

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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

### Videoconference Site Locations

Superior-Greenstone District School Board(SGDSB) .....12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School ..... (MNHS) .....200 Manitou Road W., Manitouwadge, ON  
 Lake Superior High School ..... (LSHS) .....Hudson Drive, Terrace Bay, ON  
 Superior-Greenstone DSB Learning Centre.(SGDSBLC) .....46 Salls Street, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) .....500 Second Street West, Geraldton, ON

### Regular Board Meeting 2017/10

### A G E N D A

Monday, October 23, 2017 – 6:30 p.m.

Designated Site: Manitouwadge High School, 200 Manitou Road West, Manitouwadge, ON

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

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

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

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)						McIntyre, Margaret					
Figliomeni, Kim						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Nipigon Ward - Vacant					

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

**PART I: Regular Board Meeting**

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

**2.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB  
Regular Board Meeting on Monday,  
October 23, 2017 be called to  
order at \_\_\_\_\_ p.m.*

**3.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB  
2017/10 Regular Board Meeting, October 23, 2017  
be accepted and approved.*

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

✓ *That, the minutes of the following Board meeting be adopted:*  
 1. Regular Board Meeting 2017/09: September 18, 2017  
 2. Special Board Meeting 2017/05: September 26, 2017  
 3. Special Board Meeting 2017/06: October 5, 2017

[\(Attached\)](#)[\(Attached\)](#)[\(Attached\)](#)**5.2 Board Policy Review Committee: October 3, 2017**[\(Attached\)](#)

✓ *That, the Board accepts the recommendations outlined  
in the Board Policy Review Committee minutes of  
October 3, 2017 and approves as reviewed:*

- P-216 Advocacy [\(Attached\)](#)
- P-523 Work Education Program [\(Attached\)](#)
- P-529 Announcements & Ads in School [\(Attached\)](#)
- P-536 Equity and Inclusive Education [\(Attached\)](#)
- P-544 English Language Learner [\(Attached\)](#)
- P-601 Unused Textbooks [\(Attached\)](#)
- P-605 Special Education [\(Attached\)](#)
- P-703 Non-Instructional Employee Training [\(Attached\)](#)
- P-709 Emergency Service Volunteers [\(Attached\)](#)
- P-711 Release of Employee Information [\(Attached\)](#)
- P-721 Teacher Performance Appraisal [\(Attached\)](#)
- P-902 Accidents [\(Attached\)](#)
- P-903 Tributes [\(Attached\)](#)
- P-904 Protection of Privacy [\(Attached\)](#)

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

**6.0 Business Arising Out of the Minutes**

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

- 7.1 CAS and Dilico  
Joint protocol for Student Achievement and Well-being  
(Power Point Presentation  
-Frank Costa, CAS /Joe Byzewski, Dilico)  
(To follow under separate cover)
- 7.2 Excellence in Education: Manitouwadge High School  
Presentation Entitled: E-Learning at MNHS  
(Power Point Presentation  
- Annick Brewster/Jamie Mallais/Gord Martin)

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

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Audit Committee (M. Mannisto/ C. Tsubouchi)
  - 8.1.2 Board Policy Review Committee (M. McIntyre/ D. Tamblyn)
  - 8.1.3 Native Education Advisory Committee (S. Sabourin/ D. Tamblyn)
  - 8.1.4 Occupational Health & Safety Committee (M. Groulx/ M. Paris)
  - 8.1.5 Parental Involvement Committee (N. Morden-Cormier)
  - 8.1.6 Special Education Advisory Committee (K. Figliomeni/ D. Tamblyn)

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

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

- 9.1 Report No.47:  
Bylaw 141 – 2018 Tax Levy  
[\(Attached – D. Williams\)](#)  
✓ *That, the Superior-Greenstone DSB approves*  
*Bylaw No. 141 being a bylaw to levy taxes for*  
*2018 as per the attached.*
- 9.2 Report No. 48  
2016-2017 Interim Report No. 3  
[\(Attached – C. Tsubouchi\)](#)

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

Director of Education: David Tamblyn

- 10.1 Report No. 49:  
Director's Monthly Report- October 2017  
[\(Attached – D. Tamblyn\)](#)
- 10.2 Report No.50  
2017-2018 Annual Growth Plan  
[\(Attached – D. Tamblyn\)](#)

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

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

- 11.1 Report No. 51:  
Elementary EQAO 2016-2017 Achievement: Detailed Report  
[\(Attached – N. Morden Cormier\)](#)
- 11.2 Report No. 52:  
EQAO Secondary Achievement 2016-2017  
[\(Attached – H. Patterson/D. Tamblyn\)](#)

## **12.0 New Business**

Board Chair: P. McRae

- 12.1 Board Chair
- 12.1.1 Information Items
    - a) Correspondence: Waterloo Region District School Board Sept 15, 2017 [\(Attached\)](#)

b) Correspondence: Waterloo Region District School Board Sept 22, 2017 [\(Attached\)](#)

12.2 Trustee Associations and Other Boards

12.3 Future Board Meeting Agenda Items

### **13.0 Notice of Motion**

### **14.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

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

[\(Attached\)](#)

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

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

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

1. Regular Board 2017/09: September 18, 2017
2. Special Board 2017/05: September 26, 2017
3. Special Board 2017/06: October 5, 2017

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

16.2 Other Recommendations from Committee of the Whole Closed Session

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

✓ *That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:*

- (list motions here which may apply)

### **17.0 Adjournment**

✓ *That, the Superior-Greenstone DSB 2017/10 Regular Board Meeting, Monday, October 23, 2017 adjourn at \_\_\_\_\_, p.m.*

<b><u>2017 - Board Meetings</u></b>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017	Monday, December 4, 2017 (1:00 p.m.)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Regular Board Meeting 2017/10

Committee of the Whole Board: Closed Session.

Monday, October 23, 2017

Designated Site: Manitouwadge High School VC Room, 200 Manitou Road West, Manitouwadge, ON

### A G E N D A

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 Trustee Vacancy ([Attached](#)- P. McRae)
- 4.0 Personnel (C. Tsubouchi)
  - 4.1 Personnel Issue A (To follow under separate cover)
  - 4.2 Personnel Issue B
  - 4.3 Personnel Issue C
  - 4.4 Personnel Issue D
- 5.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2017-09: September 18, 2017 ([Attached](#))
  - 2. Special Board Meeting 2017-05: September 26, 2017 ([Attached](#))
  - 3. Special Board Meeting 2017-06: October 5, 2017 ([Attached](#))
- 6.0 Litigation (P. McRae)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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 Lake Superior High School ..... (LSHS) ..... Hudson Drive, Terrace Bay, ON  
 Superior-Greenstone DSB Learning Centre (SGDSBLC) ..... 46 Salls, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

### Regular Board Meeting 2017/09

### MINUTES

Monday, September 18, 2017 – 6:30 p.m.

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

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / SGDSBLC

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) 7:53 p.m.

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)			X			McIntyre, Margaret	X				
Figliomeni, Kim		X				McRae, Pauline (Pinky)	X				
Groulx, Michael	X					Pelletier, Allison			X		
MacGregor, Aaron	X					Sabourin, Stanley					x
Mannisto, Mark		X				Goneau-Cheetham, Zachary		X			

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

**PART I: Regular Board Meeting**

Section (A): – (open to public): 6:37 p.m.

**2.0 Regular Meeting Call to Order****109/17**

Moved by: Trustee M. McIntyre

Second: Trustee A. MacGregor

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 18, 2017 be called to order at 6:37 p.m.*

Carried**3.0 Approval of Agenda****110/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Groulx

✓ *That, the agenda for the Superior-Greenstone DSB 2017/09 Regular Board Meeting, September 18, 2017 be accepted and approved as amended.*

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

There were no disclosures offered at this time.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings****111/17**

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

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

1. Regular Board Meeting 2017/08: August 21, 2017

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 Northwest Employment Works, Confederation College**

The Northwest Employment Works team provided a review of the available programs. This community program is funded through Employment Ontario in conjunction with Confederation College. A detail review was provided of the service area and available programs such as the Youth Job Link program and the Summer Youth Job Connection program. The NEW team discussed the partnership opportunities available to area high schools across the Superior-Greenstone District. The Assistant to the Director and Student Success Lead will meet with Northwest Employment Works to further review partnership possibilities.

**7.2 Excellence in Education: SGDSB: Presentation Entitled: Transforming Our Learning Environments**

Superintendent of Education Nicole Morden Cormier provided the presentation entitled "Transforming Our Learning Environments". The presentation highlighted the many changes throughout the learning environments within the SGDSB. These changes support a student centered learning environment with a focus on learners strengths, cultural perspectives and provide students with a sense of belonging. A review was provided of the learning environments that have been created that include outdoor classrooms, experiential learning opportunities, Google classroom, student common areas, and classroom additions such as an exercise bike, stand up desks and sensory enhancements.

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

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

#### **8.1.1 Board Audit Committee**

The Board Audit Committee is seeking a Community Member volunteer and have advertised the vacancy for the position throughout the district.

#### **8.1.2 Board Policy Review Committee**

The next meeting is October 3, 2017.

#### **8.1.3 Native Education Advisory Committee**

The Director of Education provided a review of the special NEAC meetings that have taken place on August 21 and September 12, 2017. The Committee met to discuss the employment posting for the Indigenous Lead Position. At this time, an agreement has not been reached and the Director is currently in discussions with officials from the Ministry of Education. The NEAC meeting scheduled for September 26, 2017 may be canceled.

#### **8.1.4 Occupational Health & Safety Committee**

The Committee is scheduled to meet in October; however, the date is unknown at this time.

#### **8.1.5 Parental Involvement Committee**

Superintendent of Education N. Morden Cormier advised that the next meeting is scheduled for November 28, 2017 thus allowing the school councils time to meet and appoint a Chair for their Parent Councils.

#### **8.1.6 Special Education Advisory Committee**

Trustee K. Figliomeni advised that the committee last met on September 12, 2017. At the meeting, they received updates from the Mental Health Lead and the Special Education Lead. The committee reviewed the provincial changes made to the Special education resources guide that is now available online. The committee meets next on October 17, 2017.

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

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

### **9.1 Report No.43: 2017-2018 Interim Report Schedule**

Manager of Accounting Diane Williams presented the Interim Financial Report Schedule for 2017-2018.

### **9.2 Report No.44: Preliminary Enrolment Summary as of September 2017**

Superintendent of Business Cathy Tsubouchi reviewed the Preliminary Enrolment Summary as of September 11, 2017. The chart indicates an increase in some of the schools across the district; however, overall enrollment numbers have decreased. The enrollment data will be reviewed again at a later date.

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

*Director of Education: David Tamblyn*

### **10.1 Report No. 45: Director's Monthly Report- September 2017**

Director David Tamblyn provided a detailed summation of the report that was distributed in the meeting package.



**11.0 Reports of the Education Committee**

Superintendent of Education: N. Morden-Cormier

Assistant to the Director of Education: C. Bishop

Education Chair: Mark Mannisto

**11.1 Report No. 46: Additional Elementary Teaching Staff**

N. Morden Cormier provided of detailed review of the additional elementary teaching staff report. The George O'Neill Public School has seen a slight increase in enrollment from the projections of 123 FTE students, as presented in the Budget, to 131 FTE students. Upon review of the classroom configuration and needs of the students, therefore an additional 1.0 FTE classroom teacher is required to address the needs of the school. This would increase the number of classrooms at the George O'Neill Public School from six to seven.

**112/17**

Moved by: Trustee A. MacGregor

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB approves the addition of 1.0 FTE classroom teacher for George O'Neill Public School for the remainder of the 2017-2018 school year.

Carried**11.2 Report No. 47: Flourishing in the Early Years through Healthy Transitions – After-School Program**

Positive Behavior Support Lead Melissa Bianco provided a detail review of the report. She advised that SGDSB was granted one time funding from the Ministry of Education in the amount of \$60,000 in support of the program "Flourishing in the Early Years through Healthy Transitions". The program will run in four locations throughout the district for the 2017/18 school year. Beginning September 2017 the after-school program will be implemented in the areas of Dorion, Nipigon, Manitouwadge and Longlac over the program duration of 32 weeks. The funding will assist in building capacity to support and assist students, families and schools with meeting needs affected by changes to autism services. The after-school program will build or enhance skills for students affected by changes to autism services, and for students with high-needs autism spectrum disorder

**12.0 New Business**

Board Chair: P. McRae

**12.1 Board Chair**

Board Chair Pinky McRae requested that Trustees send a message to her with the requested topics for professional development. If there is enough interest/availability, a PD session could be scheduled prior to the October 23 Board meeting that will take place at the Manitouwadge High School.

**12.2 Trustee Associations and Other Boards**

Trustee Mark Mannisto provided a review of the OPSBA policy meeting he attended on September 8<sup>th</sup>. The next OPSBA meeting date is scheduled for September 22 in Toronto.

**12.3 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) 7:53 a.m.

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

15.1 Agenda: Committee of the Whole Board – Closed

**113/17**

Moved by: Trustee A. MacGregor Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:53 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

**114/17**

Moved by: Trustee A. Pelletier Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:45 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 **115/17**

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

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

1. Regular Board 2017/08: August 21, 2017

Carried

**17.0 Adjournment**

**116/17**

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

✓ *That*, the Superior-Greenstone DSB 2017/09 Regular Board Meeting, Monday, September 18, 2017 adjourn at 8:49, p.m.

<b><u>2017 - Board Meetings</u></b>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, September 18, 2017	Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2017/09**

Committee of the Whole Board: Closed Session.

Monday, September 18, 2017

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

**T O P I C S**

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 7:53 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Update: Executive Compensation
- 4.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2017-08: August 21, 2017

**Regular Board Meeting 2017-09**

Monday, September 18, 2017

**M I N U T E S**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



**Our Mission:** "Inspiring our students to succeed and make a difference"  
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Superior-Greenstone District School Board.... (SGDSB)..... 12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School ..... (MNHS) ..... 200 Manitou Road W., Manitouwadge, ON  
 Marathon High School ..... (MRHS) ..... 14 Hemlo Drive, Marathon, ON  
 Lake Superior High School ..... (LSHS)..... Hudson Drive, Terrace Bay, ON  
 Geraldton Composite High School ..... (GCHS)..... 500 Second Street West, Geraldton, ON  
 Superior-Greenstone Learning Centre ..... (SGDSBLC) ..... 46 Salls Street, Red Rock, ON

### Special Board Meeting 05-2017

### MINUTES

Tuesday, September 26, 2017 @ 6:30 p.m.

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

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Special 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): 6:37 p.m.

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)			x			McIntyre, Margaret	x				
Figliomeni, Kim		x				McRae, Pauline (Pinky)	x				
Groulx, Michael			x			Pelletier, Allison		x			
MacGregor, Aaron		x				Sabourin, Stanley					x
Mannisto, Mark		x				Vacant – Nipigon Ward					

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

PART I: Special Board Meeting

Section (A) - (open to public) 6:31 p.m.

**2.0 Special Board Meeting Call to Order****117/17**

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Tuesday, September 26, 2017 be called to order at 6:31p.m.

Carried**3.0 Approval of Agenda****118/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ **That**, the agenda for the Superior-Greenstone DSB 05-2017 Special Board Meeting, September 26, 2017 be accepted and approved.

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

There were no disclosures offered at this time.

