Communities	OS	TC	VC	A	R	Tribal Councils & Representatives	OS	TC	VC	A	R
(Aroland) Robinson Meshake				X		EEP Program Liaison - Matawa, Shelby Chng			X		
(Biigtigong Nishnabeg) Lisa Michano			X			Randi Ray and/or Marlo Beaucage, Wabun Education Partnership Program.				X	
Biinjiwaabik Zaaging Anishinabek (Rocky Bay) Yvonne Kowtiash			X			Joshua LeClair, Regional Education Council Coordinator, KEB			X		
Biinjiwaabik Zaaging Anishinabek (Rocky Bay) Christine Hardy			X			Tim Robbins, Métis Nation of Ontario - Senator				X	
Biinjiwaabik Zaaging Anishinabek (Rocky Bay) Pamela Hardy				X		Nokiiwin Education Advisor – Scott Baker / Loretta Sky-Erin Lovis for Loretta Sky-R			X		
						Representatives					
(Ginoogaming #77) Martha Taylor				X		Tamara Vernier, Native Language Teacher				X	
(Ginoogaming #77) Dallas Fisher				X		Sara Carlson, Grad Coach - GCHS			X		
(Ginoogaming #77) Chris Hill			X			Sara Park, Grad Coach - NRHS			X		
(Marten Fall FN) Suzanne Baxter			X			Sheila Cassie, Secretary - Portfolio Support			X		
(Marten Falls FN) Louise Coaster				X		Patti Pella, Education Officer, Ministry of Education			X		
(Pays Plat) Valerie Auger			X			Trustees					
(Netmizaaggamik) Joe Moses				X		Dr. Paul Cormier (IEAC Chair)			X		
(Netmizaaggamik) Amber Deveraux			X			Julie Michano				X	
(Netmizaaggamik) Lori Guinchard				X		Pinky McRae (Ex-officio)				X	
(Red Rock) Ted Wawia				X		Board Administration					
(Red Rock) Tymara Ruth			X			Nicole Morden Cormier, Director of Education			X		
(Red Rock) Marilyn Netemegesic			X			Shy-Anne Bartlett, Manager of Indigenous Education			X		
						Eric Fredrickson, Superintendent of Education					X
(White Sands) Sue Taylor				X		Will Goodman, Superintendent of Education			X		
Animgiigoo Zaagi'igan Anishinabek Denise Bottle			X			Alex Marton, Superintendent of Business			X		
Animgiigoo Zaagi'igan Anishinabek Claudette Rody / Mary Blakely			X			Anthony Jeethan, Human Rights & Equity Advisor					X
Wabun (Flying Post First Nation) Angela McLeod			X			Kellie Wrigley, School Effectiveness System Principal			X		
(Bingwi Neyaashi Anishnaabek) Tylyn Silander				X		Lisa Zeleny, Executive Assistant			X		
(Longlac 58 First Nation)						GerriLynn Christianson, Executive Assistant/Communications Officer			X		
						Carole Leroux, Assistant to the Director			X		
						Deana Renaud, Manager Mental Health			X		
						Amanda Gyori, Early Years System Principal			X		

2.0 Opening Prayer

Marilynn Netemegestic opened the meeting by sharing a prayer with the group.

3.0 Welcome and Introductions

Chair Paul Cormier welcomed everyone.

4.0 Approval of the Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)

Moved by: Christine Hardy

Second: Denise Bottle

That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting, May 30th, 2023 be accepted and approved.

Carried.

5.0 Apane go Dazhindamowaad (Standing Agenda Items)

5.1 Celebrations/Updates: TRC and other Days of Significance

A verbal presentation was given alongside the attached October Indigenous Newsletter by Shy-Anne Bartlett. S. Bartlett thanked the following for their support and hard work during this time: for Aroland for inviting GCHS, Mary Blakely, for supporting Beardmore Public School and Marilynn Netemegestic for supporting both the Catholic and Public School Boards in the Nipigon-Red Rock area, along with Judy Wawia for participating in the ceremony at Nip-Rock High School. S. Bartlett highlighted several activities and learning taking place in the schools during Truth and Reconciliation.

S. Bartlett touched on the activities that took place in communities and schools on Truth and Reconciliation Day and highlighted Nakina Public School Principal, Kathleen Schram, for embedding learning about Truth and Reconciliation into the whole month. Followed by both Terrace Bay Public and Schreiber Public School and Lake Superior High School and together with the members from Pays Plat community were able to participate in a student led Pow wow. S. Bartlett thanked Val Auger, Pays Plat for the support she provided and indicated how much the students enjoyed this opportunity.

S. Bartlett indicated the idea of working on embedding Truth and Reconciliation throughout the school year and not just one day, or one week. When information is received it will be shared. S. Bartlett emphasized Truth and Reconciliation is continual growth and learning.

Chair Paul Cormier reminded us that history unfolds the whole week and that the day can be and is traumatic and we should approach with an open heart.

5.2 Updates RE: May 30, 2023 IEAC Meeting Follow-up

S. Bartlett updated the committee, indicating the hard work that went into the Engagement Framework between the SBDSB and the Anishinabek Education System. Lisa Michano and Josh LeClair added the Engagement Framework will be signed on December 11, 2023.

S. Bartlett, Eric Fredrickson and Deana Renaud had the opportunity to spend time in the community of Pays Plat First Nation during ribbon skirt and ribbon shirt days. There were conversations with parents and guardians who share their vision of education.

S. Bartlett shared exciting news regarding the Nelson Anishinaabemowin Resource; a project with Red Rock Indian Band Elders, the late Mona Cormier and the Late Norma Fawcett, collaborated with Mary Blakely and Gilbert Deschamps; there have been 46 books translated into Anishinaabemowin language. The resources will be available for all schools, in audio format for a nominal fee of \$800.00. The goal is to have hard copies of all the books.

5.3 Indigenous Student Voice

Deferred.

5.4 Community Updates (FNAC)

Director Nicole Morden Cormier reminded members that community members can give input on First Nation Advisory Committee meetings and suggested the topic be added for a future meeting.

Action Item– to add to a future meeting to speak on First Nation Advisory Committee meetings and concerns.

V. Auger shared that SCPS and LSHS added Student Success and meet every month. These informal meetings and discussions help to keep on top of things and to know if a student is at risk of not achieving a credit. V. Auger suggested if partnerships are lacking to focus on this area to ensure student needs are being met. Discussions are ongoing.

S.Baxter, Education Director for Marten Falls First Nation shared concerns about communication between the Marten Falls support worker and herself. Information from the school comes to her directly instead of through the worker.

The support to help students graduate and transition; communication is a priority. S. Baxter shared the hope to work with staff from GCHC to better support students who are struggling with absences and possible suspensions. It is important that the Support Worker is involved and updated during challenging times. S. Baxter also suggested maybe a survey is created for students to see if they feel supported. There are 3 support workers in Marten Falls who can support this. S. Bartlett will follow-up with S. Baxter.

6.0 **Nonde-ayaan ji-gaagiigidoyaang (Open Discussion of Areas of Need):**

M. Blakely spoke about the concern for NSL only being offered to students in grade 4-8 and not students in grades SK-3.

The Director acknowledged M. Blakely's concerns explaining the biggest challenge is funding and recruiting Teachers who are knowledgeable in the language. However, SGDSB is trying to address the challenges and are working with Anishinaabemowin Bootawe Committee can help address challenges by supporting the younger grades in accessing Native Language. The Director elaborated that in order to provide Native as a Second Language opportunities for SK-8, the opportunity for French as a second language also needs to be offered to students. The Director acknowledged that it is ideal to have the opportunities for the younger grades, however, the challenges limit the opportunity.

M. Blakely added it would be nice to have Elders going into schools 1-2 times a week and if Superior- Greenstone could look into addressing the challenges of accommodations as travelling Hwy 11 especially in the winter, it is a difficult task for the Elders.

The Director acknowledged M. Blakely's concern and indicated S. Bartlett is working on Board Action Plan to address issues.

7.0 **Anishinaabe Gikino'amaagewini-Dazhindamowaad (Indigenous Education Updates)**

7.1 Graduation Coach Update

7.1.1 Graduation Coach Update – GCHS

S. Carlson presented their written report included in the agenda package which included data on students supported by the Grad Coach at GCHS. Currently the Indigenous Grad Coach supports 71 students from communities with Education Service Agreement with 67 who identify as First Nation, Métis or Inuit. S. Carlson reviewed the Grad Coach role.

S. Carlson added that student wellbeing is at the forefront at GCHS; as wellbeing connects to Learning.

There are check ins and drop in frequently and in various locations within the school building and outside.

S. Carlson shared about visiting Maarten Falls as 11 students with more transitioning in to GCHS. Students were invited from Maarten Falls to come to GCHS to see where they will be attending. S. Carlson thanked Susanna, Education Officer for supporting GCHS and opening and continuing communication between communities especially around students' absences and behaviors which may lead to suspensions. The communication has improved and will continue to grow. S. Carlson was excited to share the success of transition night turn out. There were 36/50 invitees who attended with their families. This is an increase from last year's transition night. Students did a scavenger hunt in the school and community while parents/guardians spoke to staff. The powwow was a success, and the students would like to have one in their community in the spring. Summer work will include data collection, graduation, transitions; transition meetings starting next week Nov. 13 week – 3 big transition events and will invite students to the school coupled with visits to the students prior. High participation rate with Colleges and Universities when at GCHS.

7.1.2 Graduation Coach Update - NRHS

S. Park Graduation Coach for NRHS presented their written report and included data on the students supported. S. Park reported there are 160 students currently enrolled at NRHS with 23 ESA and 22 other students. S. Park provided the following updates at NRHS: the Waking the Language Powwow was well attended at the end of May. Well supported from our Indigenous communities and both SGDSB and SNCDSB. The transition night had a great turn out with 33 families attended out of 38. NRHS Drum program continues with Paddy Dampier and enhancing drumming program. Transition planning is ongoing in collaboration with community partners and students and parents and guardians. Next steps : developing transition plan for grade 8 students, provide ongoing support to graduating students applying to post-secondary and students entering the workforce after graduation, collaborate with community organizations and community members to provide cultural opportunities , daily data collection program delivery.

A. McLeod -Flying Post mentioned there are 3-4 members attending NRHS and asked how they would be able to access S. Parks services.

S. Bartlett acknowledged A. McLeods question and stated the Graduation Coach at NRHS is funded by Red Rock Indian Band. However, if students require support and are looking for help; S. Park would not turn them away.

Chair Cormier commented on the increased turns out of parents and students at the transition events stating, when we have a good turnout, it shows the comfort level of our families and community members and that speaks volumes.

8.0 Ginkino-amaagewini-Odaakewigimaa Oshkichigaadewinan (Director of Education Updates)

8.1 Director's Quarterly Report

The Director announced Will Goodman as the new Director of Education beginning September 2024.

The Director spoke to the new adopted Feast and Feedback as a result of Parent Engagement Committee meetings. The entire Senior Team and system support people travelled to communities to have informal conversations, face to face or virtual. The Director indicated they want to expand to First Nations Communities and suggested if there was a preexisting event; the Team could possibly partner with the Community for an informal event.

9.0 Awashime Dazhindamowaad (Additional Agenda Items)

9.1 Data Sharing (elementary and credit accumulation)

S. Bartlett and K. Wrigley presented their report highlighting, areas of Math, Reading, Writing and IEP's (Individual Education Plan) comparison from June 2022 to June 2023. The group compared is First Nation, Métis, Inuit and Education Service Agreement students.

Student Individual Education Plans have decreased with an increase in identification of Autism and similar identification in behavior in 2023. Looking further into Métis and First Nation which was not done in 2022.

S. Bartlett reported that First Nation, Métis, Inuit students from graded 1-6 remain mostly consistent for at provincial standard in Math. Slight increase for Education Service Agreement students, 50% Education Service Agreement students reaching provincial standard. Grade, 7/8 students remain mostly consistent for a at provincial standards, with considerable increase for students approaching provincial standards.

Reading highlights showed grades 1-8 First Nation, Métis, Inuit students had significant growth in both reaching and approaching Provincial standards. Students attending Superior-Greystone District School Board on an Education Service Agreement also showed significant growth in reaching provincial standards.

Writing highlights show small growth in grades 1-6 for First Nation, Métis, Inuit students for approaching Provincial Standards. Significant growth in grade 7/8 students who identify as for First Nation Métis Inuit students approaching Provincial Standards. Growth in students attending SGDSB on an Education Service Agreement for approaching Provincial Standards.

Attendance is still a big concern when comparing June 2022 and June 2023.

S. Bartlett indicated a qualitative report would be effective to identify causes for 2022-2023. We will need to focus on what can be done to support families and students to attend regularly.

Chair P. Cormier added the Trustees have ongoing discussions around data and the need for data but also the need to look deeper into it.

9.2 Data EQAO

K. Wrigley presented their report attached in the agenda package. K. Wrigley emphasized – holistic understanding for our students speaking to how we know that achievement encompasses a whole person/not just the numbers.