**5.0 New Business****5.1 Board Chair****5.1.1 Resignation: Zachary Goneau-Cheetham (Nipigon Ward)**

Board Chair Pinky McRae informed the Board that Trustee Zachary Goneau-Cheetham has submitted his resignation effective September 19, 2017. The Board has had difficulty finding a volunteer for the position of Nipigon Ward in the past, therefore it was discussed and determined that the posting for the vacancy would be advertised Board wide. Applicants from the Nipigon area may be given preference.

**119/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB accept the resignation of Trustee Zachary Goneau-Cheetham, (Nipigon Ward) effective September 19, 2017 with regret, and

*That, the Board advertise the Trustee vacancy for the Nipigon Ward in local newspapers board wide and that preference may be given to applicants from that ward.*

Carried

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 6:37 p.m.

**6.0 Committee of the Whole Board** (In-Camera Closed)**6.1 Agenda: Committee of the Whole Board – Closed****120/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 6:37 p.m. and that this portion be closed to the public.

Carried

6.2 Rise and Report from Closed Session**121/17***Moved by: Trustee M. Mannisto**Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:49 p.m. and that this portion be open to the public.

Carried**7.0 Report of the Committee of the Whole Closed Section B**7.1 Recommendations from Committee of the Whole Closed Session**122/17***Moved by: Trustee K. Figliomeni**Second: Trustee M. Mannisto*

✓ **That**, the Superior-Greenstone DSB having received Report No. IC-08-17, entitled Executive Compensation Framework instruct Administration to submit the final version of the Framework.

Carried**8.0 Adjournment**8.1 **123/17***Moved by: Trustee M. McIntyre**Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 05-2017 on Tuesday, September 26, 2017 adjourn at 7:50, p.m.

Carried

<b><u>2017 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Tuesday, September 26, 2017 <i>*Special</i>	Monday, October 23, 2017 <i>*Designate Site: MNHS</i>	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Special Board Meeting 05-2017**

Committee of the Whole Board: Closed Session.

Tuesday, September 26, 2017

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

**T O P I C S**

**Board Chair:** P. McRae

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

**Director:** David Tamblyn

Recorder: G. Christianson

*PART II: Committee of Whole Board – Closed*

*Section (B): In-Camera 6:37 p.m.*

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve of Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Executive Compensation
- 4.0 Litigation

**Special Board Meeting 2017-05**

Tuesday, September 26, 2017

**M I N U T E S**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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

### Videoconference Site Locations

Superior-Greenstone District School Board.... (SGDSB).....12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School ..... (MNHS) .....200 Manitou Road W., Manitouwadge, ON  
 Marathon High School ..... (MRHS) .....14 Hemlo Drive, Marathon, ON  
 Lake Superior High School ..... (LSHS).....Hudson Drive, Terrace Bay, ON  
 Geraldton Composite High School ..... (GCHS).....500 Second Street West, Geraldton, ON  
 Superior-Greenstone Learning Centre ..... (SGDSBLC) .....46 Salls Street, Red Rock, ON

### Special Board Meeting 06-2017

Committee of Whole board In-Camera  
 (Closed to Public) 5:00 p.m.

Special Board Meeting: (Open to Public)  
 Follows conclusion of In-Camera

## MINUTES

Thursday, October 5, 2017 @ 5:00 p.m.

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

**Board Chair:** Pauline (Pinky) McRae

**Director:** David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Special Board Meeting  
 PART II: Regular Board Meeting

Section (A): In-Camera – (Closed to public): 5:00 p.m.  
 Section (B): - (open to public) 6:04 p.m.

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)					x	McIntyre, Margaret	x				
Figliomeni, Kim	x					McRae, Pauline (Pinky)	x				
Groulx, Michael			x			Pelletier, Allison		x			
MacGregor, Aaron		x				Sabourin, Stanley	x				
Mannisto, Mark		x				Vacant – Nipigon Ward					

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



PART I: Committee of the Whole Board

Section (A) In-Camera- (closed to public) 5:02 p.m.

**2.0 Committee of the Whole Board** (In-Camera Closed)**2.1 Agenda: Committee of the Whole Board – Closed****124/17**

Moved by: Trustee M. McIntyre

Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section A (Closed Session) at 5:02 p.m. and that this portion be closed to the public.

Carried**2.2 Rise and Report from Closed Session****125/17**

Moved by: Trustee K. Figliomeni

Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section A (Closed Session) at 6:04 p.m. and that this portion be open to the public.

Carried

PART II: Special Board Meeting

Section (B) – (open to public) 6:04 p.m.

**3.0 Special Board Meeting Call to Order****126/17**

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Thursday, October 5, 2017 be called to order at 6:04 p.m.

Carried**4.0 Report of the Committee of the Whole Closed Section A****4.1 Recommendations from Committee of the Whole Closed Session**

Nil

**5.0 Approval of Agenda**

Nil

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

Nil

**7.0 Adjournment****127/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 06-2017 on Thursday, October 5, 2017 adjourn at 6:05, p.m.

Carried**2017 - Board Meetings**

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

Thursday, October 5, 2017 *Special – 5:00 p.m.	Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017
Monday, December 4, 2017 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Special Board Meeting 06-2017**

Committee of the Whole Board: Closed Session.

Thursday, October 5, 2017

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

**T O P I C S**

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

*PART I: Committee of Whole Board – Closed*

*Section (A): In-Camera 5:02 p.m.*

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve of Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Litigation
- 4.0 Executive Compensation Update

**Special Board Meeting 2017-06**

Thursday, October 5, 2017

**M I N U T E S**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Teleconference Meeting – Marathon, ON

Tuesday, October 3, 2017 @ 6:30 p.m.

**MINUTES**

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

<b>Administration Resource Members</b>	OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>	X				
Cathy Tsubouchi: <i>Superintendent of Business</i>	X				
Charles Bishop: <i>Assistant to the Director</i>		X			
Nicole Morden-Cormier: <i>Superintendent of Education</i>		X			
Marc Paris, <i>Manager of Plant Services</i>					X
Annick Brewster: <i>Principal MNHS</i>		X			
Gerrilynn Christianson: <i>Recorder</i>	X				

**1.0 Review and Approval of Minutes: June 6, 2017**

Moved: Trustee M. Mannisto

Second: Trustee S. Sabourin

That, the Board Policy Review Committee minutes of June 6, 2017 be approved as presented.

Carried

**2.0 Business Arising from Minutes: May 2, 2017****Stakeholder Reviews**

The following policies were posted for stakeholder review for the period May 3 through July 4, 2017. No stakeholder feedback was received on policies Numbers 529 through to 904.

P-601 Unused Textbooks  
P-529 Announcements & Ads in School  
P-721 Teacher Performance Appraisal  
P-703 Non-Instructional Employee Training  
P-709 Emergency Service Volunteers  
P-711 Release of Employee Information  
P-902 Accidents  
P-903 Tributes  
P-904 Protection of Privacy  
P-544 English Language Learner

**Action:** Submit P-601, P-529, P-721, P-703, P-709, P-711, P-902, P-903, P-904, and P-544 for Board approval on October 23, 2017.

**3.0 Business Arising from Minutes: June 6, 2017**

The following policies were posted for stakeholder review for the period June 7 through August 8, 2017. No stakeholder feedback was received on policies Numbers 216 through to 605.

P-216 Advocacy  
P-523 Work Education Program  
P-536 Equity and Inclusive Education  
P-605 Special Education

**Action:** Submit P-216, P-523, P-536, and P-605 for Board approval on October 23, 2017.

**4.0 Reviews: New/Existing Policies**

P-401 Consumption of Alcohol  
P-701 Employee Absence  
P-713 Legal Representation

The above policies were presented to the Board Policy Review Committee. There were no additional revisions noted.

**Action:** Submit P-401, P-701, and P-713 for stakeholder review on October 4, 2017.

**5.0 List All Policies to be Referred for Stakeholder Review as of October 4, 2017**

P-401 Consumption of Alcohol  
P-701 Employee Absence  
P-713 Legal Representation

**Action:** Submit the above policies for stakeholder review on October 4, 2017.

**6.0 List All Policies to Refer to Board for Approval on October 23, 2017**

P-216 Advocacy  
P-523 Work Education Program  
P-536 Equity and Inclusive Education  
P-605 Special Education  
P-529 Announcements & Ads in School  
P-544 English Language Learner  
P-601 Unused Textbooks  
P-703 Non-Instructional Employee Training  
P-709 Emergency Service Volunteers  
P-711 Release of Employee Information  
P-721 Teacher Performance Appraisal  
P-902 Accidents  
P-903 Tributes  
P-904 Protection of Privacy

**7.0 2017 Meeting Schedule**

The next meeting will be held on November 7, 2017 at 6:30 pm

**8.0 Adjournment**

Moved: Trustee S. Sabourin      Second: Trustee M. Groulx

That, the Board Policy Review Committee Meeting of October 3, 2017 adjourn at 6:42 p.m.

Carried

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* BOARD AND ADMINISTRATION

*Policy Name* ADVOCACY

216

*Board Approved:* \_\_\_\_\_  
 September 18, 2012  
 March 20, 2007

*Reviewed:* September 4, 2012

*Review By:* **December 2022**  
~~December 2017~~

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**POLICY**

The Superior-Greenstone District School Board recognizes its responsibilities to:

- a) Focus on ongoing communication between school boards, education partners and governments through established mechanisms and channels.
- b) Avoid basing communications on personal or partisan political agendas.
- c) Maximize resources for student success and achievement.

**PROCEDURE**

Suitable and appropriate advocacy expenditures include:

- a) Membership dues and fees to appropriate agencies.

Inappropriate advocacy expenditures include:

- a) Placing content intended to advocate for a particular position with report cards and annual reports.
- b) Using students as vehicles for board or school advocacy to the public, education partners and governments.
- c) Use of board funds to attend events for specific political parties.

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Cross Reference:

Policy 529 – Announcements and Advertisements in Schools

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section SCHOOLS AND STUDENTS

Policy Name WORK EDUCATION PROGRAM APPROVAL

523

Board Approved: November 21, 2000

Reviewed: March 21, 2006

Review By: December 2022  
December 2017

**POLICY**

The Superior-Greenstone District School Board supports equal opportunity school to work programs that help students successfully make the transition to work, training or further education. These programs could include work experience programs, Co-operative Education, OYAP, Trades and Technology days, Ontario Skilled Trades competitions, and job shadowing.

**PROCEDURES****Ontario Youth Apprenticeship Program****1.0 Ministry**

The program must be approved by and meet the requirements of the ~~Ministry of Training, Colleges and Universities and the Ministry of Education~~. Ministry of Advanced Education and Skills Development. The program must meet the requirements of the Co-operative Education and Other Forms of Experiential Learning Guidelines (2000) and the requirements of the Trades Qualifications and Apprenticeship Act and the Apprenticeship and Certifications Act.

**2.0 Funding**

The Board is eligible to apply for OYAP funding from the ~~Ministry of Training, Colleges and Universities~~ Ministry of Advanced Education and Skills Development (Application and Proposal for Program Funding Renewal for the Ontario Youth Apprenticeship Program) of up to ~~\$91,637~~ to support OYAP implementation and/or expansion as per yearly OYAP business plan. Subject to annual program allocations and program review, funding may be provided to the Board if they are working with their labour market partners.

**3.0 Insurance / Liability / WSIB**

Superior-Greenstone District School Board follows the policy set out by OSBIE regarding Liability, Workplace Safety and Insurance and Student Accident Insurance (~~see Appendix in OYAP Policies and Procedure Manual~~). When the student is not paid for his/her apprenticeship time, the Board will assume this coverage in accordance with the Work Education Agreement Form. Once the student is being paid for his/her apprenticeship time, the apprenticeship sponsor provides the WSIB coverage to students.

**4.0 ~~Guidelines / Policy Manual~~**

~~An OYAP Policy and Procedures Manual for the Board will be used in order that all schools follow the same student and sponsor selection process and program requirements.~~

#### **5.0 Establishment of Partnerships / Recruitment of Sponsors**

The program must include partnerships so strategies will be developed to create such partnerships or to enhance existing partnerships within the communities and to recruit interested sponsors.


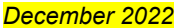
#### **6.0 Promotion of the Program**

Promotion of the program to students, parents, and community members will occur through the media, including social media, print materials brochures, and information sessions.

#### **7.0 Advisory Committee**

The Board will establish a committee to be composed of volunteer representatives from the various communities.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	ANNOUNCEMENTS AND ADVERTISEMENTS IN SCHOOLS		529
<i>Board Approved:</i>		<i>Reviewed:</i> November 6, 2012	<i>Review By:</i> 
	November 20, 2012 March 20, 2007		<del>December 2017</del>

**POLICY**

It is the policy of Superior-Greenstone District School Board that announcements and advertisements may be permitted in school in accordance with the following procedures. It is a site-based decision as to which announcements/advertisements will be allowed. Schools will base their decisions on the benefit of the announcement to students and the disruption to the school program.

**RATIONALE**

Announcements/advertisements may be of benefit to students for a variety of reasons and so may be permitted by the principal when the requests fulfil this mandate. Considering the frequency of requests that are made from organizations outside of the school for announcements/advertisements through or to students, it may be inappropriate for all requests to be approved.

**PROCEDURES**

1. An announcement/advertisement that includes multiple schools requires the approval of the Superintendent of Education.
2. Announcements/advertisements, contents, activities must be relevant to Ministry, Board and school curriculum as deemed by the principal or designate.
3. The process of distributing materials must not interfere with the regular school curriculum or timetable and not be commenced without the express consent of the principal or designate.
4. The principal or designate of each school may permit local community or service groups and/or individuals to have their meeting dates and times, registration dates and times, cancelled meeting times and other pertinent information affecting students announced. The principal or designate, where the requests are reasonable and do not interfere unduly with regular school procedures, may permit the posting of notices in the school in designated locations and, if deemed advisable, the distribution of information to the students.

All advertising from local community or service groups, or any other source whether in an announcement or poster, must be approved by the principal or designate in both form and content.

5. Groups and/or individuals may be permitted to address classes or groups of students upon the approval of the principal or designate. This will apply only when, in the opinion of the principal or designate, the presentation directly applies to school programs.



6. No contest sponsored by commercial organizations, however worthy, will be permitted or conducted without the approval of the principal or designate. Principals must carefully select activities giving consideration to curricular merit.
7. All questionnaires on any topic must be approved by the Director of Education or Superintendent of Education. When approval has been granted, notice will be given in writing.
8. Principals and/or supervisors shall remind staff, from time to time, to exercise reasonable care that neither their influence with the students, nor their position on the staff, shall be used for personal advantage or to promote to commercial or partisan interests of any person, business or institution.
9. Principals may involve Student Councils in developing selection criteria for announcement or advertisement in schools.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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Section                      SCHOOLS AND STUDENTS

Policy Name                EQUITY AND INCLUSIVE EDUCATION

536

Board Approved: \_\_\_\_\_  
October 26, 2009

Reviewed: November 23, 2009

Review Prior To: **December 2022**  
December 2014

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**POLICY**

~~The Superior Greenstone District School Board believes that the continuous improvement of our educational system requires the creation and maintenance of safe, fair, positive, supportive and respectful learning communities. To this end, the Superior Greenstone District School Board supports quality education that is equitable and inclusive for all and that builds on the diversity of the cultures present in its school communities.~~

It is the policy of Superior-Greenstone District School Board to create and maintain harmonious learning and work environments and equitable outcomes for all students in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code. Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, ability, or socio-economic status.

**DEFINITIONS    SEE APPENDIX B FOR DEFINITIONS**

~~“**diversity**” means the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of the diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.~~

~~“**equity**” means a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.~~

~~“**inclusive education**” mean education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.~~

**RATIONALE**

~~The objective of the Equity and Inclusive Education strategy is to understand, identify and eliminate the individual and systemic biases, barriers and power dynamics that limit our students' prospects for learning, growing, and fully contributing to society.~~

~~(Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009)~~

~~The Superior Greenstone District School Board recognizes, however, that various groups in our society have been treated inequitably and disadvantaged. Some of the discrimination has been based on race, ethnicity, faith, gender, gender identity, sexual orientation, socio-economic status, intellectual ability, physical ability, cultural ancestry, etc. While some of these barriers are considered prohibitive grounds of discrimination under the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, still others are considered barriers to student learning and achievement and their elimination is supported under the Ministry of Education's provincial Code of Conduct.~~

In Superior-Greenstone District School Board, we believe that all students can learn and our goal is to enable each and every student to learn effectively, to reduce achievement gaps and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation and other historical forms of marginalization<sup>1</sup>.

The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms*, the *Constitution Act, 1982* and confirmed in the *Ontario Human Rights Code* (the “Code”). The Board and its staff are also committed to the elimination of all types of discrimination as outlined in *Ontario’s Equity and Inclusive Education Strategy* (the “Strategy”) and the Ontario Ministry of Education (the “Ministry”) Policy/Program Memorandum No. 119.

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.

### ***PROCEDURES***

- ~~1. The principles of equity, valuing diversity and inclusion will be incorporated into all aspects of the board including the development, implementation and review of goals, policies, practices, programs and personal and professional interactions~~
- ~~2. A board wide Implementation Plan for Equity and Inclusive Education will be developed for implementation.~~
- ~~3. All professional development activities for staff will reflect and support equity and inclusion in school communities.~~
- ~~4. Contributions from our diverse communities to school life and to the promotion of equity and inclusive education are valued and encouraged.~~
- ~~5. School curriculum reflects the rich diversity of our communities in meeting and supporting the learning needs of all students.~~
- ~~6. All students are provided with equitable opportunities to be successful in our board in that institutional barriers to success are identified and removed.~~

### ***GUIDING PRINCIPLES***

- ~~1. All members of the school community feel safe, comfortable, accepted and valued.~~
- ~~2. Equity of opportunity and equity of access to the board’s programs, services and resources is central to enhancing educational excellence.~~
- ~~3. Diversity will be valued, reflected, and celebrated within the learning environments of the board through community partnerships.~~

<sup>1</sup> The Ontario Human Rights Code identifies the following prohibited discrimination grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex (includes gender identity and pregnancy), sexual orientation, age, record of offences, marital status, family status, and/or disability (includes perceived disability). (From *Human Rights at Work, Third Edition*, p 14)

- ~~4. Student achievement initiatives will focus on closing the gap and raising the bar for all students in an equitable and inclusive manner.~~
- ~~5. The qualities of equity, diversity and inclusivity will be fundamental to all current and future board programs and support initiatives.~~

## AREAS OF FOCUS

### 1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

Superior-Greenstone District School Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Code*.

### 2. SHARED AND COMMITTED LEADERSHIP

Superior-Greenstone District School Board will establish and maintain partnerships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.

### 3. SCHOOL- COMMUNITY RELATIONSHIPS

Superior-Greenstone District School Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

### 4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Superior-Greenstone District School Board will implement an inclusive curriculum and to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

### 5. FAITH/CREED ACCOMMODATION - SEE APPENDIX A FOR GUIDELINES

Superior-Greenstone District School Board will acknowledge each individual's right to follow or not to follow faith/creed beliefs and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide faith/creed accommodations to staff and students.

### 6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Superior-Greenstone District School Board will commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

### 7. PROFESSIONAL LEARNING

Superior-Greenstone District School Board will provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

8. ACCOUNTABILITY AND TRANSPARENCY

Superior-Greenstone District School Board will assess and monitor Board progress in implementing The *Strategy*; to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community.

## Appendix A – Policy 536 Equity and Inclusive Education

### Faith and Creed Accommodation Guideline

#### 1. Legislative Context

Superior-Greenstone District School Board recognizes and values the freedom of religion and freedom from discriminatory or harassing behaviour based on the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. *“Religious pluralism poses a challenge in any multicultural society, especially in one as diverse as ours. Although law is developing rapidly in this area, an informed spirit of tolerance and compromise is indispensable to any civil society, as well as to its capacity to make opportunities available to everyone, on equal terms, regardless of creed”* (Ontario Human Rights: Policy Guidelines on Creed and the Accommodation of Religious Observances).

In addition to and consistent with this legislation, the *Education Act*, and its regulations and policies, govern Equity and Inclusion in Schools:

PPM No 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”

R.R.O. 1990, Regulation 298, “Operation of School-General” s 27-29, under the heading “Religion in Schools”

PPM No 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”

Creed means a religion or faith. It includes the practices, beliefs, and observances that are part of a religion. It does not include personal moral, ethical or political views. *“Creed does not necessarily mean a belief in a God, or gods or a supreme being. It includes Aboriginal spirituality and newer religions (assessed by Ontario Human Rights Commission on a case-by-case basis)”*. (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, Oct. 20, 1996. p.2). *“Religions that promote violence or hatred towards others, or that violate criminal law, are not protected by the Code.”* (Protecting Religious Rights, Ontario Human Rights Commission, 1999. p.2).

Although faith observances are based on generally accepted practices as defined by a faith group, the Board recognizes that members of faith groups are not homogeneous in their understanding, interpretation and practice of their faith. It is not the role of schools to monitor students’ compliance with a particular observance. What is important is that schools work together with students and their families to build trust and understanding about various faith accommodations.

#### 2. Requests for Accommodation Based on Faith and Creed

Superior-Greenstone District School Board will take reasonable steps to provide accommodation to students or staff who believe that the Board’s operations or requirements interfere with their ability to exercise their faith or creed beliefs and practices to the point of undue hardship. A determination of undue hardship will be based on an assessment of costs of the accommodation, outside sources of funding, and health and safety risks to the individual

and others. The Board will limit practices and conduct in its schools which may put public safety, health, or the human rights and freedoms of others at risk.

It is expected that students and their families, as well as staff, will help the Board to understand their faith/creed needs and will work with the Board and its schools to determine appropriate and reasonable accommodations.

Superior-Greenstone District School Board defines accommodation as a duty to meet the special needs of individuals and groups protected by the Ontario Human Rights Code up to the point of undue hardship.

*“The Code provides the right to be free from discrimination and there is a general corresponding duty to protect the right: the duty to accommodate. The duty arises when a person’s religious beliefs conflict with a requirement, qualification or practice. The code imposes a duty to accommodate based on the needs of the group of which the person is making the request is a member. Accommodation may modify the rule or make an exception to all or part of it for the person requesting accommodation.”* (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, Oct. 20, 1996. p.5)

Students or staff may request an accommodation in one or more of the following areas:

- school opening and closing exercises;
- prayer;
- dietary requirements;
- fasting;
- attire;
- modesty requirements in Physical Education;
- participation in daily activities, curriculum and program;
- observance of faith-based (creed) days of significance; and/or
- leave of absence for faith-based (creed) days of significance and celebrations

No person will be penalized for making an accommodation request.

### **3. Suggested Responses to Requests for Accommodation**

School Opening and Closing Exercises:

A student or employee who objects to all or part of opening or closing exercises for faith-based reasons will be exempted and given the option not to participate and to remain in the class or in an agreed-upon location.

Prayer:

Schools should make every reasonable effort to accommodate the requirements for daily prayer by providing an appropriate location within the building for prayer when requested by students or staff. Some accommodation for late school arrival and/or early school leaving may be necessary. Prayer times change in some faiths according to the seasons.

#### Dietary Requirements:

Schools should be aware of dietary restrictions of various faith groups. This awareness includes breakfast and lunch programs, snacks, overnight outdoor education activities and field trips that cover a meal time period, and catering for special occasions and community events. Availability of vegetarian options is recommended.

#### Fasting:

Schools should accommodate students and staff with respect to fasting observances. Appropriate space other than the cafeteria or lunchroom should be designated during lunch period for fasting students. Field trip plans should also consider the needs of fasting students. Students might need exemptions or alteration of activities in some classes, e.g., Physical Education.

#### Faith-based Attire:

Student/staff wearing of certain hairstyles and attire, such as, but not limited to: yarmulkes, turbans, hijab (headscarves), crucifixes, stars of David, should be respected. Some communities require specific items of ceremonial dress or which may be perceived as contravening Board policies, for example, the wearing of kirpans by students. In 2006, the Supreme Court of Canada upheld the right of students to wear ceremonial kirpans (see the Ontario Human Rights Commission website [www.ohrc.on.ca](http://www.ohrc.on.ca) for details). It is worth noting that harassment based on attire is one the most common forms of discrimination. Staff attitudes are crucial to establishing a positive climate of understanding and respect for differences regarding faith-based attire.

#### Modesty Requirements for Physical Education:

When a student requests an accommodation for dress code for participation in physical education, the school and family are encouraged to find a mutually agreeable accommodation within the context of Ministry, Board, and school dress code expectations. Safety must be considered in the accommodation of dress. For example, a head scarf can be tucked into clothing, track pants may be worn instead of shorts in some situations but not where bare knees are required (for example, on the climbers for gymnastics). The curriculum requirements should be explained to the family, so the family has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

#### Participation in Daily Activities, Curriculum and Program:

When an accommodation is requested related to the content of curriculum and/or program, it is important to have an open discussion between the parents/guardians and the school. The accommodation applies to the individual who requests it, not the whole class or classroom practices in general.

#### Observing Faith-based (Creed) Days of Significance:

As a minimum, it is recommended that schools recognize days of significance, pertinent to their school community, along with the days that reflect Canada's diverse population. Recognition may include but is not limited to: announcements, displays, bulletin boards, posters, student work, assemblies, or other events. Schools will endeavour to be aware of the faith-based



observances of their school community when planning activities. befitting the school setting and student demographics.

Leave of Absence for Faith-based (Creed) Days of Significance and Celebrations:

All staff and students who observe faith-based (creed) days of significance in accordance with Sec. 21 (2) (g) of the Education Act may be excused from attendance.

#### **4. General Procedures for Faith and Creed Accommodation Requests**

Staff:

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to faith/creed observances should be granted as determined by this policy and the appropriate collective agreement.

Students:

Parents/guardians/adult students must present verbal or written notice for the student to school administration, specifying their accommodation needs relating to faith/creed observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the faith/creed observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for faith/creeds observances and/or faith or creed-based days of significance. Such procedures should be easy for staff, students, and parents to understand.

Unresolved Requests:

When a determination is made that an accommodation would create undue hardship, the person requesting the accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon.

In the event an accommodation request is not granted, the matter will be referred to the appropriate Superintendent.

#### **5. Recognizing Days of Faith (Creed) and Cultural Significance in Schools**

The Ministry of Education in Policy/Program Memorandum No. 112, dated January 1, 1991, is clear about the place of faith in public elementary and secondary schools in this province: *"In its decision of January 30, 1990, the Ontario Court of Appeal made it very clear that subsection 28(4) of Regulation 262 was invalid because it permitted the teaching of a single religious tradition as if it were the exclusive means through which to develop moral thinking and behaviour. The Court also ruled that education designed to teach about religion and to foster*

*moral values without indoctrination in a particular religious faith would not contravene the charter.”*

The intent of recognizing faith-based or cultural holidays or events is to educate, not indoctrinate. Days of significance as identified in the Board’s Diversity calendar should be recognized to the degree it is appropriate in each school setting. Recognition means the inclusion of events in a school curricular and co-curricular program, and may occur through festivals, concerts and other activities. It is not appropriate to use such language as “celebrate” for one holiday while “acknowledging” other events. “Celebrations” of religious events, by Ministry direction, are not to be included in the school program.

In distinguishing between education about religion and religious indoctrination, the Court made the following statement: *“While this is an easy test to state, the line between indoctrination and education, in some instances, can be difficult to draw.”* The law allows for teaching about different faiths and creeds; however, Board practices must be implemented in a manner which is equitable to all groups. The following provides further clarification in this regard:

Schools:

- may support the study of various beliefs, but not the practice of any one belief;
- may expose students to all views, but not impose any particular view;
- approach the study of various beliefs for the purpose of instruction, not indoctrination;
- educate students about all beliefs, not convert them to any one belief;
- approach the study of various beliefs for academic, not devotional purpose;
- study what all people believe, but do not teach students what to believe; and/or
- strive for student awareness of all beliefs, but do not press for student acceptance of any one belief.

## **6. Distribution of Faith Literature and Resources**

Superior-Greenstone District School Board facilities will not distribute faith-based literature to students. The only exception to this statement is if the materials support curriculum expectations in a program of study. School libraries may include faith texts in their collections as sources of information for students and staff.

## Appendix B – Policy 536 Equity and Inclusive Education

### Definitions

The following are key terms in the area of equity and inclusive education pertinent to this policy. These terms and definitions are not necessarily standardized and may be used differently by different people and in different regions, and will change over time:

**Aboriginal Peoples** - the original inhabitants, the Indigenous Peoples of Canada and their descendants. Aboriginal peoples include the First Nations, Inuit, and Métis peoples of Canada. The term **Indigenous Peoples** is preferable.

**Barriers** - policies, procedures or practices that prevent equality of access and outcome. They can be both systemic and individual.

**Bias** - an inaccurate, limited and fixed view of the world, or of a given situation, individuals or groups. A bias against or towards members of a particular racial, ethnic, cultural, or religious group can be expressed through speech, nonverbal behaviour, and written and other media.

**Bisexual** - individuals who are romantically and/or sexually attracted to people of both genders, though not necessarily at the same time.

**Creed** - a religion or faith. It includes the practices, beliefs, and observances that are part of a religion. It does not include personal moral, ethical or political views.

**Cultural identity** - the collective self-awareness that a given group embodies and reflects, e.g., racial, ethnic, gender groups, or the identity of the individual in relation to his or her culture.

**Culture** - the totality of ideas, beliefs, values, knowledge, and way of life of a group of people who share a background based on history, experience, geography, or other factors. Manifestations of culture include art, laws, institutions, and customs.

**Curriculum** - Ontario Curriculum Policy document, specific to an individual subject and grade (elementary) or the overall and specific expectations, strands, and the achievement chart in each course (secondary).

**Discrimination** - an act of making distinctions among social groups based on characteristics such as race, ethnicity, nationality, language, faith, gender, ability, sexual orientation or gender identity that leads to inequitable treatment of members of the targeted groups.

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**Equality** - Equal treatment, or inputs, in the name of fairness involves treating all people alike without acknowledging differences in age, gender, language, or ability. Though considered by some to be fair, it is in fact culturally blind and often results in very unfair and unequal outcomes.

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Ethnicity** - a socially, politically and historically constructed category, similar to race. It is dynamic, subject to the ambiguities and contradictions that are to be found in societies, and its meanings change over time. In society, ethnicity may serve to establish status allocation, role expectations and group membership.

**Ethnocentrism** - the belief in the inherent superiority of one's own ethnic group or culture and a tendency to view other groups or cultures from the perspective of one's own.

**Family of choice** - the circle of friends, partners, companions and ex-partners with which many LGBTTTTIQQ people surround themselves. This group gives the support, validation and sense of belonging that is often unavailable from the person's family of origin.