The achievement results are for the 2021-2022 and 2022-2023 school years. The 21-22 school year provided SGDSB with a baseline that we are using to compare to the results from the 22-23 school year. This will determine areas of needs and focus for student learning in reading, writing, mathematics and student attitudes in relation to each of these areas.

K. Wrigley highlighted four key points in math and writing, when comparing the achievement results for the students who Self-identify as First Nation Métis Inuit to those who do not in Grades 3 and 6 across the two years and 2 key points when comparing grade 9 mathematics and when comparing achievement results of the students who Self-Identify as First Nation Métis Inuit. K. Wrigley also spoke to the OSSLT-Grade 10 Literacy Test and when comparing achievement results the students who self-identify and FNMI, are less likely to be successful on the Gr. 10 Literacy Test, than those students who do not self-identify as First Nation Métis Inuit.

Chair P. Cormier– suggested comparing data in our school's vs First Nations Schools. How do the numbers compare as First Nations schools are doing more cultural events

9.3 TRC Policy Review-Engagement Update

S. Bartlett presented their report included in the agenda package.

The current stage is at the research and structure stage. Areas of focus that meet the needs based on the 4 quadrants of Midewiwin (Emotional, Physical, Mental and Spiritual and how we will strive to meet these needs such as days of significance, supporting cultural practices, embedding curriculum into core subject areas, and continued learning for all staff.

Next steps – members of IEAC to help in the process review –

Next steps will be to work with members of IEAC who wish to participate to help review various stages. It is the intention to have this policy in place by the end of the 2023-2024 school year.

9.4 Anti Racism Policy Review-Engagement Update

Deferred.

9.5 Multi-Year Strategic Plan Engagement

Special IEAC meeting – invite to engage with partners in our community for the Strategic Plan November 15 is a 1hour meeting – Future Design School – contracted to data collection and evaluations and recommendations from our Multi Year Strategic Plan Engagement with communities on November 15 – can provide feedback in a document format. Still working through trying to formulate an opportunity for face-to-face input. With servicing 13 communities, plus First Nation Communities, it will not be possible to visit all but hopefully a few face-to-face can be created.

Encouraged to join the November 15 meeting and to be part of the voice for our new Strategic Plan

Chair P.Cormier– echoed the Directors sentiments to have a voice and input from community partners and First Nation Communities to attend and provide input to support the Trustees.

9.6 Indigenous Special Education Facilitator

S. Bartlett updated the committee regarding the new job with interviews to take place November 8 and the successful candidate should be in place by the end of next week.

9.7 Education Service Agreement (ESA) Report

W. Goodman presented his Power Point Presentation speaking on the history of ESA's and that they were once referred to as Tuition Agreements. This was because the focus was primarily on the funding and not the student needs. The Tuition Agreements between First Nation Communities and the School Board provided the detailed provision but were not updated regularly. The money flowed from the Federal Government to the First Nation Community and then to the Board.

In 2016 Education Service Agreements was created and re-written with the student and community as the focus not the dollar amount as the focus. Intro grad coaches and First Nation Advisory Committees (FNAC) introduced.

In Sept 1, 2019 – Reciprocal Education Approach (REA)

Ministry mandate to improve access to education for First Nation students by eliminating the need for First Nations and school Boards to negotiate and enter into an agreement for the base tuition fee. The Reciprocal education approach leveled the playing field for all students.

W. Goodman provided the next steps for SGDSB following rules of the REA to ensure equity where no Education Service Agreement is in place or if the ESA is needing major improvement.

The Director added the biggest change is it moved from money focus with tuition agreements to a student based –the base fee is calculated at the Ministry Level and the Board does not have a say in how the base fee is calculated. The pros are the Board can focus on communicate about how the ESA what is involved and how it is to provide services and relationships with students, families and communities.

10.0 Special Meetings

10.1 Special IEAC Meeting Minutes, October 17, 2023.

Board action Plan was discussed at the Special IEAC Meeting on October 17, 2023.; the survey yielded 9 responses.

The top 5 priorities indicated were Relationship Engagement, Transitions, TRC (embedding throughout the school year), NLS Support and Elders in the schools S. Bartlett will discuss allocation of funds for each priority and review with IEAC members –

10.2 Future Special Meeting Topics – Meeting Date Scheduling

Suggestions for future special IEAC meetings include the following:

- Building relationships through inviting community school staff to participate in the School Board staff professional development learning opportunities.
- Progressive discipline and racism in schools.
- How the school board could increase support of Indigenous language.
- Special Education – (new item)

11.0 Gaagiigidowin gaye wawiindamowinan aanie-maanwinji'idiwin ge-dazhindamoyaang (Open Discussion and Suggestions for Next Meeting Dates):

11.1 November 15, 2023, 9:30 a.m. – Future Design School

This meeting will be an opportunity for the members of the Future Design School to consult and engage with Indigenous partners on the upcoming MYSP

11.2 Indigenous Education Advisory Committee Meeting Dates

- February 20, 2024
- April 23, 2024
- May 22, 2023

12.0 Adjournment:

*Moved by: C. Hardy Second: M. Netemegesic
That, the IEAC Meeting on November 7, 2023, adjourn at 12:06.*

Carried.

Marilynn Netemegesic closed the meeting with a prayer.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee

Videoconference/Teleconference Meeting

Tuesday, February 6, 2024 at 6:30 p.m.

MINUTES

Microsoft Teams Meeting

Or call in (audio only) 1 807-701-5980 Phone Conference ID: 256 059 479#

Members	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			x			Julie Michano			x		
Megen Brunskill			x			Kal Pristanski (<i>Alternate</i>)			x		
Allison Jarvis, Committee Chair					x	McRae, Pinky (<i>Ex-Officio</i>)			x		
Pat Liscomb				x							

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			x		
Alex Marton: <i>Superintendent of Business</i>			x		
Eric Fredrickson: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Carol Leroux: <i>Superintendent of Education</i>			x		
Tara Balog: <i>Assistant Superintendent</i>			x		
Denis Nault: <i>Manager of Human Resources</i>			x		
Brent Harris: <i>Manager of Finance</i>			x		
Gord Muir: <i>Manager of Plant Services</i>			x		
Nick Kitchener: <i>Manager of IT Services</i>			x		
Kyle Thompson: <i>Principal Representative</i>			x		
Shy-Anne Bartlett: <i>Manager of Indigenous Education</i>			x		
Anthony Jeethan: <i>Human Rights and Equity Advisor</i>			x		
Kathleen Schram: <i>System Principal – School Effectiveness Team – Numeracy/MISA Lead</i>			x		
GerriLynn Christianson: <i>Executive Assistant & Communications Officer (Recorder)</i>			x		

1.0 Review of Minutes: November 28, 2023

The minutes of the November 28, 2023, Board Policy Review Committee were approved by the Board at the December 4, 2023, Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: November 28, 2023**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of December 5, 2023 through to January 5, 2024. There was stakeholder feedback received for Policy 527 Voluntary Indigenous Student Self-Identification. The Manager of Indigenous Education Shy-Anne Bartlett advised that the procedural guideline has been developed and a sample letter to families has been included in that guideline document.

- P – 516 Safe Arrivals Program
- P – 540 Pediculosis (Head Lice)
- P – 720 Workplace Violence
- P – 717 Workplace Harassment and Human Rights
- P – 714 Criminal Background Checks
- P – 527 Voluntary Indigenous Student Self-Identification
- P – 306 Corporate Credit Cards
- P – 305 Internal Reviews
- P – 406 Snow Removal and Ice Control
- P – 706 Health and Safety
- P – 541 Concussion

P – 508 Administration of Medication

Action Item:

Submit Policy 516, P-540, P-720, P-717, P-714, P-527, P-306, P-305, P-406, P-706, P-541, and P-508 for board review/approval at the February 26, 2024, Regular Board meeting.

3.0 Reviews: New/Existing Policies

P – 545 Supporting Students with Prevalent Medical Conditions

Superintendent Will Goodman reviewed the policy and advised that there are no proposed changes at this time, as the Ministry PPM, which the policy was developed from, remains unchanged.

Action Item:

Submit Policy 545 for stakeholder review.

P – 543 Lockdown Policy

Superintendent Eric Fredrickson reviewed the policy changes that include revisions to the terminology used within the policy and the enhancement of the term recess to now be articulated as “outside of typical instruction in the classroom”.

Action Item:

Submit Policy 543 for stakeholder review.

P – 517 Early Identification (Redundant)

E. Fredrickson advised that this policy is no longer required and therefore it is recommended to make the policy redundant.

Action Item:

Submit Policy 517 for board approval to make the policy redundant.

P – 534 Boil Water Advisory

Manager of Plant Services Gord Muir advised that there are no changes to the policy at this time.

Action Item:

Submit Policy 534 for stakeholder review.

P – 526 Managing Information for Student Achievement (MISA)

Superintendent of Business Alex Marton reviewed the minor revision made to the policy.

Action Item:

Submit Policy 526 for stakeholder review.

P – 722 Substance Use by Employees

Manager of Human Resources Denis Nault provided a review of the policy. The changes included the removal of the redundancy in language and the enhancements made based upon a review of current practices.

Action Item:

Submit Policy 722 for stakeholder review.

P – 304 Surplus Equipment Furniture & Books

The Superintendent of Business reviewed the policy revisions that included the improved definition of roles and responsibilities and the recommended update to the public sale of surplus equipment, furniture and books, with enhanced guidance to inform the process.

Action Item:

Submit Policy 304 for stakeholder review.

P – 307 Travel, Meals, and Hospitality

The Superintendent of Business advised that the scope of the policy has been enhanced to include volunteers. The management guideline update includes the equitable and more reasonable meal expenses, to now be a daily flat rate, as appose to defined amounts for specific meals.

Action Item:

Submit Policy 307 for stakeholder review.

P – 907 Visual Identity

The Communications Officer GerriLynn Christianson provided a review of the Visual Identity policy that includes several significant enhancements. The revisions provide enhanced guidance regarding roles and responsibilities, including authorization of changes to ensure the appropriate reflection of the school board brand and the schools.

Action Item:

Submit Policy 907 for stakeholder review.

P –(New) Student Dress Code

Human Rights and Equity Advisor Anthony Jeethan provided a comprehensive review of the proposed Student Dress Code policy. They advised that the policy meets health and safety requirements and is in line with provincial standards. The Director advised that a Frequently Asked Questions document has been created to support the review of the policy and will be shared with Trustees and Principals.

Action Item:

Submit the new Policy for stakeholder review.

The Director discussed the change of the policy review format and requested Trustee feedback regarding the way the changes are tracked in the document. The Trustees appreciate the change in format for their review and wish to have this process continued.

4.0 List All Policies to Referred for Stakeholder Review as of February 7, 2024

- P – 545 Supporting Students with Prevalent Medical Conditions
- P – 543 Lockdown Policy
- P – 534 Boil Water Advisory
- P – 526 Managing Information for Student Achievement (MISA)
- P – 722 Substance Use by Employees
- P – 304 Surplus Equipment Furniture & Books
- P – 307 Travel, Meals, and Hospitality
- P – 907 Visual Identity
- P –(New) Student Dress Code

Action Item:

Submit Policy 545, P-543, P-534, P-526, P-722, P-304, P-307, P-907, and the new Student Dress Code Policy for stakeholder feedback as of February 7, 2024. The policies will be posted on the school board website, shared with staff and the union groups.

5.0 List All Policies to Refer to Board for Approval on February 26, 2024

- P – 516 Safe Arrivals Program
- P – 517 Early Identification (Redundant Policy)
- P – 540 Pediculosis (Head Lice)
- P – 720 Workplace Violence
- P – 717 Workplace Harassment and Human Rights
- P – 714 Criminal Background Checks
- P – 527 Voluntary Indigenous Student Self-Identification
- P – 306 Corporate Credit Cards
- P – 305 Internal Reviews
- P – 406 Snow Removal and Ice Control
- P – 706 Health and Safety
- P – 541 Concussion
- P – 508 Administration of Medication

Action Item:

Submit Policy 516, P-517, P-540, P-720, P-717, P-714, P-527, P-306, P-305, P-406, P-706, P-541, and P-508 for Board approval on February 26, 2024.

6.0 2024 Meeting Schedule

The next meeting date is April 16, 2024 at 6:30 p.m. through Videoconference.

- June 11, 2024
- October 1, 2024
- November 26, 2024

7.0 Adjournment

Moved: J. Nesbitt

Second: M. Brunskill

That, the Board Policy Review Committee Meeting of February 6, 2024, adjourn at 7:01 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	SAFE ARRIVALS PROGRAM <i>Management Guideline Applies</i>	516	
<i>Board Approved:</i>	November 19, 2019 October 27, 2015 June 16, 2009 June 25, 1999	<i>Reviewed:</i>	November 5, 2019 October 5, 2015 June 10, 2009 October 19, 2004
		<i>Review by:</i>	December 2024

POLICY

The Superior-Greenstone District School Board will ensure that every elementary school within their jurisdiction shall develop and implement a Safe Arrival Program for their students, as per Policy Program Memorandum No. 123 entitled, Safe Arrivals. The development and implementation of these programs and procedures will be done with advice from school councils, band councils, parents and guardians, volunteers, and community members.