**Gay** - a person whose primary sexual orientation is to members of the same gender. It is sometimes used to refer to the general LGBTTTTIQQ community, but most often refers to just gay men.

**Gay-positive** - the opposite of homophobia. A gay-positive attitude is one that affirms and accepts gay and lesbian people as unique and special in their own right. Gay-Straight Alliance (GSA) - student groups designed to create safe spaces for LGBTTTTIQQ students and allies.

**Gender** - includes any or all of the following categories: physical anatomy, secondary sex characteristics that develop at and after puberty, behaviour and conduct, the mind, and fashion choices.

**Gender identity** - a person's own identification of being man, woman or transgender. Masculinity and femininity are expressions of one's gender identity.

**Gender role** - the public expression of gender identity. Gender role includes everything people do to show the world they are men, women, or transgender, including sexual signals, dress, hairstyle and manner of walking.

**Harassment** - any improper conduct by an individual that is directed at and is offensive to another person or persons, and that the individual knew, or ought reasonably to have known, would cause offense or harm. It comprises any objectionable embarrassment and any act of intimidation or threat. Features of harassment include but are not limited to: unwanted physical contact, verbal abuse such as unwanted anonymous telephone messages, offensive language or innuendo, telling offensive jokes, name calling or spreading malicious rumors, written abuse, such as letters, faxes, emails, or graffiti, or displaying offensive pictures or posters, explicit behaviour such as mimicking the effect of a disability, threats, covert or disguised behavior such as social isolation and non-cooperation, implicit threats, and pressure for sexual favours, stalking. The incident(s) may be persistent or may be a single, serious incident.

**Hate crimes** - (or bias-motivated crimes) occur when a perpetrator targets a victim because of his or her perceived membership in a social group such as race, religion, sexual orientation, ability, class, ethnicity, nationality, age, gender, gender identity or political affiliation.

**Heterosexism** - the belief in the exclusive privileging of heterosexuality and the expression of this belief in societal institutions and practices that deny, denigrate, or stigmatize non-heterosexual forms of behavior, identity, relationship, or community. This definition is often used

in the context of discrimination against bisexual, lesbian and gay people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible for the discrimination. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay and bisexual people, while it gives advantages to heterosexual people.

**Heterosexual** - an individual whose primary sexual orientation is to members of the opposite gender. Heterosexual people are often referred to as “straight”.

**Homophobia** - the irrational fear, hatred or intolerance of lesbians and gay men, or any behaviour that falls outside of perceived traditional gender roles, usually based on erroneous myths and stereotypes. Homophobic acts may include, but are not limited to jokes, namecalling, shunning/exclusion, and the promotion of hatred and violence targeting lesbian and gay individuals or groups.

**Homosexual** - an individual whose primary sexual and affectional attraction is to a person of the same sex. The medical and psychiatric origins of this term have made it unattractive to most lesbians and gay men as a way of describing themselves or their community.

**Identity** - how one thinks of, describes, and expresses oneself. Identity can be private, such as a closeted gay or lesbian person, or public, such as out gay and lesbian people.

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

**Indigenous Peoples** – a collective noun referring to the original inhabitants, the Indigenous Peoples of Canada and their descendants. Indigenous peoples include the First Nations, Inuit, and Métis peoples of Canada.

**Intersex** - individuals who naturally, i.e., without any medical intervention, develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. This word replaces the inappropriate term “hermaphrodite”.

**Inuit** - the preferred term for the Native Peoples of the Canadian Arctic and Greenland. The use of Eskimo in referring to these peoples is often considered offensive, especially in Canada.

**Lesbian** - a woman whose primary sexual orientation is to other women or who identifies as a member of the lesbian community.

**LGBTTTIQQ** – Lesbian, Gay, Bisexual, Transsexual, Transgendered, Two-Spirited, Intersexed, Queer and Questioning: an acronym for individuals or communities. LGBT is also used.

**Métis** - a person who self-identifies as a Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation and ancestry, and is accepted by the Métis Nation.

**Queer** - traditionally a derogatory and offensive term for LGBTTTIQQ people. Many LGBTTTIQQ people have reclaimed this word and use it proudly to describe their identity.

**Questioning** - individuals who are in the process of questioning their sexual orientation. They are often in need of support and understanding during this stage of their identity and are seeking information and guidance.

**Race** - a social category used to classify humans according to common ancestry or descent and reliant upon differentiation by general physical characteristics such as colour or skin and eyes, hair type, stature and facial features. There is no biological basis for race. However, being a social category does not make it any less real or powerful.

**Racism** - a set of ideologies, beliefs and learnings that implies, justifies, and asserts the superiority of one social group over another on the basis of physical and cultural characteristics.

**School Climate** - is the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

**School Community** - the school community is composed of staff, pupils and parents of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighborhood of the school.

**School Culture** - complex pattern of norms, attitudes, beliefs, behaviours, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. It is the historically transmitted pattern of meaning that wields astonishing power in shaping what people think and how they act (Roland Barth). Culture contributes to the school's effectiveness or ineffectiveness and is a product of the school's leadership. Culture sets the standards and guides the daily actions of administrators, teachers and students alike (David and Sylvia Weller).

**Sexual harassment** - any improper behaviour by a person that is directed at, and that is offensive to, any other person. The offending behavior is such that the offending person knew, or ought reasonably to have known, would be unwelcome. It is objectionable conduct, made on either a one-time or ongoing basis that demeans, belittles, causes personal humiliation or embarrassment to another person.

**Sexual identity** - one's identification to self and others of one's sexual orientation. It is not necessarily congruent with sexual orientation and/or sexual behaviour.

**Sexual orientation** - a personal characteristic that forms part of an individual's core identity. Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations. Orientation may or may not correspond to private and public identity.

**Significant other/Partner** - a life partner, domestic partner, lover, boyfriend or girlfriend. It is often equivalent to the term "spouse" for LGBTTTTIQQ people.

**Stereotype** – the result of attributing unfounded characteristics of a group to all of its members. Stereotyping exaggerates the uniformity within a group and the differences among groups.

**Transgendered** - a person whose gender identity is different from his or her biological sex, regardless of the status of surgical and hormonal gender reassignment processes. Often used as an umbrella term to include transsexuals, transgenderists, crossdressers, two-spirit, intersex and transgendered people.

**Transsexual** - a person who has an intense long-term experience of being the sex opposite to his or her birth-assigned sex and who typically pursues a medical and legal transformation to become the other sex.

**Two-spirited** - Aboriginal people who identify as gay, lesbian, bisexual, or transgendered. The term comes from the First Nations recognition of the traditions and sacredness of people who maintain a balance by housing both the male and female spirit.

For other definitions relative to equity and inclusive education, consult:

<http://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms>



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section           SCHOOLS AND STUDENTS

Policy Name      English Language Learners  
ESL and ELD 544

Board Approved: \_\_\_\_\_ Reviewed: \_\_\_\_\_ Review By: **December 2022**

### **POLICY**

Superior Greenstone District School Board is committed to ensuring a consistent approach to the education of English language learners across our district. Superior Greenstone District School Board will provide direction and support in meeting the needs of English language learners so that these students can develop a proficiency in English that will support success in school.

### **PROCEDURES**

#### **1.0   TERMS AND DEFINITIONS**

- 1.1** English Language Learners: Students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English.
- 1.2** Canadian-born English Language Learners: Students born in Canada and raised in families or communities in which languages other than English are spoken.
- 1.3** Newcomers from Other Countries: Students who arrive from countries around the world at various stages in their educational careers. These students require different levels of support in order to succeed in the classroom. Newcomers from other countries may include:
  - 1.3.1** Children who have arrived in Canada with their families as part of a voluntary, planned immigration process;
  - 1.3.2** Children who have arrived in Canada as a result of war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency;
  - 1.3.3** Children who have arrived in Canada with an international or "visa" status and are paying fees to attend school in Ontario. These students often plan to attend a Canadian university.
- 1.4** ***PLAR (Prior Learning Assessment and Recognition)***  
The formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary schools. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma.



**1.5 ELD (English Literacy Development)**

Students who have had limited access to schooling and have significant gaps in their education. They may come from countries, in which English is not spoken, or in which Standard English is the official language, but other varieties of English are in common use. Unlike ESL students, ELD students have not had opportunities to develop age-appropriate literacy skills in their first language.

**1.6 ESL (English as a Second Language)**

Students who speak a language other than English at home and may have a limited understanding of Standard English. These students are usually proficient users of their own languages but require assistance to learn English, the language of instruction in Ontario Schools. English as a second language (ESL) instruction provides the additional support required.

**2.0 ADMINISTRATIVE PROCEDURES**

**2.1 UPON RECEPTION OF ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES**

**2.1.1** Superior Greenstone District School Board schools will provide a warm welcome for all English language learners and their families.

**2.1.2** At the elementary level, orientation programs will include:

- a) information about school routines, programs and activities;
- b) explanation of school policies, (including assessment, evaluation, reporting policies and homework policies);
- c) explanation of the overall school structure, including the School Council's role; and
- d) information about community activities and supports.

**2.1.3** Superior Greenstone District School Board provides a welcome package available at schools and online.

**2.1.4** Schools are advised to identify a staff member who will be a contact for the student throughout the adjustment and orientation period.

**2.1.5** Should the need or a request for an interpreter/translator arise, the school will contact the Superintendent's office responsible for English language learners.

**2.1.6** Superior Greenstone District School Board will effectively make use of human resources, including community resources.

**2.2 INITIAL ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

**2.2.1** The school administration will contact the appropriate Superintendent or designate Superintendent's office responsible for English Language Learner instruction, using the form "Request for English as a Second Language Support", Appendix A. The Superintendent's office will involve the appropriate consultant or qualified staff to assess the English language proficiency of all English language learners. This may occur at the school level and may involve the school principal. The assessment procedure will include:

- a) A structured interview to assess oral communication skills (i.e., listening and speaking);
- b) An assessment of reading comprehension;

- b) An assessment of writing;
- d) An assessment of mathematical knowledge and skills. For more information refer to the Initial Mathematics Assessment Guide on the ELL GAINS page of EduGAINS ([www.edugains.ca](http://www.edugains.ca))

The purpose of the initial assessment is to determine:

- a) The student's English language proficiency (oral, reading, and writing) and literacy development;
- b) The student's mathematical skill level;
- c) Appropriate programming supports;
- c) Appropriate placement

**2.2.2** Superior Greenstone District School Board will gather the necessary student information at the direction of the appropriate Superintendent.

If the initial assessment indicates that an English language learner requires additional support beyond that being provided in the regular classroom setting, the board, in conjunction with the Principal, will provide additional support as recommended in the assessment report.

**2.2.3** Superior Greenstone District School Board will use information from the student's home country, from initial assessment or from early teacher observation to identify English language learners who have special education needs and provide necessary support by referring the student to the appropriate school support team.

**2.2.4** English language learners are eligible for ESL or ELD services and special education services simultaneously. The development of an Individual Education Plan (IEP) for an English language learner needs to take into consideration both needs related to language learning and needs related to the student's exceptionality.

**2.2.5** Completed assessment reports and recommendations will be provided to the school administrator who will determine the appropriate placement of the English language learner.

## **2.3 PLACEMENT OF ENGLISH LANGUAGE LEARNERS**

**2.3.1** In elementary schools, a student's level of proficiency in English will not influence the choice of grade placement. English language learners will be placed with an age-appropriate group.

**2.3.2** Secondary schools will consider the educational background of all English language learners in determining their placement. Placement in specific subjects will depend upon the student's prior education, background in specific subject areas, aspirations and recommendations from the initial assessment.

**2.3.3** Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

## **2.4 PROGRAMMING FOR ENGLISH LANGUAGE LEARNERS**

- 2.4.1** Superior Greenstone District School Board schools, in consultation with the appropriate Superintendent **or designate** and Principal, will implement programs and services that will enable English language learners to continue their education while learning English.
- 2.4.2** The principal of the school will receive approval outlining the amount of support and length of time support has been granted.
- 2.4.3** The principal shall identify and enlist an instructor to provide tutoring to the amount approved by the **appropriate** Superintendent **or designate** responsible for English language learners, excluding weekends and statutory holidays. Progress of the student will be reviewed and reported to the principal.
- 2.4.4** Superior Greenstone District School Board, with support from the principal, will designate appropriately qualified personnel to coordinate programs and provide leadership at the school level.
- 2.4.5** Programs and services will be designed for English language learners that are flexible and reflective of the needs of the student. ELLs in elementary schools are placed in grade-level classrooms appropriate to their age. Teachers use information from the STEP initial assessment to determine ESL and ELD programs to support students' English language and literacy development. Instructional programs are adapted by modifying expectations and differentiating instruction, assessment, and learning resources

## **2.5 GRADUATION REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS**

- 2.5.1** A student entering the Ontario secondary school system at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits. (Four compulsory English credits are required for graduation).
- 2.5.2** The remaining compulsory English credit(s) will be earned at the Grade 12 level.
- 2.5.3** The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfils the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or Grade 12.
- 2.5.4** Boards will implement a process for evaluating a student's proficiency in an international language(s) and providing appropriate credit(s) for that proficiency, where courses in the language already exist in the board.

## **2.6 SUBSTITUTIONS FOR COMPULSORY COURSES**

The principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners.

## **2.7 ONGOING ASSESSMENT, EVALUATION, AND REPORTING**

**2.7.1** A progress report (see appendix C) will be filed in the student's OSR at the end of each term as applicable. Progress will be shared with parents on a regular basis.

**2.7.2** Each September, the principal will forward an application for ESL student support for each student who received ESL support the previous school year, to the **appropriate** Superintendent **or designate** responsible for English language learners.

See Appendix B, "Request for Renewal of ESL Services". A copy of the final progress report from the student's OSR shall be forwarded with this request.

**2.7.3** The Superintendent's office will forward the report to the appropriate consultant or qualified staff to reassess the English language proficiency if required by the Principal.

**2.7.4** When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

**2.7.5** Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

**2.7.6** In completing the report card, teachers check the modification box to indicate:  
a) that the student is participating in ESL or ELD programs or courses; or  
b) that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

**2.7.7** To appropriately assess and evaluate the learning of English language learners, schools may need to make some accommodations related to the assessment process. These may include:  
a) the granting of extra time;  
b) the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios.

**2.7.8** When confidential information is being discussed, Superior Greenstone District School Board schools will facilitate the accuracy of translation by appropriate adults (e.g. bilingual teacher, a professional interpreter, adult member of the student's family, or close family friend) wherever possible.

**2.7.9** Interaction with parents will further support parent engagement in the student's educational experiences and achievements.

**2.7.10** Information on each English language learner's level of English language acquisition will be summarized on the progress report, Appendix C, and included in the Ontario Student Record at least once in each school year. Levels of English language acquisition are available on page 25 of the Ontario Curriculum Grades 1-8, English as a Second Language and English Literacy Development, A Resource Guide, 2001.

**2.8 IDENTIFICATION AND INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN LARGE-SCALE ASSESSMENTS**

- 2.8.1** English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.
- 2.8.2** Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.
- 2.8.3** English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.
- 2.8.4** English language learners should participate in national and international assessments when they have acquired the level of proficiency in English required for success.