PROCEDURES

Each school's Safe Arrival Program will:

- Provide for procedures that are conducted with daily school attendance procedures that will account for any pupil's unexplained failure to arrive at school.
- Be unique to the school and consistent with the program delivery parameters found in the Management Guidelines.
- Be reviewed annually with all groups by the System Attendance Team to make update and make changes as required.
- Have a copy of each school plan on file in the office and distributed communicated, at a minimum, to all parents and guardians at the beginning of each school year.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name EARLY IDENTIFICATION

517

*Board Approved: September 24, 2019
October 27, 2015
February 17, 2010
August 10, 2002*

*Reviewed: June 4, 2019
October 5, 2015
October 26, 2009
April 2004*

Review By: December 2024

POLICY

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

PROCEDURES

1.0 Early Identification Procedures Shall Include the Following

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each Kindergarten educator will complete the appropriate checklist(s)/screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Communication will take place during the transition to Kindergarten, while the child is in Kindergarten as well as during the transition to the next year's teacher.
- 1.4 Documentation of learning takes place in an ongoing basis and is shared with families through learning stories and regular updates.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special*

Education Needs document.

2.0 Time Line

<i>Action</i>	<i>Involved</i>	<i>Timeline</i>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/ February
Communication of Information re: Transition to Kindergarten Planning	Principal, EY Lead, Kindergarten Teacher/Educator Team	February/ June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal, EY Lead, Kindergarten Teacher/Educator Team, SET, Parents, Agencies	March
Transition to Kindergarten Season	Principal/ Kindergarten Teacher/Educator Team	February/ June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team, Special Education Teacher	March/ Ongoing
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

3.0 Programs that Support Early Identification

Educators use professional judgement in the tools and assessments they would like to use to monitor growth, development and learning of children in the Early Years programs. The approved Standardized Diagnostic Assessment Tools is an exhaustive list of approved diagnostics which is updated yearly.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	Schools and Students	
<i>Policy Name</i>	Pediculosis Control (Head Lice) Management Guideline Applies	540
<i>Board Approved:</i> January 22, 2019 February 24, 2015	<i>Reviewed:</i> October 2, 2018 February 2, 2015 November 4, 2014	<i>Review By:</i> December 2024

RATIONALE

The Canadian Pediatric Society (CPS) states that "there is no sound medical rationale for excluding a child with nits or live lice from school or childcare." A full course of treatment and avoiding close head-to-head activities are recommended. Children with head lice should be treated and can attend school or childcare as usual. ~~children with head lice should be treated and can attend school or child care as usual.~~ "No-nit" policies that keep children with head lice away from school are not necessary because:

- head lice are common among young children
- head lice don't spread disease
- cases of head lice are often misdiagnosed
- children can have head lice for several weeks with no symptoms

Head lice are tiny grey/brown insects that live only on the scalp of human beings. Head lice or pediculosis continues to be an annoying, year-round problem especially with school-aged children. Anyone can get head lice, which are spread mainly by head-to-head contact. Having head lice is not a commentary on an individual's cleanliness or the cleanliness in the home. While getting rid of head lice can cause frustration and upset for families, head lice are not considered to be a health hazard.

POLICY

It is the policy of the Superior-Greenstone District School Board to provide current and accurate information to school staff, parents and the general public on how to recognize, treat and prevent head lice in a safe and effective way.

GUIDING PRINCIPLES

Coordinated efforts between parents/caregivers, students, school staff, health professionals and the community are necessary to help families eliminate head lice and bring their spread under control. The best plan of action needs to include early detection, prompt management, and effective education and prevention strategies.

Effective head lice control is based on a high standard of education, prevention and accountability for both parents and staff.

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	WORKPLACE VIOLENCE <i>Management Guideline Applies</i>	720
<i>Board Approved: October 18, 2022</i>		<i>Review by: December 2023</i>
	<i>February 19, 2020</i>	<i>Reviewed: June 14, 2022</i>
	<i>December 5, 2011</i>	<i>February 4, 2020</i>
		<i>September 26, 2011</i>

RATIONALE

The Superior-Greenstone District School Board (SGDSB) is committed to the prevention of workplace violence and the promotion of a violence free workplace for all staff/workers, in which all people and staff/workers respect one another and work together to achieve common institutional goals. Workplace violence in any form erodes the mutual trust and confidence that are essential to the safety and well-being of all staff/workers and is considered unacceptable.

DEFINITIONS

Workplace Violence, is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

POLICY

It is the policy at Superior-Greenstone District School Board to adhere to the *Occupational Health and Safety Act*. SGDSB is committed to the prevention of workplace violence for all staff/workers and promotes a violence-free workplace in which all staff/workers respect one another and work together to achieve institutional goals. Workplace violence is unacceptable, as it erodes the mutual trust and confidence that are essential to the safety and well-being of all our staff/workers. SGDSB takes reasonable steps to protect staff/workers from workplace violence from all sources.

The Superior-Greenstone District School Board is committed to establishing a process to implement this policy, including dealing with an incident or complaint of workplace violence, according to the requirements of the *Occupational Health and Safety Act* and in accordance with Safe Schools legislation.

APPLICATION AND SCOPE

This policy applies to all members of the Superior-Greenstone District School Board community, including but not limited to, Trustees, students, staff/workers, visitors such as parents and community members, volunteers, contractors, and employees of other organizations who work on or are invited to participate in Board related functions. Everyone is expected to uphold this policy. It applies to work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.

Reports against the Director of Education or Board Compliance Officers must be reported

GUIDING PRINCIPLES AND RESPONSIBILITIES

- 1.0** Violent behavior in the workplace is not acceptable from anyone. Staff/workers, students and other users will strive to foster a respectful workplace aimed at the prevention of workplace violence. Superior-Greystone District School Board will endeavor to promptly resolve workplace violence incidents. Complaints or incidents reported will be taken seriously and handled professionally.
- 2.0** The Board shall provide a mechanism to lodge and address a formal complaint or report of an incident, as well as to conduct investigations where necessary.
- 3.0** The Board shall provide a fair and objective process for dealing with alleged incidents or complaints of workplace violence, in a timely manner.
- 4.0** Confidentiality will be maintained to every extent possible; however, the nature of the investigation may require additional information beyond the complainant(s) and the respondent(s) to verify factual evidence.
- 5.0** Managers will adhere to this policy and will be responsible for providing staff/workers with necessary information and instruction about this policy.
- 6.0** Violence is a serious offence. Any individuals found to have perpetrated an act of violence may be subject to disciplinary action up to and including termination. In addition, individuals may be subject to action under the Criminal Code of Canada.

REVIEW

The Director of Education will oversee the review of this policy as necessary, but at least once every year.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	WORKPLACE HARASSMENT & HUMAN RIGHTS <i>Management Guideline Applies</i>		717
<i>Board Approved:</i>	October 18, 2022 February 19, 2020 December 5, 2011 February 20, 2007	<i>Reviewed:</i> September 20, 2022 February 4, 2020 September 26, 2011	<i>Review By:</i> December 2023

RATIONALE

The Superior-Greenstone District School Board (SGDSB) is committed to providing a safe, nurturing, equitable and respectful learning and working environment (“workplace”); free from harassment and discrimination. It is a shared responsibility across SGDSB to foster a workplace, where every individual is treated with dignity and respect.

POLICY

It is the policy of the Superior-Greenstone District School Board to adhere to and uphold the Ontario *Human Rights Code*. Under the *Code* all employees, students, prospective employees, trustees, volunteers, visitors, parents, contractors and all other users that are involved with the Board, have the right to freedom from Harassment and Discrimination based on any of the following grounds:

- Sex (includes pregnancy);
- Race;
- Ancestry;
- Place of origin;
- Colour;
- Ethnic origin;
- Citizenship;
- Creed (religion);
- Age;
- Record of offences (in employment);
- Marital status;
- Family status;
- Disability;
- Sexual orientation;
- Gender identification; or
- Gender expression.

This policy also includes any new prohibited grounds that may be added to the *Human Rights Code* at a future date and prior to policy review. Harassment and discrimination will not be tolerated or condoned in the workplace. This policy also fulfils SGDSB’s obligations to address workplace harassment according to the *Occupational Health and Safety Act (OHSA)*.

The goal is to promote a safe, nurturing, equitable and respectful Workplace and work to prevent Harassment and Discrimination. SGDSB will, where necessary, investigate and respond to incidents or complaints of harassment, discrimination or workplace harassment.

SGDSB is committed to providing reasonable accommodation to its constituents to fulfil obligations according to the *Code*. The *Code* also permits the creation of special programs at SGDSB to remedy discrimination or inequality. *SGDSB will also include considerations of*

Indigenous and other culturally appropriate practices as part of the complaint and resolution process.

APPLICATION AND SCOPE

This Policy addresses harassment, discrimination and workplace harassment and it applies to all employees/workers and Trustees at SGDSB. The Policy covers harassment, discrimination and workplace harassment from all sources including students, parents, guardians, volunteers, contractors, customers of SGDSB, members of the public and other members of organizations not related to SGDSB but who nevertheless work on or are invited on to SGDSB premises or utilize SGDSB services. Reasonable action taken by the employer or manager relating to the management and direction of employees/workers or the workplace, is not harassment or workplace harassment.

Actions will be consistently taken to address student behaviours that are contrary to this policy and provincial, SGDSB and school codes of conduct according to the appropriate SGDSB policy or procedure; such as the policy on Progressive Discipline and School Safety (Policy 535).

DEFINITIONS

Harassment (Human Rights Code-Based) means engaging in a course of a vexatious comment or conduct that is known to be, or ought reasonably to be known to be, unwelcome based on age, disability, family status, marital status, creed, race, ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy. Harassment can occur based on any of the *Code*-based grounds.

Discrimination means any form of unequal treatment based on a *Code* ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment.

Student is anyone regardless of age, who is enrolled in an educational program offered by SGDSB.

Workplace Harassment under OHSA is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome or is workplace sexual harassment.

Workplace Sexual Harassment under OHSA means a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Employee/Worker is any person included in the definition of “worker” under the OHSA and includes all SGDSB employees. Worker is an employee who performs work or supplies services and includes, a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.

Workplace is defined as any land, premises, location or thing at, upon or near where a worker works. It includes places where individuals perform work or work-related duties or functions. It includes all SGDSB schools, offices and facilities. Work related functions include business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of SGDSB involvement.

GUIDING PRINCIPLES AND RESPONSIBILITIES

1. All persons at SGDSB and interacting with SGDSB, are expected to engage in respectful conduct, adhere to and uphold this policy and will be held responsible for not following it. All employees are responsible for contributing to a climate of understanding and mutual respect for the dignity of each person.
 - a. Managers at SGDSB have additional responsibilities:
 - i. To create and promote a safe, nurturing, equitable and respectful workplace that promotes human rights.
 - ii. To act on observations or allegations of harassment, discrimination or workplace harassment.
 - b. The Board of Trustees have responsibilities to:
 - i. Engage in respectful conduct.
 - ii. Through governance, create and promote a safe, nurturing, equitable and respectful workplace that promotes human rights.
 - iii. Refer concerns and complaints of harassment, discrimination and workplace harassment to the Director of Education or designate.

2. The Director of Education is responsible for implementing this Policy and ensuring that it is reviewed annually.

3. SGDSB takes concerns and complaints of harassment, discrimination and workplace harassment seriously. All persons are urged to express concerns and file complaints of harassment, discrimination and workplace harassment. Reprisal is prohibited under this policy.
 - a. Complainants can be an individual/s at any level of SGDSB or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Complainant, refers to the person who makes a complaint of harassment, discrimination or workplace harassment under this policy.
 - b. Respondents can be an individual/s at any level of the SGDSB or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Respondent, refers to the person who has a complaint made against them under this policy.
 - c. Complaints against the Director of Education or the Board Compliance Officer must be reported using the procedures outlined in 726 - Whistleblower Policy.

4. SGDSB will provide procedures to address incidents or complaints of harassment, discrimination or workplace harassment. Complaints shall be dealt with in a fair and timely manner. Employees shall cooperate with managers who are addressing incidents or complaints under this policy.

5. Any person reporting an incident or complaint of harassment, discrimination or workplace harassment who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law. Those with supervisory authority at SGDSB or designates, who are involved with addressing a complaint will strive for confidentiality and will share information on a need to know basis to the extent necessary to protect employees/workers, for actions such as investigation, follow-up, corrective action or as otherwise required by law.

6. If a complainant withdraws a complaint, SGDSB may continue to act if required.
7. Where possible and with the consent of the parties, SGDSB may facilitate alternative resolution plans. If either party involved in a complaint identifies as Indigenous, SGDSB will endeavor to provide resolutions that honour and align with Indigenous approaches to conflict and restoration, in consultation with Indigenous partners and community groups.
8. If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
9. An employee/worker found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.

Accessibility Policy - 719
Bullying Prevention and Intervention Strategies - 525
Equity and Inclusive Education - 536
Progressive Discipline and School Safety
Safe Schools System Expectations - 520 Workplace
Violence Policy – 720

Whistleblower Policy - 726

SIGNED AND APPROVED BY THE DIRECTOR OF EDUCATION

Nicole Morden Cormier



DATE: October 18, 2022

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	CRIMINAL BACKGROUND CHECK <i>Procedural Guideline Applies</i>		714
<i>Board Approved:</i>	November 19, 2019 February 24, 2015 June 16, 2009 May 26, 2003	<i>Reviewed:</i>	November 5, 2019 February 2, 2015 June 10, 2009
		<i>Review by:</i>	December 2024

POLICY

In accordance with Regulation 521/01 (as amended by Regulation 322/03) of the Safe Schools Act, it is the policy of the Superior-Greenstone District School Board that all employees, as well as service providers, volunteers and others who have direct and regular contact with students as appropriate, undertake a Criminal Background Check with Vulnerable Sector Screening.

RATIONALE

The Superior-Greenstone District School Board has the responsibility, under The Education Act, to provide a safe and secure learning and working environment for students and employees. The Board is in a position of trust with regard to students and must strive to protect their intellectual, physical, mental, and emotional well-being.

PROCEDURES

1.0 Employees

- 1.1 All new Board employees are required to submit a Criminal Background Check with Vulnerable Sector Screening to Human Resources ~~before the first day of employment with the Board.~~ All offers of employment with the Board shall be conditional upon the applicant supplying a Criminal Background Check with Vulnerable Sector Screening that is acceptable to the Board.
- 1.2 Newly-hired graduates of the Ontario College of Teachers whose certification issue date is within six (6) months of hire by the Board are required to complete an Offence Declaration upon hire, and annually thereafter.
- 1.3 The Board shall collect an Offence Declaration from all employees prior to the start of each subsequent school year in which they are employed by the Board. Employees who fail to provide a signed Offence Declaration form by the date prescribed will be suspended without pay until the form is submitted.
- 1.4 A former employee who returns to the employment of the Board after one year of broken service is considered a new employee for the purpose of this policy.
- 1.5 All costs related to the Criminal Background Check with Vulnerable Sector Screening are the responsibility of the prospective employee. At its discretion, the Board may consider requests from employees for reimbursement.

2.0 Service Providers and Other Provincial Organizations

- 2.1 Each service provider whose responsibilities include direct contact with students, especially where a supervising educator may not be directly present, and/or access to students on a regular basis, is required to provide a satisfactory Criminal Background Check with Vulnerable Sector Screening prior to first providing services to students.

- 2.2 An updated Criminal Background Check with Vulnerable Sector Screening is required from each service provider every ~~three~~ years.
- 2.3 A service provider who fails to comply with this policy ~~will~~ shall be barred from providing goods and/or service to the Board.
- 2.4 Provincial organizations that provide services to schools, but who are not Service Providers as defined in the Regulation, are exempt from these requirements, as the organization has standards and practices in place which meet or exceed this policy's requirements.

Examples include:

- Public Health Units
- Dilico Anishinabek Family Care
- Early On
- Children's Aid Societies
- North of Superior Programs
- Victoria Order of Nurses
- Other agencies as determined by the Director of Education or designate

3.0 Volunteers

- 3.1 ~~Site Administrators will be responsible for ensuring that~~ Volunteers whose responsibilities include direct contact with students, especially where a supervising educator may not be directly present, and/or access to students on a regular basis, will provide an ~~acceptable satisfactory~~ Criminal Background Check with Vulnerable Sector Screening prior to providing services to students.

4.0 Emergency Provision

- 4.1 In ~~exceptional some~~ circumstances it may be necessary for an individual to begin employment with ~~a the~~ Board before an acceptable Criminal Background Check with Vulnerable Sector Screening is collected. In such circumstances, the Board will require the individual submit an Emergency Offence Declaration, pending submission of the acceptable Criminal Background Check with Vulnerable Sector Screening. ~~Before any exception is made, a binding agreement shall be entered into between the employee or any authorized representative of the employee, and the Board, ensuring that the verification will be provided without delay. This agreement will preserve the Board's right to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect, or if the background check is determined to be unacceptable.~~

5.0 Privacy

- 5.1 Completed criminal reference checks and offence declarations for employees will be filed in ~~an employee's a separate and~~ secure ~~location~~ electronic personnel file in order to ensure privacy and confidentiality. Completed criminal reference checks and offence declarations for 3rd Party providers will be filed in Ebase.

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6.0 Adjudication

- 6.1 Where evidence is received of a criminal conviction, the designated Board contacts (Director of Education and Superintendents) will consider the following factors in adjudicating each case to determine an appropriate course of action:
- did the offence(s) involve children and/or sexual activity and/or violence;
 - nature of the offence;
 - degree of cooperation with the investigation;

- was offence(s) committed while employed by the Board; if employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;
- if employee is not a teacher, relevance of offence(s) to their employment duties;
- does offence(s) require any action pursuant to the Student Protection Act;
- length of time since offence(s);
- employment history;
- employee's attitude towards offence(s);
- was alcohol or illegal drugs a factor in commission of offence(s);
- treatment, counselling or other services received since offence;
- other steps taken to rehabilitate;
- likelihood offence(s) will be repeated.

6.2 The course of action may include action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance of other Board policies, collective agreements and legislation.

Definitions:

Criminal Background Check with Vulnerable Sector Screening means a document concerning an individual:

- that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document;
- that contains information concerning the individual's Personal Criminal History;
- that contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.

Offence Declaration means a written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Records Act (Canada) up to the date of the declaration:

- that are not included in a Criminal Background Check with Vulnerable Sector Screening collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last Criminal Background Check with Vulnerable Sector Screening collected by the Board under this Regulation; and
- for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted.

Personal Criminal History means, in respect of an individual, information on criminal offences of which the individual has been convicted under the Criminal Records Act (Canada) and for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted to the individual.

Service Provider

- provides goods or services under contract with the Board;

- carries out his or her employment functions as an employee of a person who provides goods or services under contract with the Board; or
- provides services to a person who provides goods or services under contract with the Board.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	VOLUNTARY INDIGENOUS STUDENT SELF-IDENTIFICATION	527	
<i>Board Approved:</i>	June 18, 2019 February 20, 2013 April 25, 2006	<i>Reviewed:</i> March 5, 2019 February 5, 2013 May 1, 2012 September 26, 2011	<i>Review By:</i> December 2024

POLICY

It is the policy of the Superior-Greenstone District School Board to provide the opportunity for all Indigenous students to voluntarily self-identify as being First Nations, Métis, or Inuit.

RATIONALE

The Superior-Greenstone District School Board believes the learning aspirations and potentials of Indigenous students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Indigenous parents and guardians, and **Indigenous** communities.

It is essential to understand who students are, in order to be responsive in the education we provide. It is also essential to have accurate student achievement data within Superior-Greenstone District School Board to improve success for Indigenous students. In accordance with the *Ministry of Education's First Nation, Métis and Inuit Policy Framework (2007)*, accurate student achievement data is collected to assess progress towards the goals of improving Indigenous student achievement. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding student success for Indigenous students.

It is also imperative to be cognizant and responsive to the *Truth and Reconciliation Commission of Canada: Calls to Action (2015)* as they pertain to Education (Calls 6-12) and Education for Reconciliation (Calls 62-65), and how Self-ID data can assist in working towards these specific Calls to Action. The Superior-Greenstone District School Board recognizes the impact of colonialism and the intergenerational trauma that has impacted Indigenous communities, thus understanding the need to continue to build trust and be transparent in the rational for collecting Self-ID data on Indigenous students, and transparent in the usage of collected data.

DEFINITIONS

The following definitions are made without prejudice.

Indigenous is used as a term to describe the descendants of the original peoples of Canada. The Canadian Constitution Act (1982) recognizes three groups of Indigenous Peoples: First Nations, Métis, and Inuit (s. 35.2). Under the Data Collection Standards of the Anti-Racism Act (2017), SGDSB will conduct data collection using these three group titles. The SGDSB recognizes that Indigenous Peoples will use their own terms to describe their identity, which is not limited to the three aforementioned groups.

First Nations includes both status and non-status peoples.

- Status refers to people registered under the Indian Act of Indigenous Services Canada (ISC), holding certain rights and benefits that are not available to non-status or Métis people and who possess a registry number with ISC.
- Non-status refers to people who can identify where their ancestral lands are (First Nations or reserve community), who are not registered under the Indian Act of Indigenous Services Canada due to ineligibility or those who have chosen not to apply for their status.

Métis peoples are those who self-identify as Métis, and who are distinct from other Indigenous peoples, are of historic Métis Nation ancestry, and who are accepted by the Métis Nation.

Inuit peoples are a distinct group of Indigenous peoples who have ancestral ties to Northern Canada (including Nunavut, Northwest Territories, Northern Quebec, and Northern Labrador)

Self-Identification is a self-described declaration of Indigenous identity. This declaration is completely voluntary.

PROCEDURES

1.0 Implementation

- 1.1 Voluntary self-identification will be collected annually on Student Verification Forms for all elementary and secondary students enrolled with the Superior-Greenstone District School Board as of the 2005-2006 school year.
- 1.2 Voluntary self-identification will be collected on the Superior-Greenstone District School Board Registration Form for all new elementary and secondary students enrolled with the Board as of the 2006-2007 school year.
- 1.3 In accordance with Anti-Racism Act (2017), staff will be trained to collect self-identification data in a respectful, culturally safe, accessible way that ensures individual privacy and confidentiality.

2.0 Guidelines

Programs will be evaluated regularly based on:

- Transparency
- Inclusion
- Innovation
- Learner-centeredness
- Equity
- Responsiveness
- Collaboration
- Confidentiality
- Reflection of cultural diversity
- Degrees of Effectiveness

3.0 Accountability

- Provide high quality learning opportunities that are responsive, flexible and accessible to Indigenous students
- Increase the graduation rates of Indigenous students
- Ensure that Indigenous students are well prepared for participation in post-secondary studies and the world of work
- Promote effective, respectful working relationships and partnerships with Indigenous parents and Indigenous communities
- Programming is culturally responsive

4.0 Data Collection, Storage, Access and Usage or Security Protocol

All data will be securely stored to respect privacy and used only as a means to enhance Indigenous education programs within the Superior-Greenstone District School Board.

4.1 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.

4.2 The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO for the purpose of developing supportive programs, and relevant data will be shared where data agreements are in place. All information shared will be done without identifying factors, unless consent has been given by the parent or guardian, or the student if they are of age.

Types of sharing may include:

- Aggregate information about indigenous identity
- Communities students belong to as identified by the parent/guardian/student and permission granted

4.3 Use of data will inform the School Board if programming is meeting the needs of students who identify as Indigenous (FNMI), and mitigating gaps in areas such as achievement success, belonging and attendance

5.0 Timeline

The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Superior-Greenstone District School Board Indigenous Education Advisory Committee. The policy will be reviewed as required by the policy review committee of Superior-Greenstone District School Board for its effectiveness.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Policy Name</i>	CORPORATE CREDIT CARDS <i>Management Guideline Applies</i>	306
<i>Board Approved:</i>	June 18, 2019 February 22, 2012 March 31, 2007	<i>Reviewed:</i> March 5, 2019 January 30, 2012 <i>Review By:</i> December 2024

POLICY

It is the policy of Superior-Greenstone District School Board ([SGDSB](#)) to ensure that cardholders are responsible for exercising due care and judgement when using corporate credit cards.

RATIONALE

~~Superior Greenstone District School Board~~[SGDSB](#) provides corporate credit cards to designated individuals, simplifying the acquisition, receipt and payment of purchases and travel expenses incurred on behalf of the Board.

GUIDELINES

- 1.0 The purchase of goods and services utilizing corporate credit cards will be for the purposes provided in the annual budget and will be subject to all applicable policies, procedures, guidelines and limits as established by the Board.
- 2.0 Cardholders will be subject to, and respect all terms and conditions, as stipulated in the Board's agreement with the issuing financial institution.
- 3.0 Corporate credit cards may include Credit Cards, Procurement Cards and Fuel Cards.
- 4.0 The Superintendent of Business determines credit card limits.
- 5.0 Access to cash advances will not be permitted.
- 6.0 Corporate credit cards remain the property of the Board and must be surrendered to the Board upon termination of employment or otherwise when so directed by Administration.
- 7.0 On a monthly basis, the credit card statements and supporting original documentation/receipts must be reviewed and must be approved by the cardholder's immediate sSupervisor, as outlined in the Management Guideline to this Policy. [The supervisor or senior-most employee is responsible for the accuracy and completeness of credit card reporting information.](#)
- 8.0 The purpose of the review is to ensure that items charged to the credit card:
 - Meet all Board Policies and Management Guidelines
 - Are reasonable and justifiable
 - Are adequately supported by original receipts and explanations for expenditures

Cross Reference:

- Policy 303 – Purchasing
- Policy 307 – Travel, Meals and Hospitality Expenses

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION		
<i>Policy Name</i>	INTERNAL REVIEWS <i>Management Guideline Applies</i>		305
<i>Board Approved:</i>	November 19, 2019 October 18, 2011 June 25, 1999	<i>Reviewed:</i>	November 5, 2019 September 26, 2011 December 6, 2005
		<i>Review Prior To:</i>	December 202 9 ⁴

POLICY

It is the policy of the Superior-Greenstone District School Board to periodically review various aspects of the Board's operation for improvement of the system and for compliance with generally accepted accounting principles (GAAP), with Ministry of Education and Training Acts and Regulations and with Board policies, procedures and managerial guidelines.