**2.9 DISCONTINUATION OF ESL/ELD SUPPORT**

- 2.9.1** English language learners should receive ESL/ELD program support until they have acquired a level of proficiency required to learn effectively in English with no ESL/ELD support.
- 2.9.2** The decision to discontinue ESL/ELD support is made by the principal in consultation with appropriate staff.
- 2.9.3** In Superior Greenstone District School Board, support for English language learners is allocated on an annual basis. In September, the appropriate superintendent will notify administrators of this process.

~~4.10 APPROPRIATE ALLOCATION OF RESOURCES TO SUPPORT ENGLISH LANGUAGE LEARNERS~~

~~Funding provided under the ESL/ELD component of the Language Grant will be used for programs and services that are designed to benefit English language learners. Information about the use of ESL/ELD funding will be included in the financial statement submitted annually to the ministry.~~

**2.10 ENGLISH AS A SECOND LANGUAGE TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

- 2.10.1** All teachers are responsible for supporting academic success for all students, including English language learners. Classroom / subject teachers who have students in their classes who are English language learners are not required to hold English as a Second Language Part 1 qualification.
- 2.10.2** Teachers assigned to ESL and ELD programs/courses at both the elementary and secondary school level are required to hold English as a Second Language Part 1 qualification.

### **3.0 APPENDICES**

Appendix A	S01-012 Request for English as a Second Language Support
Appendix B	S01-013 Request for Renewal of ESL Services
Appendix C	S01-014 ESL Progress Report

### **REFERENCES AND RELATED DOCUMENTS**

- 1.1 English language learners: ESL and ELD programs and services K-12 (2007)
- 1.2 Supporting English Language Learners: A practical guide for Ontario Educators, Grades 1 to 8 (2008);
- 1.3 Supporting English Language Learners in Kindergarten: A practical guide for Ontario Educators (2007);
- 1.4 Supporting English Language Learners with Limited Prior Schooling: A practical guide for Ontario Educators, Grades 3 to 12 (2008);
- 1.5 Growing Success (2010)
- 1.6 Learning for All (2011)
- 1.7 Ontario Schools K-12: Policy and Program Requirements (2011)

**Request for English as a Second Language Support****Date Submitted:****School:****STUDENT INFORMATION - To be completed by Principal**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Place of Birth: \_\_\_\_\_ Native Language: \_\_\_\_\_

Citizenship: \_\_\_\_\_

Background Information; (Length of time in Canada, Contact with English, etc.)

Has this student previously received support? Yes ☐ No ☐

Brief Explanation \_\_\_\_\_

**Principal's Signature:****ASSESSMENT INFORMATION - To be completed by Consultant**

Assessment Report: \_\_\_\_\_

**Consultant's Recommendation:**      **ESL Instruction Approved** ☐      **ESL Instruction Not Approved** ☐

Support Details: \_\_\_\_\_

Orientation:

Writing: ☐Reading: ☐Speaking: ☐Listening: ☐**Consultant's Signature:****SUPERINTENDENT APPROVAL - To be completed by Superintendent's Office**

**ESL Instruction Approved** ☐      **ESL Instruction Not Approved** ☐

Start Date for Service: \_\_\_\_\_ End Date for Service: \_\_\_\_\_

Notification:      Consultant ☐      Principal ☐      Payroll ☐

**Superintendent's Signature:****Requests for ESL support should be made directly to the Superintendent's office responsible for English language learners.**

**Request for RENEWAL of ESL Support**

Attach Student Progress Report

**Date****School:****STUDENT INFORMATION - To be completed by Principal**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ Most Recent ESL Teacher: \_\_\_\_\_

Allocation of ESL support received most recently: \_\_\_\_\_ Total number of years of ESL support in Ontario: \_\_\_\_\_

Please attach most recent Progress Report by ESL teacher: ☐**Principal's Signature:****ASSESSMENT INFORMATION - To be completed by Consultant**

Assessment Report: \_\_\_\_\_

Orientation: ☐Writing: ☐Reading: ☐Speaking: ☐Listening: ☐**Consultant's Recommendation:**Continue ESL Support ☐Discontinue ESL Support ☐

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

**Consultant's Signature:**ESL Instruction Approved ☐ESL Instruction Not Approved ☐

Allocation of Service: \_\_\_\_\_

Start Date for Service: \_\_\_\_\_ End Date for Service: \_\_\_\_\_

Notification: Consultant ☐Principal ☐Payroll ☐**Superintendent's Signature:****Requests for ESL support should be made directly to the Superintendent's office responsible for English language learners.**



**English as a Second Language****Progress Report**

*This report is an alternative format to the Provincial  
Report Card for students receiving English as a  
Second Language curriculum.*

Student Name:		Grade (Regular Class):	
School:	Principal:		
ESL Teacher:		Date of Report:	

**ESL Instruction**

Start Date:		End Date:	June 20
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**Description of Program:**

**Comments on Progress:**  
**(Including Strengths/Weaknesses/Next Steps)**

**Orientation:****Writing:****Reading:****Speaking:****Listening:**

Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	UNUSED TEXTBOOKS	601
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
February 22, 2012	January 30, 2012	December 2022
March 12, 1999	March 21, 2006	<del>December 2017</del>

**POLICY**

It is the policy of the Superior-Greenstone District School Board to endeavour to make the most efficient use of learning materials purchased by the Board.

**PROCEDURES****1.0 Annual Inventory**

Principals will, annually, identify those textbooks they have in hand for which they do not anticipate any further use.

**2.0 Damaged/Obsolete Textbooks**

Textbooks which are worn or damaged beyond repair, or obsolete should be destroyed at the end of each school year.

**3.0 Surplus Textbooks**

Textbooks which might be used by other schools in the district should be listed and the list circulated internally as directed by the appropriate system supervisor.

**4.0 Outside Agency**

If a service club or other public organization requests textbooks no longer needed by our schools the assigned system supervisor may make them available, provided the use proposed is a not-for-profit one, such as forwarding to a third world destination.

**5.0 System Supervisor**

The system supervisor assigned to deal with this matter shall give direction re the process to be followed.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	SPECIAL EDUCATION	605
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
February 22, 2012 March 12, 1999	January 30, 2012 October 17, 2006	December 2022 <del>December 2017</del>

**POLICY**

The Superior-Greenstone District School Board believes that all children within its jurisdiction should have the opportunity for appropriate education programs which meet learning, physical and emotional needs and the Board will endeavour to provide appropriate special education programs and services to the limit of its human and financial resources in an environment that best suits each individual, identified pupil.

**DEFINITIONS**

**“exceptional pupil”** means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student is considered to need placement in a special education program by an Identification, Placement and Review Committee (IPRC):

- a) of which the student is a regular pupil,
- b) that admits or enrolls the pupil other than pursuant to an agreement with another Board for the provisions of education, or,
- c) to which the cost of education in respect of the pupil is payable by the Province.

**“special education program”** means an educational program that, in respect of an identified exceptional pupil, is based on and modified by the results of continuous assessment and evaluation and that includes an educational plan (referred to as an Individual Education Plan – IEP) containing specific objectives and an outline of educational services that meet the needs of the identified pupil.

**“special education services”** include facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

**PROCEDURES****1.0 Implementation****1.1 Teachers**

All teachers share responsibility for the education of exceptional pupils.

**1.2 Classroom**

Exceptional pupils should be educated in an environment that allows them to develop to their fullest potential. The education program, while recognizing special needs, should be delivered, to the degree possible, in a regular classroom setting.

- 1.3 Parents  
Parents must be consulted with regard to assessment, identification, placement and program for their identified children.
- 1.4 Other Deliveries  
Agreements with other Boards and/or service agencies for special education programs and service may be entered into as required. These arrangements will be provided in the closest proximity to the student's home as is advisable and reasonable.

## **2.0 Special Education Plan**

- 2.1 Specific information regarding programs and procedures for special education students are described in the Superior-Greenstone District School Board Special Education Plan available on the Board Web Site: [www.sgdsb.on.ca.ca](http://www.sgdsb.on.ca.ca) > "Special Ed Plan". The Special Education Plan embodies the guidelines for special education at Superior-Greenstone District School Board.
- 2.2 As required under the Ontario Education Act, the Special Education Plan of Superior-Greenstone District School Board shall be reviewed annually in accordance with Ministry of Education guidelines and under the direction of the Superintendent of Education responsible for Special Education.

## **3.0 Board Responsibilities Superior-Greenstone District School Board shall:**

- 3.1 Ensure that parents/guardians of each student with special needs are consulted with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an Identification, Placement and Review Committee (IPRC). Through parental/guardian consultation, students below the age of 16 years may be invited.
- 3.2 Prepare, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for students with special needs.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* NON-INSTRUCTIONAL EMPLOYEE TRAINING

703

*Board Approved:* February 22, 2012  
 February 22, 2012  
 March 12, 1999

*Reviewed:* January 30, 2012  
 October 17, 2006

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

The Superior-Greenstone District School Board recognizes the value of encouraging and assisting non-instructional employees in suitable job-related training in support of the educational process in its schools.

**PROCEDURES****1.0 Needs Assessment**

The Board's supervisory staff shall have responsibility to identify the training needs of non-teaching staff.

**2.0 Access****2.1 Board-Directed**

When the Board requests an employee to take specific job-related training, all of the costs will be borne by the Board.

**2.2 Self-Directed**

Non-teaching staff wishing to access particular training may make written application to their immediate supervisor outlining the training proposed, all details re cost and financial support, if any, requested.

**2.3 Approvals**

Only senior administrative staff shall have authority to authorize in-service training for non-teaching staff.

**3.0 Funding****3.1 Budget Constraints**

All in-service training is subject to the constraints of budget.

**3.2 Level of Support**

Each activity will be separately assessed as to the level of support that can be provided.

**4.0 In-Service****4.1 Board-Provided**

In some instances the in-service training will be provided within the Board's jurisdiction and organized and funded by the Board for all employees in a certain defined group.

4.2 Third Party Provided

In some instances the in-service training will be provided by an external agency or group. The level of participation for Board employees will be as determined by the appropriate senior administrator.

4.3 Conferences & Workshops

Activities provided beyond the boundaries of the Board by a third party will be considered but will involve limited participation when distances and costs are involved. Generally, this is not the preferred method for IN-service delivery.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* EMERGENCY SERVICE VOLUNTEERS

709

*Board Approved:* February 22, 2012  
March 12, 1999

*Reviewed:* January 30, 2012  
December 5, 2006

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

It is the policy of the Superior-Greenstone District School Board to support, to the degree possible, the involvement of its employees in the providing of volunteer emergency services in the local communities served by the Board.

**PROCEDURES****1.0 Definition**

"Emergency Service" for the purpose of this policy is understood to include the following:

- a) volunteer fire-fighting,
- b) volunteer search and rescue.

**2.0 Eligibility**

Employees who are active members of a bona fide local emergency group as outlined above can be allowed time off from their duties as required, but within the constraints as laid out in the following sections.

**3.0 Basic Responsibility**

The first concern and responsibility of each employee of the Board must be for the students. In this regard, even employees involved in "emergency service" groups must not leave this responsibility without first ensuring that students are properly and appropriately provided for and obtaining the express permission of the Principal or Supervisor.

**4.0 Civil Emergency**

In particular, if a civil emergency exists in which the students must be supervised and/or relocated, each and every employee's efforts must initially be concentrated in effecting such measures as are prescribed. Only when this has been satisfactorily achieved AND with the specific and express permission of the Principal or Supervisor, may the employee be released to his/her emergency service unit.

**5.0 Duration**

It is not intended that an employee's absence from duty under this policy would be for an extended period of time (i.e. longer than one day) on any given emergency.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* RELEASE OF EMPLOYEE INFORMATION 711

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*Board Approved:* [REDACTED] *Reviewed:* January 30, 2012 *Review By:* December 2022  
 February 22, 2012 December 5, 2006 December 5, 2006 ~~December 2017~~  
 March 12, 1999

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**POLICY**

It is the policy of the Superior-Greenstone District School Board that requests from external agencies for information (other than professional references) regarding employees will be provided only upon written authorization of the employee.

**PROCEDURES**

Written authorization must be provided prior to information being released.



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* TEACHER PERFORMANCE APPRAISAL

721

*Board Approved:* \_\_\_\_\_  
May 23, 2012

*Review:* May 1, 2012

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

Superior-Greenstone DSB will conduct performance appraisals with all permanent teachers in the Board in accordance with the Education Act and the Ministry document Teacher Performance Appraisal Technical Requirements Manual. Experienced teachers will be placed on a five-year cycle or as required. Teachers new to the Board will be appraised in their first year with the Board. Teachers new to the profession will be appraised twice in the first twelve months of employment with the Board. Teachers who have been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater will be evaluated.

**RATIONALE**

Regularly scheduled and effectively conducted performance appraisals should:

- result in increased teacher effectiveness and therefore more effective instruction for our students;
- result in increased student achievement and school improvement;
- help teachers grow and develop as confident, proficient teachers;
- identify individual needs and promote the continuous professional growth of each teacher;
- recognize good job performance and encourage and support the practices and qualities of the successful teacher;
- provide a process for assistance and decision-making for those whose performance is not satisfactory;
- help guide decisions in staffing;
- provide a measure of accountability to the public education.

**GUIDING PRINCIPLES**

Superior-Greenstone DSB supports the following guiding principles for the teacher performance appraisal process.

1. Teacher performance appraisals apply to members of the Elementary Teachers' Federation of Ontario, the Ontario Secondary Teachers Federation, and teachers on a Letter of Permission, and teachers who have been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater will be evaluated.
2. Short Term Occasional or continuing education teachers, supervisory officers, Principals and Vice Principals are not appraised/evaluated by this process.
3. Appraisals and evaluations must reflect the dignity of the person and are to be fair, constructive, open and consistent in every school.

4. Performance and effectiveness shall be assessed within the scope of the teacher's area or areas of responsibility and individual performance objectives.
5. The process provides opportunities for growth, continuous improvement and concrete steps and support for improvement in areas of concern.
6. The appraisal process for new teachers interacts in a coherent way with the other elements of the New Teacher Induction Program (NTIP).
7. Teachers accept responsibility to develop their professional effectiveness.
8. Additional appraisals may be conducted based upon issues of performance.
9. The Board supports a process for appraising the performance of occasional teachers. The process would follow the same TPA process as for other teachers.

## **REFERENCES**

- Education Act (Part X.1): Teachers' Collective Bargaining
- Education Act Part X.2): Teacher Performance Appraisal
- O. Reg 98/02: Teacher Learning Plans
- O. Reg 99/02 Teacher Performance Appraisal

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* MISCELLANEOUS

*Policy Name* ACCIDENTS

902

*Board Approved:* [REDACTED]  
November 20, 2012  
March 12, 1999

*Reviewed:* November 6, 2012  
February 20, 2007

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

The Superior-Greenstone District School Board will endeavour to provide appropriate assistance in the instance of accidents on its premises or during activities sponsored by the Board.

**PROCEDURES****1.0 First Aid Equipment**

A first aid kit shall be kept in each school and work location for the purpose of treating minor injuries.

**2.0 Minor Injuries**

In case of minor injury to a pupil or employee, an adult in the employ of the Board may administer first aid.

**3.0 Injuries Requiring Medical Aid****3.1 Medical Attention**

In a case of injury to a pupil or employee which requires diagnosis and treatment by a physician, arrangements will be made promptly for such attention and, in the case of a pupil; the parent(s) will be notified.