PROCEDURES**1.0 Annual Review Plan**

- 1.1 ~~In January of e~~Each year, the Manager of Financial Services will meet with the Superintendent of senior management in order to Business to develop the Annual Review Plan. ~~Prior to this meeting, senior managers will seek Trustee input.~~
- 1.2 The Annual Review Plan will be communicated to the system immediately thereafter.
- 1.3 The Annual Review Plan will identify the schools to be visited during the coming months and any specific areas to be reviewed in addition to the basic school audit, as outlined below.

2.0 ~~Basic~~ Review for Schools

- 2.1 A review of school procedures in the following areas shall form the ~~basic~~ school audit:
 - enrolment
 - inventory of moveable items
 - purchasing / invoice processing; and,
 - cash handling
- 2.2 The Manager of Financial Services or designates will conduct the ~~internal~~ school review audit at a time mutually agreed upon with the ~~s~~School Principal
- 2.3 Upon completion of the ~~School Audit~~school audit, the Manager of Financial Services or designate will review the findings with the Principal and will provide an opportunity for the Principal to comment on those findings.

3.0 ~~Basic~~ Review for the Board Office

Although the Board Office is already subject to an annual audit by external auditors, a review of internal controls will be made by the Superintendent of Business or designate.

4.0 Reporting

- 4.1 Upon completion of all audits, the Manager of Financial Services will prepare a draft report, which will be shared with the principals involved and their comments will be incorporated into the final report.
- 4.2 The final report will be presented to the Audit Committee.
- 4.3 The findings and system improvements, which have been developed with the principals will be shared with other schools within the system.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name SNOW REMOVAL AND ICE CONTROL

406

Board Approved: November 19, 2019
October 27, 2015
February 17, 2010
March 12, 1999

Reviewed: November 5, 2019
October 5, 2015
November 23, 2009
June 21, 2005

Review Prior To: **December 2024**

POLICY

It is the policy of the Superior-Greenstone District School Board that snow and ice removal procedures shall be developed and carried out with the safety of students and staff as the first concern.

PROCEDURES**1.0 Hours of Operation for Equipment**

In general, operation of heavy equipment and large snow blowers should ~~not be used~~ be avoided on school property between 8 a.m. and 5 p.m. on school days.

2.0 Need During School Hours

The operation of any snow-blowing machine and or heavy equipment on school property when required during school hours must be done with the utmost caution and due consideration ~~and provision~~ for students and staff as the primary consideration.

3.0 Use of Custodial Staff

~~The Coordinator of Operations~~ Plant Department and sSchool Principals will be responsible to establish procedures for snow removal utilizing custodial staff. This may include clearing of doorways, entrances, sidewalks, roof overhangs, and any other areas of need, specific to a building and or site. Snow clearing, ice control, and sanding shall be carried out prior to the arrival of staff and students in the morning, and throughout the day, as required based on weather conditions.

4.0 Use of External Contractors

Snow removal by external contractors may be used for the cleaning of large surface areas (i.e. parking lots) as provided by the Board official assigned to this responsibility. Such use will be in consultation with the ~~Coordinator of Operations~~ Plant Department and school Principal.

5.0 Inspections of Grounds

Regular inspections of sidewalks, steps, walkways, roadways, and parking lots are to be carried out by the school custodial staff as often as necessary, based on weather conditions, to ensure the safety of all pedestrians and traffic on Board properties.

6.0 Ice Control

Ice build-up on sidewalks, steps, parking lots, and roadways, is to be prevented or minimized. Ice control materials including ice-melter and sand, and manual removal methods, are to be utilized to ensure that slip or fall hazards are minimized.

7.0 Logging of Snow and Ice Control Measures

Details of all actions taken, weather conditions, site conditions, and any other information required by the Manager of Plant Services, are to be recorded in appropriate online log sheets on a daily, or more frequent basis during seasons when ice and snow are present. Log entries are to be made on appropriate forms as approved by the Manager of Plant Services and must be kept in accordance with the Board's Records Retention Schedule. ~~for a minimum of five (5) years as proof of due diligence and be available for review as needed.~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

Board Approved:		Reviewed:		Review By:
February 22, 2021			February 2, 2017	
January 22, 2019		February 9, 2021	October 5, 2015	December 2021
May 24, 2017	February 23, 2016	March 29, 2010	November 4, 2014	
November 16, 2010	November 18, 2014	October 23, 2009	September 15, 2014	
October 26, 2009	November 18, 2013	November 18, 2008	November 5, 2013	
November 18, 2008	September 18, 2012	November 20, 2007	September 4, 2012	
November 20, 2007	November 21, 2011	November 21, 2006	September 26, 2011	
March 12, 1999		October 19, 2004		

POLICY

It is the policy of the Superior-Greenstone District School Board ([SGDSB](#)) 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 [SGDSB](#) 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~~ **their** 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~~ **individually** and cooperatively with others. It is ~~one of the personal~~ **responsibilities** of Director of Education to ensure that the entire system of direct responsibility ~~for Superior-Greenstone District School Board 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~~ **maintain** 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, may 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~~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 and all employees, including supervisors, managers, principals, ~~senior management~~, Director and Officers are responsible for the implementation and maintenance of the Board's Health & Safety Procedures, Guidelines and policies.

6.2.1 Board of Trustees

- Two trustees shall be appointed to represent on the Superior Greenstone District School Board – Board Wide Occupational Health and Safety Committee.
- 1 member and 1 alternate member shall be elected during the annual inaugural board meeting.

6.2.2 Director and Officers of the Board

- The director and officers of the board shall take all reasonable care to ensure that ~~the corporation~~SGDSB complies with:
 - The Occupational Health and Safety Act and the regulations;
 - orders and requirements of inspectors and Directors and
 - orders of the Minister

6.2.3 Senior Administration Supervisors

~~Senior Administrative Staff Supervisory Officers~~ 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.

6.2.4 Managers and Supervisors

All supervisory and management staff ~~are have the~~ responsibility 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.

6.2.5 All Employees

All employees ~~are~~ have the responsibility 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-soil, sediment, and debris 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~~ including:

- physical education,
- science,
- ~~technological~~ technical

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 ~~including 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>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	CONCUSSION	541	
<i>Board Approved:</i>	January 22, 2019 February 23, 2016	<i>Reviewed:</i> November 6, 2018 February 2, 2016 February 2, 2015 November 4, 2014	<i>Review By:</i> December 2029 December 2024

Rationale

In March of 2018, the Ontario government passed Rowan's Law. Designed to protect amateur athletes and educate parents/guardians, coaches and officials about the dangers of head injuries, it is the first law of its kind in Canada and will benefit both athletes and non-athletes. Rowan's Law is also about education. By increasing concussion awareness and knowledge, we can change Ontario's culture around sports, physical activity and injury. Rowan's Law will make it easier for those who experience concussions to speak up, get the help they need, and take the time necessary for recovery, with the support of everyone around them. Rowan's Law Day is the last Wednesday in September.

Policy

It is the policy of the Superior Greenstone District School Board to ensure the provision of minimized risk in elementary and secondary schools and to provide a safe environment that takes steps to reduce the risk of injury and promotes the overall well-being of students.

1.0 Guiding Principles

- 1.1 Research indicates that a concussion can have a significant impact on a student's cognitive and physical abilities. Concussions can have a serious effect on a young, developing brain. Proper recognition and response to concussion in the school environment can prevent further injury and can help with recovery. Children and adolescents are among those at greater risk for concussions due to body trauma at any time. There is a heightened risk due to concussion during physical activity which includes physical education classes, playground time or sports activities.
- 1.2 To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers, and health care practitioners to support the proper prevention and management of concussions.
- 1.3 It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

- 1.4 In accordance with Policy Program Memorandum (PPM) 158 (School Board Policies on Concussion), Superior Greenstone District School Board will develop and implement concussion management strategies. These strategies must include: development of awareness, prevention, identification, training, and management procedures for a diagnosed concussion.

2.0 Roles and Responsibilities

- 2.1 Senior administration will do an annual review of the concussion policy with administration.
- 2.2 Principals will work with their staff in implementing the school board's concussion protocols, i.e. - prevention, identification and on-going monitoring and management of a student with a concussion
- 2.3 Teaching staff, support staff, coaches will be provided with annual training about concussions.
- 2.4 School Volunteers will be provided with Concussion awareness information.
- 2.5 Community Users will be provided with Concussion awareness information.
- 2.6 Information will be provided for students and parents/guardians to gain awareness of concussions and collaborate with the school to manage suspected or diagnosed concussions
- 2.7 Schools will work with medical professionals to ensure they are aware of the concussion policy when they provide support to schools, students and parents/guardians if a concussion is suspected and/or diagnosed.

References

This policy operates in conjunction with:

- Superior Greenstone District School Board Concussions Procedural Guideline
- Policy/Program Memorandum 158, School Board Policy on Concussion, Ministry of Education, March 19, 2014
- Ontario Physical Education Safety Guidelines, managed by OPHEA (Ontario Physical and Health Education Association) <http://safety.ophea.net>
 - [Ministry of Health and Long-Term Care Concussion Portal](http://safety.ophea.net)
 - <https://goo.gl/pHxESJ>
- Canadian Pediatric Society (CPS) position paper on concussion, 2014, www.cps.ca/en
- Ontario School Boards' Insurance Exchange (OSBIE) incident reporting procedures and insurance audit conditions
- <http://www.parachutecanada.org/downloads/resources/Concussion-Parents-Caregivers.pdf>
- <http://www.parachutecanada.org/downloads/resources/Concussion-Coaches.pdf>
- <http://www.parachutecanada.org/downloads/resources/Concussion-Athletes.pdf>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	ADMINISTRATION OF MEDICATION TO STUDENTS		508
	<i>Management Guideline Applies</i>		
<i>Board Approved:</i>	March 26, 2019	<i>Reviewed: January 8, 2019</i>	
	January 21, 2013	January 15, 2013	<i>Review By: December 2028</i>
	October 20, 2008	April 18, 2006	December 2023
	April 24, 2006	September 22, 2008	
	March 12, 1999	September 7, 2004	

POLICY

The Superior Greenstone District School Board believes that every student is entitled to a safe, caring and inclusive learning environment. SGDSB recognizes that in order for some students to take advantage of their right to attend school, school personnel may need to be involved in the administration of medication as directed by the prescribing health care practitioner. This policy addresses situations where medication is required on an on-going basis during school hours. This policy does not address emergency situations.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 23

Date: February 26, 2024

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

FROM: Student Trustee Hunter, Student Trustee Krause

SUBJECT: Student Trustee Report February 2024

**STRATEGIC
 PRIORITY:** Learning, Well-Being, Relationships

Background

As the new year kicked off, with course work and exams quickly approaching, the Student Trustee year-end report took priority over a regular monthly report. However, Student Trustees Hunter and Krause worked on building engagement in Student Senate. With the theme of building connections and relationships for the January Senate meeting, Marathon High School Student Senators were invited to present slides on their leadership journey. Trustees Hunter and Krause reached out to them as they were the first to share their work in the Edsby group most recently and were excited at the opportunity to share. They presented slides they prepared and were included in the slide deck for the month and modeled fantastic conversation starters and leadership. As this meeting was a "pilot" for more conversational meetings, there are some things to improve on moving forward in terms of sparking conversations and fostering open sharing. The engagement in the Edsby group increased notably after the January meeting and is continuing to improve throughout February.

Throughout January and the beginning of February, the Student Senate Instagram was utilized to share mental health resources, exam preparation programs being run within the board, and helpful information about exam stress. The question of the month for January was "do you think there needs to be more done around substance use for teens?" to which we received several responses of "yes" which was encouraging as it shows young people looking towards informing themselves and their peers about the issue. The "ask us anything" questions are not pulling the same participation as prompted questions related to specific areas, however this is helping Student Trustees Hunter and Krause to better understand how to garner engagement through social media and the Edsby group among high school students. Polls continue to be most successful on the Instagram page in terms of higher numbers of engagement.

Current Situation

The OSTA-AECO Education Action Conference in Ottawa was the main priority for February. Student Trustees Hunter and Krause participated in several professional development opportunities through workshops about understanding networking, privatization in education, special education, 2SLGBTQIA+ allyship, and planning focus projects. Engaging keynote speakers like Annie Kidder (the founder and executive director of People for Education) and Nadine Trépanier-Bisson (executive director of the Ontario Principals' Council) dove into topics such as belonging, student success, the future of education, climate change and more with interactive presentations. Student Trustee Hunter was able to speak on the subject of data collection among youth of diverse groups during the People for Education keynote and receive detailed feedback from Annie Kidder about the importance of looking at students as whole individuals that cannot necessarily be placed in categories.

Additionally, because Trustees Hunter and Krause weren't at the Fall General Meeting to choose an Advocacy Interest Group or connect with the other members, this conference was the first opportunity to do so. Student Trustee Hunter joined the Truth and Reconciliation Advocacy Interest Group (TRAIG) and made lots of new connections there. Throughout the coming months TRAIG is working on several initiatives and Trustee Hunter will be part of the group making resources and a plan to raise awareness around the crisis of Missing and Murdered Indigenous Women Girls and Two Spirited Peoples, which is a cause very near to her heart. Student Trustee Krause joined the Curriculum and School Community Advocacy Interest group where trustees around

Ontario in the group are working toward a “high school handbook” to help prepare students for high school and answer and questions a student may have, from a student perspective. This group plans to meet virtually once a month until the end of the school year to complete this project.

While several new connections were made and lots of learning took place, there are still concerns surround the OSTA-AECO executive especially surrounding organization, student focus and overall interests. However, Student Trustees Hunter and Krause are in a better position coming out of the Education Action Conference to tackle these concerns and are gradually becoming more connected with the provincial Student Trustee community.

With a focus on self-compassion and mental health, Student Trustees Hunter and Krause are meeting with Deana Renaud to embed a focus group regarding the OurSchool survey data into the February Student Senate meeting. The goal is to use a data driven approach to talking points that can simultaneously bring out meaningful discussions about belonging, wellbeing and the overall student experience. This is essential to both the mental health team and the student trustees and will be a great use of the time in Student Senate and is consistent with the past success of using more prompted questions for discussions. As well, we will be drawing the name for our participation challenge during the meeting to reinforce students engaging in the Edsby group.

Next Steps

In closing, as we move forward into the new semester, Trustees Hunter and Krause continue working toward drafting our proposal to the board regarding an advocacy project for Zoey along with the incoming student trustee to work on in the next school year. We are discussing themes and ideas to narrow down our topic for this project. As we continue to plan regarding this year's incoming Student Trustee, in the upcoming weeks we are preparing for the Student Trustee election that will be happening in April. To promote this position and attract more candidates we plan to create posters, hosting information sessions, alumni panels, and have open discussion with students about the opportunity.

Recommendation

That the Superior-Greenstone DSB receive Report No. 23, Student Trustee Report February 2024, for information.

Respectfully submitted by:

Emeraude Hunter
Student Trustee

Zoey Krause
Student Trustee



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 24

Date: February 26, 2024

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Board Estimates Process for 2024-25

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships, and Stewardship

Background

The Education Act, R.S.O. 1990 outlines the financial reporting requirements assigned to a school board. Every board, prior to the beginning of each fiscal year, shall prepare and adopt estimates of its revenues and expenditures for the fiscal year.

In accordance with s. 231(1) of the Education Act, a board shall not have an in-year deficit that is greater than the lesser of (a) the board's accumulated surplus for the previous fiscal year OR (b) 1% of the board's operating revenue for the fiscal year. If the expected deficit exceeds the calculated amount, as determined above, then approval of the Minister is required.

Current Situation

The estimates adopted by the Board are to be submitted to the Ministry of Education no later than June 30, 2024. Failure to meet this deadline may result in the disruption of grant cash flow to the school board.

Input to the budget will be sought from several sources to identify the needs of the district:

- Parent Involvement Committee
- Special Education Advisory Committee
- Indigenous Education Advisory Committee
- School Councils
- Department and school consultation
- Facility Conditions Index
- Budget Survey

The Budget Survey captures direct input from parents, staff, students, and community stakeholders on priority areas.

School Administrators and Department Managers are expected to monitor their budgets during the fiscal year. In addition, interim reports are presented to the Board throughout the 2024-25. Finally, the Board will be updated on actual enrolment in January and April.

Next Steps

The estimates process is outlined below for your information. While every effort will be made to adhere to the attached schedule, adjustments may be required.

DATE	TASK
February	<ul style="list-style-type: none"> Principals submit kindergarten enrolment estimates to Superintendents (SOEs) Business Services sends enrolment projections for Principal review. Superintendent of Business provides Managers with draft department budget forms. Budget Survey is released
March	<ul style="list-style-type: none"> Principals finalize enrolment projections with Business Services Plant, IT and Special Education leaders meet with Principals to prepare Capital Budget Department budgets submitted to the Superintendent of Business Ministry of Education releases the Grants for Student Needs (GSN) 2024-25.
March/April Board Meeting	<ul style="list-style-type: none"> Superintendent of Business presents GSN Update Report
April	<ul style="list-style-type: none"> Senior Team prepares a list of priorities for budget consideration Superintendent of Business presents budget update to PEC, SEAC Superintendent of Business compiles the budget survey responses. Enrolment projections verified by Superintendent of Business Plant presents Capital budget to Senior Administration for review. Superintendent of Business provides Principals with school operational budgets. Senior Team assigns Priorities and Partnership Fund grants Senior Team reviews non-union and PVP staffing
April (Special) Board Meeting	<ul style="list-style-type: none"> SOEs present Preliminary Elementary and Secondary Teacher Staffing Reports
April Board Meeting	<ul style="list-style-type: none"> Superintendent of Business presents Preliminary Enrolment Report SOEs present Elementary and Secondary Teacher Staffing Reports
May	<ul style="list-style-type: none"> Senior Administration reviews system priorities and reviews draft budget
May Board Meeting	<ul style="list-style-type: none"> SOE presents ESS Staffing Report
June Board Meeting	<ul style="list-style-type: none"> Superintendent of Business presents Budget Report for approval

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 24, Board Estimates Process for 2024-25 for information.

Respectfully submitted by:

Alex Marton, Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 25

Date: February 26, 2024

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Signing Officers of the Board

STRATEGIC

PRIORITY: Stewardship

Current Situation

With the recent appointment of a member to the Senior Administration group, signing officers of the board must be updated.

Administrative Recommendation

That, effective February 26, 2024, signing officers for Superior-Greenstone District School Board be any two of the following:

- *Nicole Morden-Cormier, Director of Education & Secretary of the Board*
- *Alex Marton, Superintendent of Business & Treasurer*
- *Eric Fredrickson, Superintendent of Education*
- *William Goodman, Superintendent of Education*
- *Carole Leroux, Superintendent of Education*
- *Brent Harris, Manager of Financial Services*

Respectfully submitted by:

Alex Marton
Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
“Inspiring Our Students to Succeed and Make a Difference”

Report No.: 26

Date: February 26, 2024

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director’s Monthly Report: February 2024

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships

Background

For the 2023-2024 school year, the Director’s Monthly Report will be an opportunity to showcase examples of the numerous ways in which school personnel and system staff are responding to the feedback that was received from families during the 2022-2023 Feast and Feedback sessions.

For the month of February, the focus has been championed by Annick Brewster, Learning for All System Principal. The theme has been ***Supporting the Learning of Every Student***. To ensure a comprehensive approach to providing information to families on this topic, a Fact Sheet has been developed and shared, a Thoughtexchange Survey question has been posted for families to engage in, and this topic was introduced on CFNO’s Onward and Upward spot, with follow up speaking engagements by members of the SGDSB, and for this month, a parent has been included. Finally, evidence from schools has been provided in the Director’s Monthly Report Sway.

Current Situation

Please click on the following link to read the Director’s Monthly Report: February to read about explicit examples of how SGDSB is ensuring that the importance of meeting the needs of all students.



Director's Monthly Report February 2024

“At Superior-Greenstone District School Board, all staff are responsible for upholding and promoting human rights for the benefit of students, staff and their families and communities. We a...

[Go to this Sway](#)

<https://sway.cloud.microsoft/JuDksfN1k3tL3CR5>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 26, Director's Monthly Report: February 2024, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 27

Date: February 26, 2024

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

FROM: Nicole Morden Cormier, Director of Education

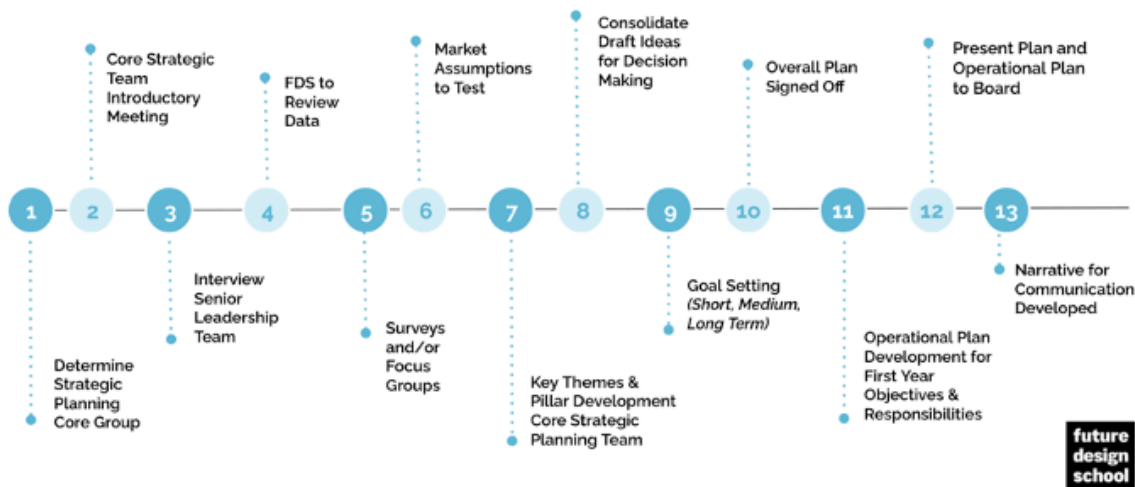
SUBJECT: MYSP Engagements: Municipalities and First Nation Communities

STRATEGIC PRIORITY: Relationships

Background

The Future Design School Multi-Year Strategic Planning process is well underway with significant data collection already occurring.

Image 1: The Stages of the Multi-Year Strategic Plan Development Process



FDS staff have met with the Core Strategic Plan Team comprised of Will Goodman, Alex Marton, Eric Fredrickson, Carole Leroux, Kathleen Schram, GerriLynn Christianson, Anthony Jeethan and Nicole Morden Cormier. The Core Strategic Team Introductory Meeting took place and provided the team with a clear focus on their roles and responsibilities. All members of this team, as well as other identified staff and trustees, have been interviewed and have provided areas of focus that were used to guide the development of the surveys that were distributed in December. In addition, school principals have engaged selected students in school-based focus groups.

Municipal and First Nation community engagement plays a pivotal role in the data collection process. In an effort to reflect the diverse and extensive nature of our jurisdiction, serving 8 municipalities comprising 11 communities and 13 First Nation communities, face to face meetings and engagements also took place.

The engagement of these stakeholders is essential because it ensures that the MYSP is comprehensive and truly reflective of the unique needs, priorities, and aspirations of all the communities it serves. By

actively involving these diverse groups in the data collection phase, the school board can guarantee that the plan embodies a spirit of total inclusion, collaboration, and cooperation, fostering strong relationships and demonstrating a commitment to relationship-based leadership. This inclusive approach ensures that the MYSP becomes a shared vision owned by all, where every stakeholder sees their concerns and objectives represented, thus fostering a sense of collective ownership and commitment to the strategic plan's success.

As trustees play the key role in identifying the priorities for the Multi-Year Strategic Plan, below is the raw data that was collected from these engagements.

Current Situation

Municipal Engagement

A total of five municipal engagements took place during the fall of 2023. All but one were able to be accomplished face-to-face. Chair Pinky McRae, Director Nicole Morden Cormier and future Director, Will Goodman, were in attendance for all meetings. Each meeting began with a presentation that outlined the purpose, provided some key information regarding the demographic profile of SGDSB, and ended with a brief video that outlined key aspects of the future of education (provided by the Future Design School team). The remainder of the meeting was open discussion guided by the prompt "What do municipal leaders believe students need? How can we help?". We offered considerations such as labour market/workforce conditions, key industry players, necessary skills, and potential partnerships for the future.