**3.2 Reporting**

An accident report form shall be completed for each accident and record pertinent information for all accidents. One copy of the report shall be kept on file in the school and one copy shall be forwarded forthwith to the Board Office. The record shall indicate when first aid was administered, the aid provided and by whom.

**4.0 First Aid Courses**

The Board encourages all employees to take recognized First Aid Courses and refresher courses as they are available.

**5.0 Ambulance**

If in the judgment of the person in charge at the scene of an accident, an ambulance is required, the Board expects that the ambulance will be summoned forthwith.

## **6.0 Workers' Compensation Reports**

The Principal or Supervisor is required to complete and submit a Worker's Compensation Report Form when an accident involves any employee.

## **7.0 OSBIE Reports**

The Principal or Supervisor is required to complete and submit an Accident Report Form for OSBIE when the accident involves a student.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* MISCELLANEOUS

*Policy Name* TRIBUTES

903

*Board Approved:* September 18, 2012  
 September 18, 2012  
 March 12, 1999

*Reviewed:* September 4, 2012  
 February 20, 2007

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

The Superior-Greenstone District Board believes that personal or family tragedies of employees require some appropriate response on the part of the Board.

**PROCEDURES****1.0 Notification**

Any employee should notify the Principal or Supervisor of events that might fall under this policy.

Such notice can be verbal or written and should include the following details:

- name of person providing information
- name of person(s) affected
- details of event.

**2.0 Response**

A senior administrator shall assess the situation and determine the appropriate action, which may include:

- card
- floral tribute
- charitable donation.

**3.0 Action**

The senior administrator will, having assessed the situation, make the necessary arrangements for the appropriate recognition, which may involve:

- delivery to hospital
- delivery to funeral home
- delivery to home.

The person carrying out this task should provide notice, when this is appropriate, that the Board has acknowledged the event.

**4.0 Other**

Senior administration shall have the latitude to adjust the above criteria to suit a particular situation.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* MISCELLANEOUS

*Policy Name* PROTECTION OF PRIVACY

904

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*Board Approved:* September 18, 2012  
September 18, 2012  
March 12, 1999

*Reviewed:* September 4, 2012  
February 20, 2007

*Review By:* December 2022  
~~December 2017~~

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**POLICY**

The Superior-Greenstone District School Board recognizes its responsibility to protect the privacy of its employees and students.

**PROCEDURES****1.0 Background**

1.1 Confidentiality

The Board acknowledges that in its relations with its staff and students it will gain much private and confidential information which must be held in confidence.

1.2 Access

The Board acknowledges its responsibility not to permit access to any personal information in its possession without the authority of the person concerned unless such access is provided through law.

**2.0 Practice**

2.1 Scope

Marks, personal data, information and records of a student shall not be disclosed to anyone other than to a current teacher or supervisor of the Board, without the consent of the student or his/her parent(s) or unless otherwise provided in regulation.

2.2 Lists

No lists of staff or students or their addresses shall be provided to any person outside the system without appropriate approval.

2.3 Authority

This policy shall not be deemed to authorize the Board or any of its employees to:

- a) disobey any lawful duty, subpoena or order of a court, or,
- b) withhold or suppress any statistical data deemed to be in the public domain.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**BY-LAW NO. 141**

A By-law to levy taxes.

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

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

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

The rates set out in Ontario Regulation 400/98 for 2018 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 23rd day of October, 2017.

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Chair

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Secretary to the Board

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 48**

**Date:** October 16, 2017

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

**FROM:** Cathy Tsubouchi, Superintendent of Business

**SUBJECT:** 2016/2017 Interim Report No. 3

**STRATEGIC**

**PRIORITY:** Responsible Stewardship of Resources

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**Background**

As outlined in a Report to the Board in September 2016, the purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

**Current Situation**

The attached report covers the period from September 1 to June 30, 2017 and is the third report for the 2016/2017 school year.

**Administrative Recommendations**

The report No. 48 entitled, 2016/2017 Interim Report No. 3 is presented to the Board for information.

Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business



SUPERIOR-GREENSTONE DSB  
2016-17 Interim Financial Report

For the Period Ending June 30, 2017

Summary of Financial Results

	Estimates	Revised Estimates	Forecast	In-Year Change	
				\$	%
Revenue					
Operating Grants	30,754,473	30,847,121	30,847,121	92,648	0.3%
Capital Grants	2,469,266	2,625,957	2,625,957	156,691	6.0%
Other	6,167,821	6,370,486	6,370,486	202,665	3.2%
Total Revenue	39,391,560	39,843,564	39,843,564	452,004	1.1%
Expenditures					
Classroom	26,486,931	26,649,103	26,649,103	162,172	0.6%
Other Operating	2,620,486	2,596,038	2,596,038	(24,448)	(0.9%)
Transportation	1,878,904	1,879,639	1,879,639	735	0.0%
Pupil Accomodation	8,386,019	8,699,470	8,699,470	313,451	3.6%
Other	606,314	537,014	537,014	(69,300)	(12.9%)
PSAB Adjustments	(58,435)	10,865	10,865	69,300	637.8%
Total Expenditures	39,920,219	40,372,129	40,372,129	451,910	1.12%
In-Year Surplus (Deficit)	(528,659)	(528,565)	(528,565)	94	n/a
Prior Year Accumulated Surplus (Deficit)	3,194,726	3,194,726	3,194,726	-	0.0%
Accumulated Surplus (Deficit) for Compliance	2,666,067	2,666,161	2,666,161	94	0.0%

Note: Forecast based on year-to-date actuals up to June 30, 2017.

Changes in Revenue

- Operating Grants increased after budget struck due to higher enrolment in first semester.
- Change in Capital Grants due to the following: School Condition grants increased after budget was struck; renewal grants increased due to enrolment increase. Received \$5.6 million more in grant of which \$5.4 million will be deferred over life of buildings.
- Other revenue increase due to higher First Nation enrolment.

Change in Expenditures

- Classroom increased due to higher teacher and EA FTE; and textbooks with offsetting revenue.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a deficit of \$528,565. Per the budget, we are funding some projects from reserves which results in an in-year deficit

Risks & Recommendations

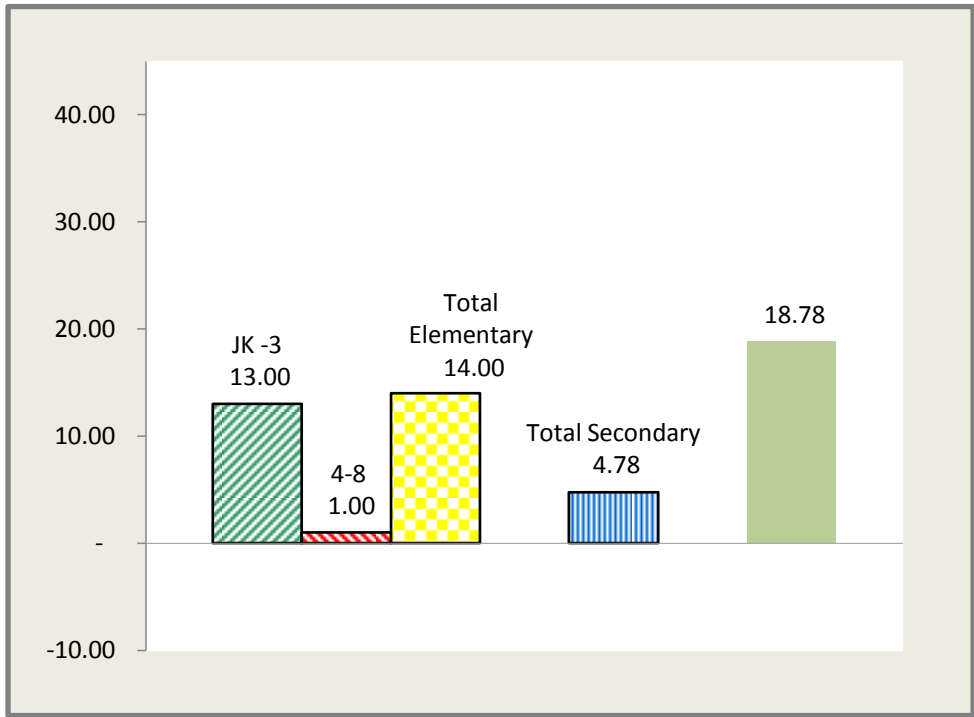
- Retirement payments are being funded from our current grants.

Summary of Enrolment

ADE	Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	390.00	403.00	13.00	3.3%
4-8	380.00	381.00	1.00	0.3%
Total Elementary	770.00	784.00	14.00	1.8%
Secondary <21				
Pupils of the Board	591.63	594.12	2.49	0.4%
Other Pupils	122.96	125.25	2.29	1.9%
Total Secondary	714.59	719.37	4.78	0.7%
Total	1,484.59	1,503.37	18.78	1.3%

Note: Forecast will be based on March 31st count date

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

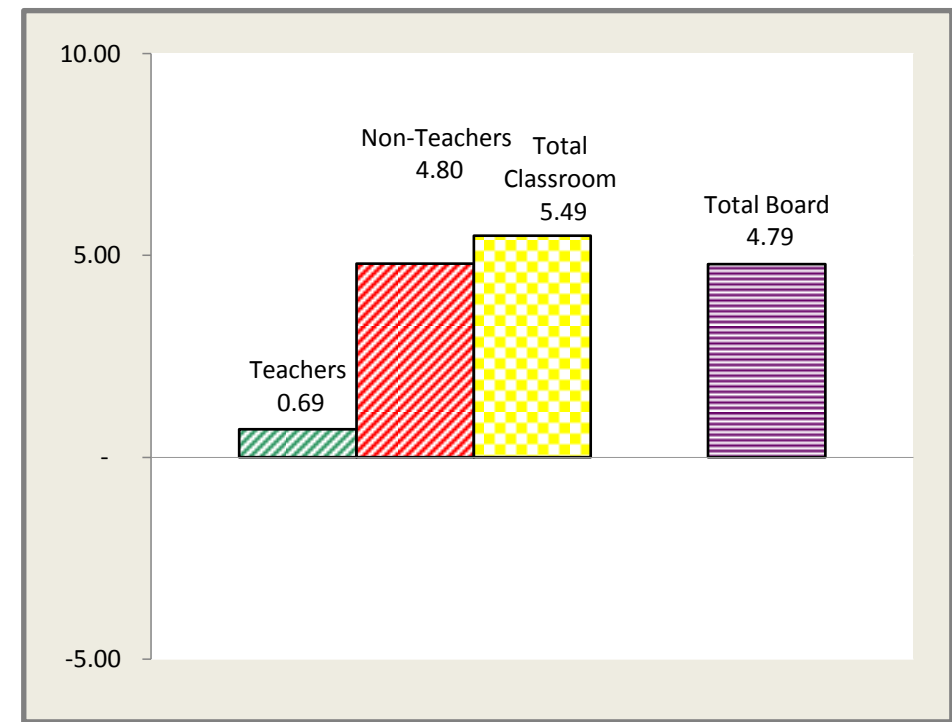
- Total board enrolment is up 18.78 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	136.3	137.0	0.69	0.5%
Non-Teachers	124.7	129.5	4.80	3.8%
Total Classroom	261.0	266.5	5.49	2.1%
Non-Classroom	63.3	62.6	-0.70	-1.1%
Total	324.3	329.1	4.79	1.5%

Note: Actual as of March 31, 2017.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Classroom teachers up due to addition of ESL teacher and increased Spec ed time from Administration
- Non-teachers is up 4.80 FTE due to various changes including addition of EA's, ECE and Lib Tech. Also, NL Coordinator was reduced.

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

**Report No: 49**

**Date:** October 23, 2017

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

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

**SUBJECT:** Director's Monthly Report – October 23, 2017

**STRATEGIC**

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

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**1. Student Leadership Conference**

On September 21 and 22, 2017, 34 students from grades six to twelve attended the first (and hopefully annual) Superior-Greenstone District School Board Leadership Conference at the Eagle's Nest Adventure Center (formerly Dorion Bible Camp) facility. The conference was designed to help students to inspire positive change in their schools; actions that make the world a better place, as reflected by our board mission, which states, "Inspiring our students to succeed and make a difference".

Students had an opportunity to develop and hone their leadership skills, to collaborate with students from across the district, to identify actions to promote meaningful change, and to understand how to put these ideas to work in their own school and community. The two days were filled with activities that promote team building and many new friendships were formed.

The feedback provided demonstrated that students found the learning to be engaging, relevant and inspiring. Students reported excitement about returning to their schools to meet with the principal and teachers and to share and implement the planned ideas. A number of students felt inspired to make change before they graduate, as they had learned that true leaders leave a legacy by fostering leadership in others. What was clear from the feedback is that students left the conference with a new understanding that they can lead the change that they wish to see in their schools and communities. "I learned two major things about myself as a leader. The first one is that I can make a change whereas before I felt lost and hopeless. Secondly, I learned that it does not take much to change something for the better. All it takes is one lollipop moment."

This conference is an excellent opportunity to foster not only leadership in our students, but the belief that they can make positive change to make the world a better place. Our students are seeing themselves as "... leaders in providing quality learning experiences in our small school communities". Our next steps are to work with our Student Trustee, Logan Furoy to establish and convene the Student Senate; a venue to have our students continue to not only share their experiences (both successes and failures), but to continue to learn more about leadership.

**2. Teacher-In-Charge Training**

An important component of fostering leadership at SGDSB is to provide learning opportunities for teachers who wish to give back to their school or who wish to hone their leadership skills by filling in when the principal is absent. The Teacher-In-Charge training is an important component of our Board Leadership Development Strategy. In October, both the elementary panel and the secondary panel offered training for these volunteers, focused on helping them to understand the role of the school leader to a greater extent. It is important to note that while the experience of being in charge of a

school is significant, the role of the Teacher-In-Charge is to Interview, Report and Communicate to the formal principal. Fundamentally, the Teacher-in-Charge role is one of maintaining the safe and orderly environment that has been established by the Principal/Vice-Principal. Teachers engaged in a review of the role, were provided with a number of opportunities to reflect on policy and procedure, and resolved case students. The Teacher-In-Charge training is an excellent opportunity to not only build capacity in our teachers, but to have the principal provide focused mentorship for teachers.

### **3. Early Years Conference**

Early years educators (K - 2 teachers, ECEs and administrators) gathered at Eagle's Nest in Dorion on September 26th and 27th. We welcomed Dianne Riehl from the Ministry to Education who came to support us as we continue our journey of creating thinking K-2 environments and opportunities, for all of our youngest learners. Being at Eagle's Nest gave us the opportunity to embrace a very authentic learning environment on the shores of Lake Superior. Transitions throughout the early years how to develop effective open ended questions and provocations, pedagogical documentation and play-based inquiry were some of the topics discussed and explored. These conversations truly set the stage for the journey we are on. Building relationships connects us as a district and utilizes the strengths that each of us bring to our board and enhances learning we do collectively, this time together was invaluable.

### **4. Executive Leadership Program**

Members of senior administration including David Tamblyn, Nicole Morden-Cormier, and Charlie Bishop took part in the second of four modules offered through the Rotman School of Management. Topics covered over the three days included; Design-led Learning at a Systems Level, The CEO's Role In Business Model Reinvention, Equity in Ontario: The Role for Education System Leaders and Change Management. Sears Canada is the latest of a long list of organizations that have failed to adapt to the changing market place. The graveyard of failed organizations includes; Kodak, Blockbuster Video, HMV, Eaton's and Zellers among others. School Boards are not immune to changes in the market place. Boards also need to adapt to changing market conditions. Technology, curriculum development, pedagogy and declining enrolment are among a growing list of the forces that require changes in the delivery of programming. The learning the senior administration team has acquired through the program will help inform the board strategic plan, system priorities and restructuring.

### **5. Students Engaged in Cultural Inquiry through Technology**

Students in the Grade 3/4 class from Marjorie Mills Public School have been invited to participate in a unique learning experience through the MOE's Teaching Leadership and Learning Program (TLLP). The TLLP project will establish a collaborative teaching-learning community in a three virtual classrooms that will connect students in Longlac with two schools in Whitby. This year long project will enable students to share their varied cultures, which will in turn provide an authentic voice to student learning. To get the program started the two teachers involved from the Durham Catholic District School Board travelled to Greenstone to take part in a traditional Fall Harvest on Aroland First Nation. With a focus on the social studies curriculum students from southern Ontario will learn about the cultural significance of the province's indigenous population while students in the north learn about the multi ethnic diversity of their southern neighbours.

### **Administrative Recommendation:**

The report No. 49 entitled, Director's Monthly Report – October 23, 2017 is presented to the Board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

**Report No. 50**  
**Date:** October 23, 2017

# Performance Objectives

*David Tamblyn*  
*Director of Education*

**Superior-Greenstone District School Board**  
*2017-2018*

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

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

**Purposes of the Leadership Framework**

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

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

## System Leadership / Level Leadership

### Practices and Competencies

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

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

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



### Specific Goals for August 2017 through June 2018

Strategic Priority	Strategic Priority	Strategic Priority
<p><i>Student Achievement and Well Being</i></p> <ol style="list-style-type: none"> <li><b>Board Strategic Plan</b> – continue the process of renewing the Board Strategic Plan through stakeholder consultations and establishing strategic priorities with senior administration and the board of trustees.</li> <li><b>The Board Improvement Plan for Student Achievement and Well Being</b> aims to create an Assessment for Learning Culture at every level of our organization (classroom, school and district)...a culture that reflects a focus on learning rather than teaching. The Board Theory of Action presents the conditions for learning that are necessary to create a student centered learning environment. This supports the recommendations of the Ministry of Education's 21st Century Competencies, 2016.</li> <li>Facilitate support for the Ministry of Education's (MoE) Renewed Math Strategy</li> <li>Launch HERE campaign to raise awareness of the issue of chronic absenteeism in SGDSB and the impact it has on student learning</li> <li>Implement the provincial framework on Student Well-being.</li> <li>Implement Ontario's Education Equity Plan</li> </ol>	<p><i>Responsible Stewardship of Resources</i></p> <ol style="list-style-type: none"> <li>Implement Leadership Framework for Manager's &amp; Supervisors.</li> <li>Undertake a comprehensive administrative review of board office administration. Address issues of turnover, workload, efficiencies and succession planning.</li> <li>Follow through with the implementation of the Executive Compensation Framework</li> <li>The 2015-2016 Education Consulting Guide outlines the Ministry of Education's ongoing approach to School Board Efficiencies and Modernization. The guide calls for the efficient use of resources and provides funding for school boards to build planning capacity where there is a need to address underutilized schools.</li> <li>Continue work to recruit Aboriginal students from remote First Nation communities.</li> <li>Redesign and launch board web site.</li> <li>Provide the support of senior administration in preparation for construction to commence on the Geraldton Day Care Facility.</li> <li>Complete Rotman Executive Leadership Program</li> </ol>	<p><i>Building Relationships</i></p> <ol style="list-style-type: none"> <li>"Environmental Stewardship" has been adopted as a theme in 2017-2018 with a focus on how we are making a difference in our schools, communities and the world. The student senate will participate in this initiative.</li> <li>Implement the recommendations of the Truth &amp; Reconciliation Commission pertaining to Education.</li> <li>Continue to implement restorative practices and healing circles in schools across the district-</li> <li>Continue to build positive relations through the Director's participation in the PIC, SEAC and NEAC committees as well through Community involvement.</li> <li>Work with chair to provide professional development for newly elected trustees</li> <li>Meet with team from the Regional office of MOE to engage in System Improvement Learning Cycle (SILC) as part of the BIPSA review process.</li> <li>Sign Education agreement with NAN</li> <li>Establish Student Achievement Program – in partnership with Lakehead University.</li> </ol>



## Core Leadership Capacities

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

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 51**

**Date:** October 23, 2017

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

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

**SUBJECT:** Elementary EQAO 2016-2017 Achievement: Detailed Report

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

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**Background**

EQAO is designed as a summative assessment as it occurs at the end of the primary and junior divisions in the elementary panel; both of which represent important segments of student learning. For Superior-Greenstone District School Board, due to our small cohort size (which has been below 84 students in each of the primary and junior divisions for the past four years), determining trends does not provide us with valid and reliable data. Thus, the individual student achievement results provide information that is considered as we reflect on the past and plan for the future.

This report will provide overall data relating to

1. Board wide EQAO achievement over the past five years (remembering that no assessments took place during the 2014-2015 school year).
2. Results for all participating students at each of the provincial levels.
3. A success story from several elementary schools, as the narrative behind our students' growth is extremely valuable as we precisely plan for learning.

**Current Situation**

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

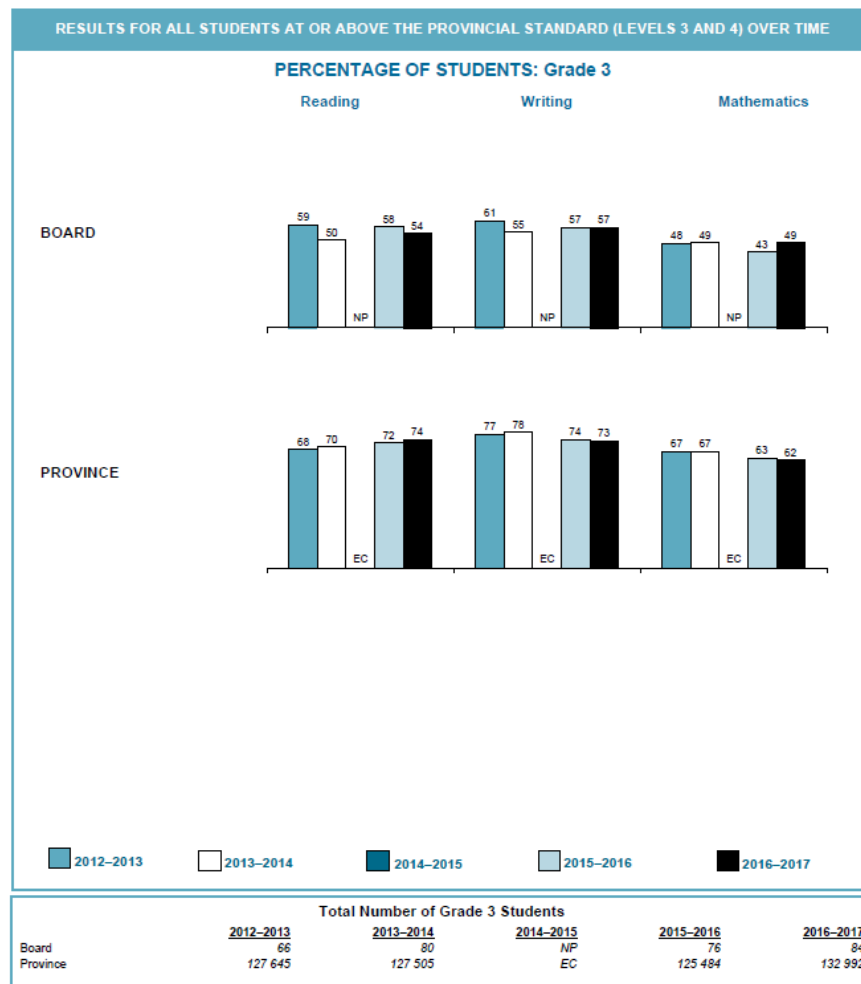
The following graph provides an overview of the provincial and board Primary Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time, for all students in grade 3. Note that:

- Board results have shown slight growth in mathematics (6% growth), no growth in writing (0% growth), and a slight decline in reading (4% decline).
- Provincial results have shown a small decrease in mathematics (1% decline) and writing (1% decline) and a slight increase in reading (2% growth).

TABLE ONE

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

Assessments of Reading, Writing and Mathematics, 2016–2017



While there continues to be a gap between the overall achievement of our students and that of the province, the gap is not as large when we eliminate the achievement of students who did not complete the assessment or were unable to provide enough information for the assessment to be scored. The achievement of our “Participating Students” is represented in Table 2 and Table 3.

TABLE TWO

**Primary Division: Achievement of Participating Students**

Reading	Writing	Math
76%	75%	64%

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

TABLE THREE

**EQAO Achievement 2016 - 2017 Reading, Writing and Mathematics  
Percentage Results for All Participating Primary Division Students at Each Provincial Level**

Total Number of Students: 84

Total Number of Identified Students: 19

Total Number of English Language Learners: 1

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students
Primary Division Reading	No Data: 1% Exempt: 4%	No Data: 1 Exempt: 3	1%	0	10%	8	32%	26	50%	40	6%	5
Primary Division Writing	No Data: 1% Exempt: 4%	No Data: 1 Exempt: 3	1%	1	2%	2	36%	29	60%	48	0	0
Primary Division Mathematics	No Data: 1% Exempt: 2%	No Data: 1 Exempt: 2	0%	0	7%	6	42%	34	48%	39	2%	2

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

Note the following:

- More of our students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading, writing and mathematics.
- Many of our Primary Division students are **almost meeting** the provincial standard:
  - 14 of the 26 students who achieved a Level 2 in Primary Division Reading were in the 2.7 and 2.9 range of achievement.
  - 15 of the 29 students who achieved a Level 2 in Primary Division Writing were in the 2.7 and 2.9 range of achievement
  - 16 of the 34 students who achieved a Level 2 in Primary Division Mathematics were in the 2.7 and 2.9 range of achievement.
- Upon deconstruction of the data, it is apparent that students continue to require support in:
  - Fully developing answers in writing with several ideas and information as their ideas often do not relate to the assigned task. This struggle is also apparent in mathematical communication of thinking.

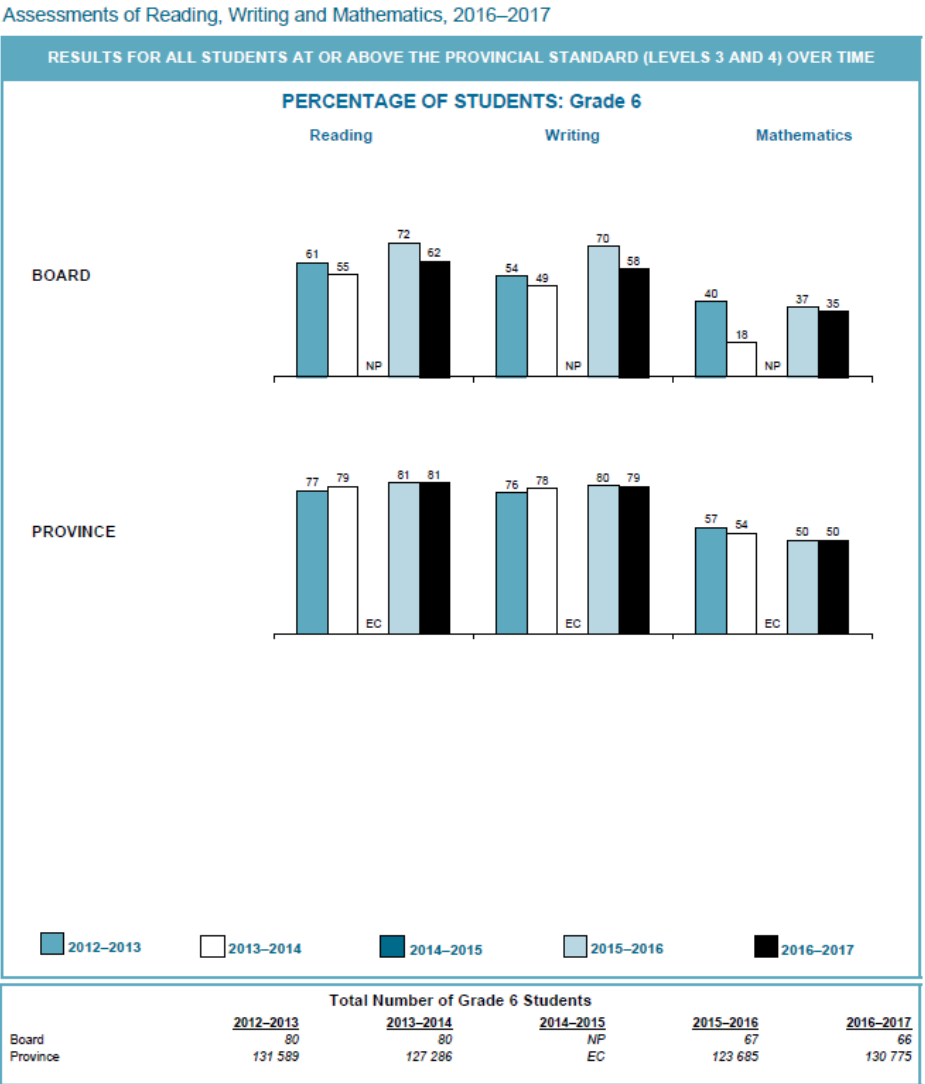
***A Focus on Achievement in the Junior Division***

The following graphs provide an overview of the provincial and board Junior Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time, for all students in grade 6. Note that:

- Board results have shown a decrease in reading (10% decline), writing (12% decline) and mathematics (2% decline).
- Provincial results have shown no growth in reading and mathematics, and a small decrease in writing (1%).

TABLE FOUR

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



While there continues to be a gap between the overall achievement of our students and that of the province, the gap is not as large when we eliminate the achievement of students who did not complete the assessment or were unable to provide enough information for the assessment to be scored. The achievement of our “Participating Students” is represented in Table 5 and Table 6.

TABLE FIVE

**Junior Division: Achievement of Participating Students**

Reading	Writing	Math
65%	60%	37%

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

TABLE SIX

**EQAO Achievement 2016 - 2017 Reading, Writing and Mathematics  
Percentage Results for All Participating Junior Division Students at Each Provincial Level**

Total Number of Students: 66

Total Number of Identified Students: 26

Total Number of English Language Learners: 1

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students
Junior Division Reading	No Data: 0% Exempt: 5%	No Data: 0 Exempt: 3	0%	0	6%	4	29%	18	59%	37	6%	4
Junior Division Writing	No Data: 0% Exempt: 5%	No Data: 0 Exempt: 3	0%	0	0%	0	40%	25	49%	31	11%	7
Junior Division Mathematics	No Data: 0% Exempt: 5%	No Data: 0 Exempt: 3	2%	1	29%	18	33%	21	24%	15	13%	8

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

Please note the following:

- Many of our Junior Division students **are almost** meeting the provincial standard:
  - 11 of the 18 students who achieved a level 2 in Primary Division Reading were in the 2.7 and 2.9 range of achievement.
  - 17 of the 25 students who achieved a level 2 in Primary Division Writing were in the 2.7 and 2.9 range of achievement
  - 6 of the 21 students who achieved a level 2 in Primary Division Mathematics were in the 2.7 and 2.9 range of achievement.
- Upon deconstruction of the data, it is apparent that some students continue to require support in:
  - Fully developing answers in writing with several ideas and information as their ideas often do not relate to the assigned task. This struggle is also apparent in mathematical communication of thinking.