Communities Represented	Key Messages
<p>Nipigon – Mayor Suzanne Kukko</p> <p>Red Rock – CAO/Clerk/Treasurer Mark Figliomeni</p> <p>Dorion – Reeve Robert Beatty and Clerk/Treasurer Mavis Harris</p>	<p>*Appreciation for succession planning in our schools by prioritizing local individuals and supporting them to grow into their roles.</p> <p>*Appreciation for the great work of the school board.</p> <p>Areas for Growth:</p> <p>*Pathway Planning must begin earlier.</p> <p>*Cooperative Education needs to expand.</p> <p>*Entrepreneurship skills need to be a focus</p> <p>*Additional work with local industry</p> <p>*Clarity regarding role of the school board trustee is needed.</p> <p>*Transportation challenges for sports.</p> <p>Next Steps:</p> <p>*School board and municipalities must work together and increase their collective advocacy in the province.</p>
<p>Marathon – Mayor Rick Dumas</p>	<p>*Appreciation for the opportunity to meet again.</p> <p>Areas for Growth:</p> <p>*Entrepreneurship skills and mindset need to be a focus</p> <p>*Additional promotion of the technical programs that SGDSB offers.</p> <p>*Support for community mindset that there are multiple pathways to a fulfilling life (not only university)</p> <p>*Additional dual credit programs are needed to entice students to work in local industry</p> <p>*Expansion of Cooperative Education</p> <p>*Additional communication and understanding of funding for First Nation students</p>

	<p>*Increased clarity and communication regarding the role of the school board trustee.</p> <p>Next Steps: *School boards and municipalities must work together and increase their collective advocacy in the province. As the result, SGDSB will be attending the Thunder Bay and District Municipal Association Meeting in March, to champion this partnership and to raise awareness of opportunities for partnerships.</p>
<p>Manitouwadge – Mayor Jim Moffat and CAO Florence MacLean</p>	<p>*Appreciation for the technology that is now being used in our schools as there is recognition that this is a potential solution for the declining enrollment at Manitouwadge High School and perhaps, assist in encouraging students to remain in the community. *Appreciation for the school board's belief that the mindset is more important than qualifications.</p> <p>Areas for Growth: *Pathways and the understanding of various pathways needs to be expanded (apprenticeships) and there needs to be a greater understanding that university is not the only pathway to a fulfilling career. Skilled trades must be encouraged. *Students need to be given the opportunity to develop math and literacy skills through areas of strengths and should be taught to understand their learning styles. Math and literacy should be emphasized in the skilled trades to allow students to see the importance of literacy and numeracy skills. *More needs to be done to welcome new staff to the community and to help them to feel a part of the community culture. *Additional promotion of the industry and businesses in the community is necessary. *Need a Driver's Education Course in the community. *Transportation (bus cancellations) is a concern in the community.</p> <p>Next Steps: *To continue to connect regularly. This has already occurred based upon a potential school yard project for Manitouwadge Public School. *Exploration of Driver's Education has begun. Netmizaaggamig Nishnaabeg is also seeing a need in this opportunity.</p>
<p>Terrace Bay – Mayor Paul Malashewski and CAO/Clerk Jonathon Hall</p> <p>Schreiber – Mayor Kevin Mullins and Acting CAO/Clerk Rosalie Evans</p>	<p>*Very positive response to the opportunity to meet and to work more closely together.</p> <p>Areas for Growth: *Student motivation was identified as an area where the towns struggle. Students are not interested in assuming municipal jobs. *Students need to be given the opportunity to develop real world skills. *Cooperative Education needs to expand. *Entrepreneurship skills need to be a focus. *Additional work with local industry is essential. *Driver's Education is needed locally. *Clarity regarding role of the school board trustee is needed. *Survey results indicate that most students are not planning to return to the community.</p>

	<p>Next Steps: *Explore possible partnerships around housing for temporary and new staff.</p>
<p>Greenstone – Mayor James McPherson and CAO Mark Wright</p>	<p>*Acknowledged the value in our partnership *Provided clear focus on the mission of Greenstone as the “Community of Communities” and the hope that our visions are linked.</p> <p>Areas for Growth: *Pathways and the understanding of various pathways needs to be expanded (apprenticeships) and there needs to be a greater understanding that university is not the only pathway to a fulfilling career. Skilled trades must be encouraged. *Additional promotion of the industry and businesses in the community is necessary. *Need a Driver’s Education Course in the community. *Transportation (bus cancellations) is a concern in the community. *Entrepreneurship skills and mindset need to be a focus. *Students must be re-engaged through partnerships with institutions that can provide different opportunities (e.g. Confederation College) *The school board trustee role is unclear.</p> <p>Next Steps: *Request for quarterly meetings. Meeting occurred with Mark Wright in January to discuss housing and recruitment, and a partnership opportunity (currently being explored).</p>

In summary, these initial Municipal Engagements reinforced many of the needs that have been identified to date, including community development, the need to partner in a more consistent manner, and the importance of skills development for our students.

First Nations Engagement

SGDSB leadership, including school and system leaders, engaged in First Nation Advisory Council (FNAC) meetings that took place in First Nation communities with an open invitation to community members. These meetings were informal, with our team providing open-ended, provoking questions (such as “what do we need to know about your children?”) to launch the initial discussions. Refreshments were also provided. Overall, while participation was lower than we hoped (between 3 and 12 participants per session), excellent feedback was provided by community members and leaders. Note that several communities that SGDSB serves were not able to establish a date to meet within the available time frame.

Communities Represented	Key Messages
<p>Red Rock Indian Band</p>	<p>*To remember that not every child is the same and may require different learning environments. *Land-based learning is essential for all students *Language revitalization is critical for the preservation of culture. *Continue to provide education and support for substance use and abuse.</p>

	*Pathways: Skilled trades as credit generators.
Biinjitiwaabik Zaaging Anishinaabek	<ul style="list-style-type: none"> *Life skills such as managing a budget, washing clothes, accessing a bank and accessing a foodbank would support transitions out of high school. *Concerns around the use of cell phones. *Important to continue with coop opportunities over the summer. *Continue to grow language program at the high school. *The resource people at the high school have supported students in a good way. *Message that kids will be receiving large amounts of money that have been fought for and guardians want to make sure they use the money responsibly. *100% of students feel safe at high school and want to graduate.
Ginoogaming First Nation	<ul style="list-style-type: none"> *Attendance Concerns around the rigid school start times, transportation challenges *How can students generate credits in community? * Working together with school board to provide support; want culture to be taught to all students (not just in language classes) but teachers don't know how to teach it and students don't know how to learn in the school environment. *Embedding culture from the local level, at the local level in curriculum *Professional Development for teachers on local history, not just the traumatic parts * Understanding that intergenerational trauma does impact students and families *Want the students to learn their ways, so how do we work with the school to do this? *Learning that will increase work in trades *Change the notion of grades (especially with low attendance) *Teaching culture outside of just the language classes *More work around students who need special education
Pays Plat First Nation	<ul style="list-style-type: none"> *Concerns were expressed regarding engaging families and students in the education system. Students require assistance in seeing the value of education and to aspire for the future. *Appreciation was expressed in the value of the partnerships with the school board. *Pathways were discussed, and it was stressed that students should receive credits for the learning that takes place in community. *Transportation (in terms of time that busses depart each morning) was shared as a concern.

In summary, these FNAC meetings illustrated common concern regarding the need to ensure that all SGDSB schools support learning in ways that are culturally responsive, that embed the history of Canada, and that promote engagement for students.

Next Steps

This raw data has been shared with the Future Design School team to compliment the data that has been obtained through the system-wide stakeholder survey. The Future Design School will assemble the data

in a manner that is representative of the broader themes that have been identified and use these themes to inform the MYSP strategies.

In addition, there is a commitment from SGDSB and municipal leaders to meet regularly as a mechanism of growing partnerships and relationships. While First Nation and SGDSB leadership have multiple opportunities to engage, the opportunities to meet with municipal leaders and develop these relationships have been absent from SGDSB in the past.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 27, MYSP Engagements: Municipalities and First Nation Communities, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education



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

Report No.: 28

Date: February 26, 2024

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Proposed School Year Calendar 2024-2025

**STRATEGIC
PRIORITY:** Learning and Well-Being

Background:

The Board Administration, in consultation with its constituent stakeholders including parents, School Councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous, and neighbouring boards, have developed its 2024-2025 School Year Calendar.

Regulation 304, School Year Calendar, Professional Activity (PA) Days sets the requirements for preparation and submission of school year calendars to the Ministry. With the amendment of *Regulation 304*, school boards are now required to designate three PA days per school year to provincial education priorities. Boards may designate up to four (4) additional PA days per school year. The regular school year calendar shall provide for a school year that commences on or after September 1 and ends on or before June 30. The minimum number of school days required in a school year calendar is 194. A board may designate up to ten instructional days as examination days.

The PA dates are to be determined by each Board. The remaining school days shall be instructional days. Two PA days are to be used for assessment and completion of report cards at the elementary level. Under PPM 151 Boards must ensure the three mandatory PA days are devoted to provincial education priorities. One PA day must be devoted to the provincial priority of developing and implementing strategies to improve student achievement in mathematics. The second mandatory PA day must be devoted to topics identified in Collective Agreements such as developing strategies to ensure equity for all students and Occupational health and safety training, including training on violent incident reporting. The third PA day is to be devoted to teachers' professional learning to any one of the provincial education priority areas including, but not limited to, Indigenous education, foundational math, financial literacy, mental health and well-being, as well as science, technology, engineering and mathematics fundamentals (STEM). Beginning in the 2021 school year, PPM No. 151 was amended to include bullying prevention, intervention and de-escalation training as part of the third PA day devoted to provincial education priorities.

Current Situation:

In January 2024, after initial consultation with representatives for school administrators, local branch affiliates of teachers' federations, unions and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from

members of the school communities, including teachers and staff, parents, School Councils and Parent Involvement Committee members. The calendar feedback survey was communicated through various school board communication platforms including Edsby, Facebook, Twitter, and emailed to the stakeholder groups. The survey included calendar option A with students beginning school on September 3, 2024, and ending the school year on June 25, 2025, and calendar option B with Students beginning school on August 29, 2024 and ending the school year on June 24, 2025. The feedback survey received a total of 250 responses with 93% of the votes in favour calendar option A as presented in the attached proposed 2024-2025 School Year Calendar.

The attached proposed calendar also takes into consideration the need to coordinate dates that accommodate the following:

- Shared busing with coterminous boards
- A balanced number of days in each semester
- A consistent school year calendar with coterminous boards
- Scheduling of co-curricular activities
- Increased opportunities for professional learning
- Supporting negotiated items in the collective agreement

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 28: 2024-2025 School Year Calendar accepts the proposed Calendar, and That, Administration is directed to forward the proposed 2024-2025 School Year Calendar to the Ministry of Education for its approval.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30					

October 2024						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Holidays Professional Activity Days Examination Days (Secondary)

First day of School:
September 3, 2024

Last day of School:
June 25, 2025

SCHOOL HOLIDAYS

September 2, 2024 October 14, 2024 December 23, 2024 to January 3, 2025 February 17, 2025	Labour Day Thanksgiving Day Holiday Break Family Day	March 10-14, 2025 April 18, 2025 April 21, 2025 May 19, 2025
March Break Good Friday Easter Monday Victoria Day		

sgdsb.on.ca





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

Report No.: 29

Date: February 26, 2024

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: 2024 Graduation Dates and Times

STRATEGIC PRIORITY: Learning and Well-Being

2024 Graduation Dates and Times

School	Date	Time
Elementary		
B. A. Parker Public School	June 20	6:00 p.m.
Beardmore Public School	June 24	5:00 p.m.
Dorion Public School	June 20	5:00 p.m.
George O'Neill Public School	June 20	5:00 p.m.
Manitouwadge Public School	June 13	5:30 p.m.
Margaret Twomey Public School	June 24	6:00 p.m.
Marjorie Mills Public School	June 19	6:00 p.m.
Nakina Public School (informal celebration for students)	June 20	1:00 p.m.
Schreiber Public School/Terrace Bay Public School (held in Schreiber)	June 24	6:00 p.m.
Secondary		
Geraldton Composite High School	June 12	6:00 p.m.
Lake Superior High School	June 25	1:00 p.m.
Manitouwadge High School	June 26	1:00 p.m.
Marathon High School	June 26	1:00 p.m.
Nipigon-Red Rock District High School	June 25	6:30 p.m.

Next Steps

Trustees are invited to attend the Elementary or Secondary School Graduation ceremonies within their Ward. Trustees may participate in the ceremony in roles that may include:

- Trustees may enter into the ceremony with the staff procession and sit with staff.
- Trustees may hand out the Leadership Award, the David Tamblyn Memorial Award (secondary schools only) or Governor General Award with the Principal.
- Trustees may act as host for the "Speaker Room". This is a designated space for the ceremony speakers, bursary, and scholarship presenters to gather and enjoy light refreshments prior to the start of the ceremony.

Trustees are requested to contact the School Principal of the ceremony they wish to attend and collaborate with the Principal on what role the Trustee wishes to hold for the Graduation ceremony. Trustees are encouraged to prioritize attendance of the secondary school ceremonies. Trustees are also requested to notify the Executive Assistant of what ceremony they are available to attend.

Administrative Summary

That, the Report No. 29 entitled, 2024 Graduation Dates and Times, be received by the Board for information.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 30
Date: February 26, 2024

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

FROM: Eric Fredrickson, Superintendent of Education
Amanda Gyori, Early Years System Principal

SUBJECT: Early Years Portfolio Board Report

**STRATEGIC
PRIORITY:** Relationships

Background

Collective Vision: The Superior-Greenstone District School Board advocates for an integrated early years and childcare system in which school board and early years staff work in partnership to provide seamless high-quality programs and services for children and caregivers. At SGDSB in our K-2 classrooms we ensure rich, diverse learning environments that are grounded in play-based learning, where every child belongs. In community hubs, we focus on learning, fostering well-being, establishing positive relationships, and making a difference... beginning at birth. For a full overview of SGDSB's commitment to the early years refer to Program Policy 604.

Current Situation

We continue to work towards supporting the implementation of a responsive, high-quality, accessible, and increasingly integrated Early Years program that contributes to healthy child development as outlined by the Ministry of Education in *Ontario Early Years Leadership Guidance Document, 2024*.

Community Partner Engagement

We are actively and regularly engaging with the Thunder Bay District Social Services Administration Board, childcare operators, First Nations communities, community service providers, and caregivers to ensure coordination, collaboration and support of a system of responsive, high-quality accessible, and increasingly integrated early years programs and services at the school, neighbourhood, and system level. Working directly with licensed childcare operators within SGDSB school we connect, collaborate and work towards goals that bring our buildings towards full integration within our sites and for seamless transitions to kindergarten. Using the Kinoomaadziwin Education Body transition framework we continue to refine transition to kindergarten opportunities that are culturally responsive and relevant to each child and family throughout the region.

Working Together in a Shared Space

We are actively collaborating with shared spaces partners to build capacity with school administrators, Kindergarten educator teams and early years partners to create a culture in schools that welcomes children and caregivers and responds to and reflects the social identities of the families being served. Strengthening of partnerships is ongoing through collaborative meetings between school administration and shared spaces partners as well as shared professional learning opportunities.

Professional Learning

We deliver professional learning and development opportunities that deepen knowledge of program expectations, early literacy & numeracy and social emotional learning. We collaborate with our educator and administration teams to align their self-identified learning needs to the priorities at both the local and provincial level. Differentiated opportunities are crucial in ensuring that we are relevant and responsive to the full implementation of the Early Years Framework at SGDSB. A key focus of professional learning has been on the Science of Reading, effective reading instruction and equity and inclusion.

Early Literacy

SGDSB is committed to every child learning to read. All kindergarten to grade 3 classrooms are supported through access to the use of evidence-based programs that follow explicit literacy instruction. Job-embedded professional learning has allowed teachers, ECE, support staff, special education teachers and administrators to engage in direct coaching and modelling in the delivery of these programs.

2024-2025 Welcome to Kindergarten Season

Learn. Play. Thrive.

During Welcome to Kindergarten season, we will spend time getting to know new kindergarten children and families. We meet each child and family where they are and ensure they feel supported and heard as they join SGDSB school communities. Feedback on last years Welcome to Kindergarten program is collected by school teams and provides the opportunity for our schools to be responsive as they begin to plan this year's Welcome to Kindergarten season.

Some new media supports have been created to support our Welcome to Kindergarten recruitment. A new radio ad as well as a highlight reel of our kindergarten programs at SGDSB are now circulating. Kindergarten registrations are consistently coming in and our current registration number is higher than our total registration for the 2023-2024 school year.

Next Steps

1. Engage in learning and resource development regarding the Science of Reading to ensure all children have the foundational tools to become readers. We are exploring the use of the Acadience reading screener and diagnostic tools to ensure students are receiving explicit and systematic instruction on skills that require further development.
2. Continue to maintain the integrity of the Ministry of Education's early years mandate. We remain committed to the philosophy and underpinnings of play-based learning and research-based approaches to fully support all children as they learn, grow, and thrive, while at SGDSB.
3. Deepen understanding of the social emotional and cognitive needs of children and their caregivers at all levels within our organization. Children in the early years require consistent co-regulation from the adults who support them, as well as explicit teaching and modelling of social emotional skills for learning.
4. Adopt the use of an early developmental screening tool to pinpoint developmental progress in children to age 5 ½ years. Evidence shows that the earlier development is assessed – the greater the chance a child has to reach their own potential.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 30, Early Years Portfolio Board Report, for information.

Respectfully submitted by:

Amanda Gyori
Early Years System Principal

Eric Fredrickson
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 31

TO: Chair and Members of the
 Superior-Greenstone District School Board
From: Will Goodman: Superintendent of Education

Date: February 26, 2024

Subject: Graduation Rates 2021-2022 (Cohort 2018-2019)

Background

The Ministry of Education publishes the graduation rates for every publicly funded school board in Ontario to further support Ontario's vision of modernizing classrooms and learning to better prepare students for the future. This rate is based on the cohort of students who started Grade 9 up to five years prior to graduating.

The initiatives for Student Success, Mental Health, Special Education, Indigenous Education, Early Years, School Effectiveness, and Experiential Learning aim to ensure that every student has fair opportunities to reach their graduation and beyond. Students' paths to success vary, and their goals may differ from conventional Ministry of Education standards. SGDSB acknowledges and applauds the achievements of all students, regardless of the journey or timeframe involved in achieving their objectives. Embracing innovative learning methods, both in and out of the classroom, will equip students for success and nurture a strong self-esteem, empowering them to realize their fullest potential.

Calculation of Graduation Rates

Students are cohorted based on the count date of the school they were enrolled in during the 2018-2019 school year. Students will be counted as graduates from that board if the graduation occurs within 5 years of their grade 9 year, and that student is a pupil in an Ontario publicly funded board, within an inspected private school or an inspected federally funded First Nations School in Ontario.

If a student leaves the board after attending one or more semesters in Superior-Greenstone, the student will be counted in the Superior-Greenstone graduation rate.

If a student moves to Superior-Greenstone after attending one or more semesters in another Ontario publicly funded board, the student will not be counted in the Superior-Greenstone graduation rate.

If a student graduates with an Ontario Secondary School Certificate, or an Ontario Certificate of Accomplishment, the student is not counted/recognized in the board's graduation rate.

Current Situation

Cohort Year	Four-Year Graduation Rate		Five-Year Graduation Rate	
	Province	SGDSB	Province	SGDSB
2023 (Grade 9 2018-2019)	84.9%	61.6%		
2022 (2017-2018)	83.9%	64.2%	89.1%	71.5%
2021 (2016-2017)	83.2%	61.8%	89%	73.5%
2020 (2015-2016)	82.1%	53.3%	88.1%	69.6%
2019 (2014-2015)	81.4%	65.5%	87.2%	71.4%
2018 (2013-2014)	80.5%	59.7%	87.1%	70.9%
2017 (2012-2013)	79.8%	58%	86.3%	69%

Important to Note:

The impact of a small number of students on our overall rate is significant.

Our demographic typically has a smaller number of students on a 4-year trajectory than a 5-year trajectory.

Success is experienced in different ways and at different times based on individual circumstances. Students graduated from prior cohorts – took more than 5 years to graduate, therefore not included in the 2021-2022 Graduation Rates.

Next Steps

The Student Success initiatives at the provincial and board level target students who are at risk of not graduating within five years. Our Board is very fortunate to have continued support through significant footprints of Specialist High Skills Major and dual credit programs. These interest specific and skills-based programs both ignite and further reinforce passions that may be pursued as pathways. Through various roles (Guidance, Student Success Teachers, Special Education Teachers, Grad Coaches and classroom teachers), we have a variety of school-based student specific programs, supports and interventions in place such as individualized timetables, caring adults and additional academic and wellness supports.

Our Summer Co-op Program grants additional credits to enable some students to graduate on time. We also have PLAR (Prior Learning Assessment and Recognition) trained individuals in our high schools who can evaluate, grant credits and curate programs to enable students to obtain credits towards their secondary school diploma.

Our schools' Student Success teams continue to examine this data and determine who our early school leavers are and contact them to try and re-engage them back into our schools. These teams also help target support for students who are lagging in their credit accumulation by creating individualized programs to further engage and prepare them, inspiring the hope they need to feel confident about their futures.

Key areas for increased development and focus:

- Continue to use evidence-based best practices that are data-driven to inform the successes leading towards increased graduation rates.
- Student Success Teams will continue to learn about and innovate better ways to meet individual needs and to inspire hope, ensuring the success of all students.
- Review reengagement practices with school teams, ensuring a clear understanding of opportunities such as PLAR that are available to all students.

Regardless of your professional domain or the scope of your influence, each member of the Superior-Greenstone District School Board team plays a role in shaping Graduation Rates. It is incumbent upon us all to continually assess our methods, ensuring that every choice we make is firmly rooted in what serves students best – encompassing aspects such as environments, responsible management, innovation, staffing, teaching methods, policies, and numerous other critical elements. Our ongoing commitment lies in providing learning to equip our students for the futures they envision.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No.31, Graduation Rates 2021-2022, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education
Success

Kyle Thomson,
System Principal, Student



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 32
Date: February 26, 2024

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

FROM: Eric Fredrickson, Superintendent of Education
Deana Renaud Manager, Mental Health

SUBJECT: SGDSB Mental Health Three Year Strategic Plan

**STRATEGIC
PRIORITY:** Well-Being, Learning

Background

The Ministry of Education issued requirements for Policy Program Memorandum 169 on July 28, 2023. Under this PPM, every school board must develop and implement a three-year Mental Health and Addictions Strategy and One-Year Action Plan. The board's mental health and addictions strategy and action plan must be made and service publicly available on its website by June 30th of the prior school year and reflect input from key partners including students, families and local community-based child and youth mental health providers.

Current Situation

Superior-Greenstone District School Board has developed a Mental Health Strategic Plan. It was carefully developed reflecting the requirements of PPM 169, with consultation from stakeholders which included North of Superior Counselling Programs, Dilico Anishinabek Family Care, IEAC, Mental Health and Addictions Nurses, System Principals and Managers, school based staff, and School Mental Health Ontario coaches. This document was also guided by intentional data collection. The Mental Health Strategic Plan has been vetted through various review processes and we have adjusted priorities from feedback we have received.

The plan is centered around the utilization of data, student voice and measurement tools to guide service development, assess needs and determine impact. There are four main pillars that will guide the development and implementation of yearly action plans:

- High Quality, Culturally Relevant, Evidence Based Service Provision
 - Ongoing expansion and evaluation of services in the mental health profile.
 - Developing programming and health promotion initiatives based upon data and regional needs.
 - Continued commitment to build relationships with First Nation partners so that we are integrating Indigenous ways of knowing into treatment and services.
 - Ongoing training and professional development for staff to stay engaged in evidence-based practice.
- Enhance Mental Health Literacy for Staff, Students and Families
 - Focus on engaging students, families and communities through meaningful participation in positive mental health promotional activities.
 - Consolidating and aligning existing internal and external resources to focus on board priorities in the area of mental health service delivery and capacity building;
 - Provide professional development for school staff that focuses on trauma informed practice.
 - Provide learning opportunities and for educators and resource team staff to deliver social-emotional learning and teach students how to: identify their emotions; set and pursue positive goals; communicate caring and concern for others; initiate and sustain positive relationships; make decisions that demonstrate respect for self and others; and deal with interpersonal concerns and challenges effectively.
- Joint Planning, Community Engagement and Clear Pathways of Care
 - Strengthen our understanding of the diverse communities we serve by engaging in community events and building relationships.
 - Continued involvement in mental health committees and local planning tables.
 - Enhance our relationships and partnerships with community services through collaborative programming and service delivery.

- A coordinated approach to providing a continuum of service that is aligned and responsive to our core values and the needs of students, parents and community.
- Safe and Inclusive School Culture and Supportive Social Environments
 - Enhancement of the development, delivery, and communication of school-based Bully Prevention Plans.
 - Prioritizing the awareness of mental health services and supports for students
 - Continuing to prioritize the inherent value of all people and reaching equitable practices in our system.
 - Ongoing advocacy for the safety and well-being of students
 - Promote the development of safe and inclusive environments by fostering a culture that is centered around respectful, well-informed, student-based initiatives that ensure all students feel secure, ultimately enhancing their ability to learn and thrive.

Next Steps

We are working on a communication strategy for the Mental Health Strategic Plan and are looking to build awareness and understanding with students, staff, and families.

We are currently implementing the Mental Health Action Plan for 2023-2024. We are already noticing a positive impact on our structures, resource allocation, and service provision finding clear direction utilizing the structure of the Mental Health Strategic Plan. It is giving us the ability to inform positive change with clear goals.

The Mental Health Strategic Plan is working in alignment with SGDSB Student Achievement Plan for data collection and reporting on key target areas- students understanding of mental health resources and if students feel that school is preparing students for life after high school.

We are looking at the intentional collection of data to ensure that our implementation strategies and programs are effective and contribute to student well-being and success. We will continue to evaluate processes and service delivery to ensure that we are relentless in our efforts to ensure services and supports are impactful and supporting students.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 32, SGDSB Mental Health Three Year Strategic Plan, for information.

Respectfully submitted by:

Deana Renaud
Manager, Mental Health

Eric Fredrickson
Superintendent of Education