An important aspect to interpreting this data is to review the narratives regarding individual students in every school. Each year, school teams carefully review the available data for students and make a targeted plan to address student needs. In the words of school principals, the following are examples of some success stories.

*We had a student in Gr. 3 who we considered exempting from the assessment due to his identified learning needs. In Gr. 3 we had him complete with the help of a scribe and prompting to remain focused on the task. Now in Gr. 6 this student completed the assessment independently with the use of his assistive technology he completed all questions and achieved at a level 2 in all subject areas. This is a huge accomplishment for this student*

*Student W progressed from level 1 to level 3 in reading and from a level 1 to a level 2 in math. His engagement level also improved dramatically, as he has gone from “never likes reading” and “never likes math” to “sometimes!” In our grade 6 cohort, no students dropped below provincial standard who met it in grade 3. However, 7 students who did not meet provincial standard in reading in grade 3 and 4 who did not meet the standard for writing in grade 3 were successful in meeting provincial standard in grade 6. Hooray!*

*One of our student's (now in grade 4) was given support via a scribe to help him complete the assessment last spring. Prior to the assessment we anticipated that this student might struggle with completion and were quite eager to see what his results would be. This student excelled in all areas, attaining level 3 in writing and mathematics and a level 4 in reading! This student had struggled with writing in previous years and it is very clear that through the use of assistive technology he was able to demonstrate his full potential!*

*We had 3 students who increased in their math achievement from grade 3 to grade 6. One student who went from level 2 to a level 3. This student struggles with health issues and school is missed for many doctors appointment, however through his perseverance and engagement success was achieved. The other students both went from a level 3 in grade 3 to a level 4 in grade 6 within the area of mathematics.*

*One of our Grade 6 students has moved levels on his EQAO scoring from Grade 3 to Grade 6. Upon reflection and conversation, this student had several mental health/emotional challenges in the primary grades. This significant growth really speaks to the focus on wellbeing, relationship building and instructional strategies.*

*We have a student in Grade 3 who has had significant struggles with communication and expressive language. This student has made substantial gains since starting school in Senior Kindergarten. We are proud of the fact that he was able to write EQAO and score 1.9 in reading, 2.3 in writing and 2.1 in mathematics.*

*We only had 1 grade 6 student write last year. It was a success story before he ever put pen to paper because he had been exempt from writing any of the Grade 3 tests. When he wrote last year he received level 3's in both reading and writing and a level 2 (2.7) in math. There has been huge growth with this student between grade 3 and grade 6.*

### **Next Steps**

As a district, SGDSB continues to engage in focused work around mathematics as we work to respond to contemporary research and make significant enhancements to our instructional practice. In alignment with the province of Ontario, it is apparent that our most urgent work continues to be in the area of mathematics. The available data is indicating that our work in mathematics continues to revolve around our students' understanding of math concepts and their ability to communicate this understanding in writing, orally, and visually, using numbers, pictures, diagrams, words, graphs and symbols. The process of communication requires students to reflect upon and clarify their own ideas, their understanding of math relationships and their math arguments. Thus, while mathematics will continue to assume a spotlight in our district, we believe that our board math focus on communication of thinking will impact reading and writing as well. We will continue to make explicit how our focus on communication in mathematics is linked to instruction in reading and writing, to ensure student and educator understanding of the interconnectedness of literacy and numeracy.

### **Administrative Summary**

That, the Superior-Greenstone DSB receives as information Report No. 51 *Elementary EQAO 2016-2017 Achievement: Detailed Report*.

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No: 52****Date:** October 23, 2017

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

**FROM:** Heidi Patterson, Student Success Lead

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

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

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**Background:**

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

**Current Situation**

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

	Applied Math – Level 3 and 4		Academic Math – Level 3 and 4	
Superior-Greenstone DSB	48%	( 85 students)	60%	(67 students)
Province	44%	(34,797 students)	83%	(96,449 students)

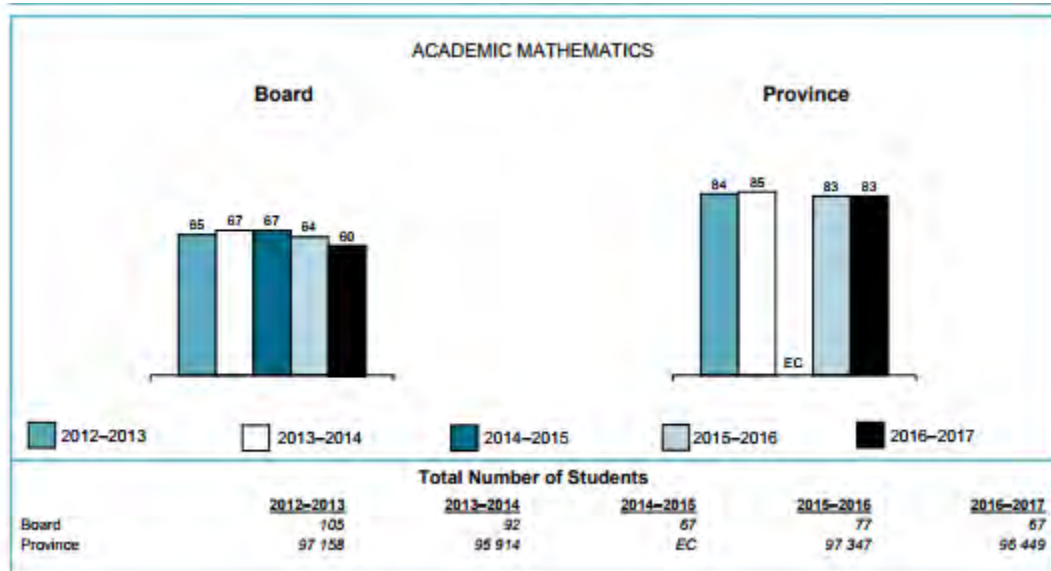
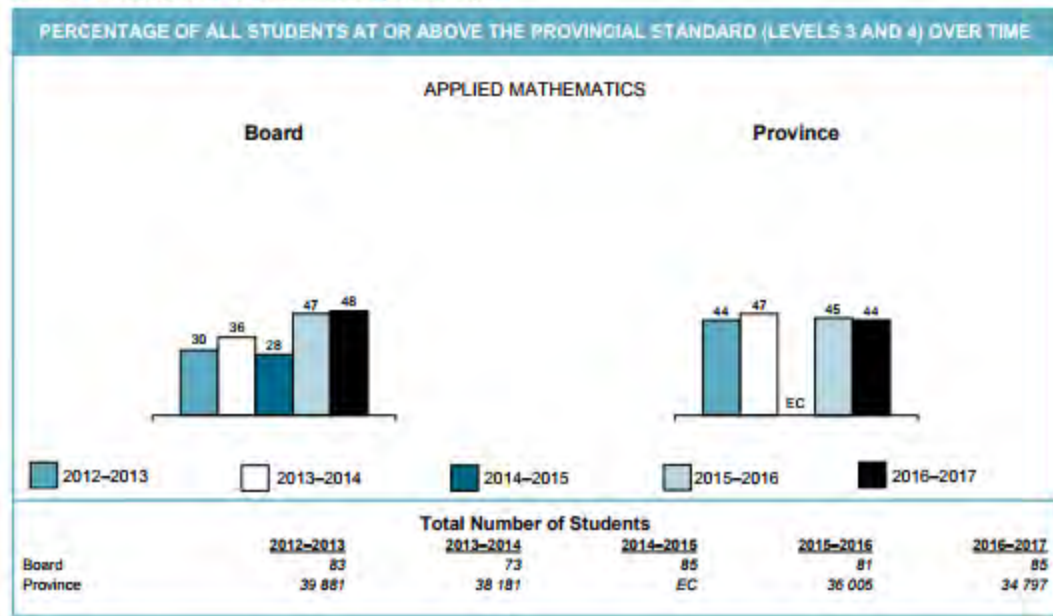
**Results over Time**

The percentage of applied math student scores at Level 3 or above significantly increased to 48% in 2016-17 from 47% in 2015-2016. This is slightly above the provincial average, the first time SGDSB has been above provincial average since 2011-2012.

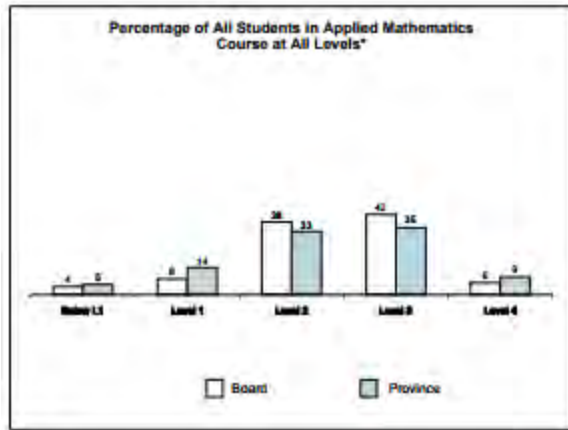
The percentage of academic math student scores at Level 3 or above slightly decreased to 60% at Level 3 or above from 64% in 2015-2016. Superior-Greenstone's percentage has been relatively stable since 2013-2014.



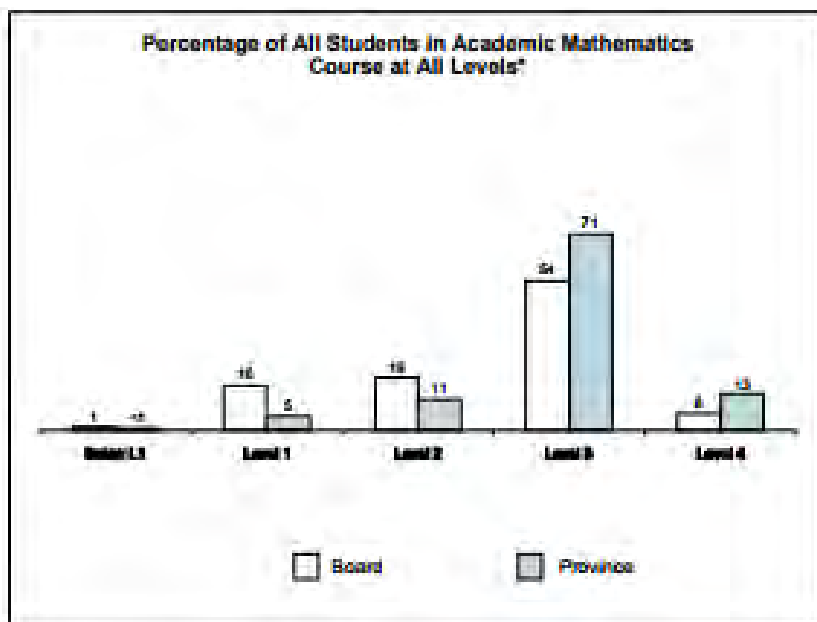
## Grade 9 Assessment of Mathematics, 2016–2017



In the 2016-2017 Applied Math results, 38% of students achieved Level 2, while 8% of students achieved Level 1. 4% of students (or 1 student) received below Level 1. A deeper analysis has been done to see how close the Level 2 students were to achieving Level 3 and what are the gaps or difficulties being shown. This information will be further analyzed by math teachers from grades 7 – 10.



In the 2016-2017 Academic results, 19% of students achieved Level 2, while 16% received Level 1, and 1% received below Level 1.



### **Contextual Information**

#### **Streams**

Out of students writing the test in 2016-2017 in the Superior Greenstone DSB, 44% of students were in the applied stream and 56% were in the academic stream.

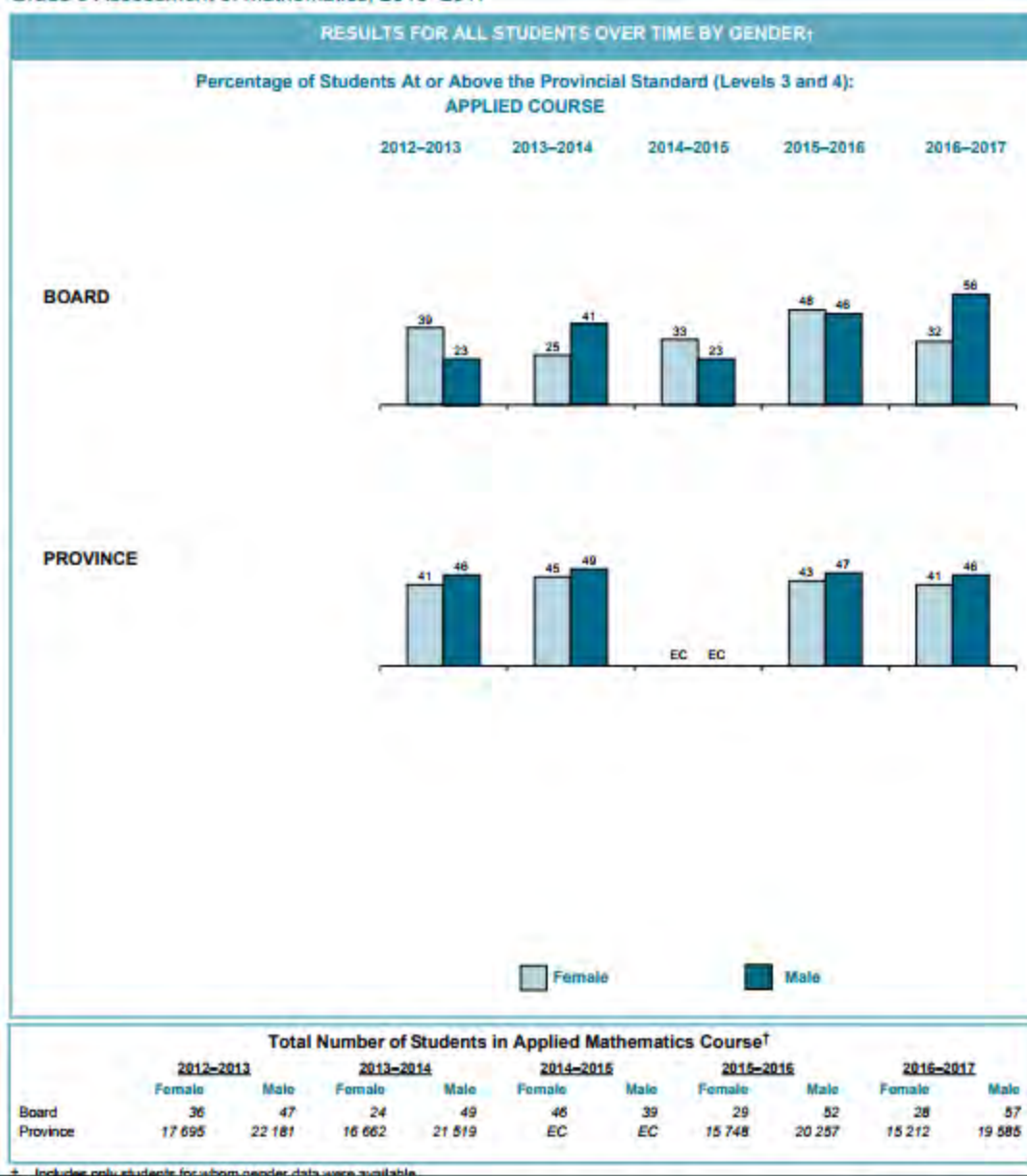
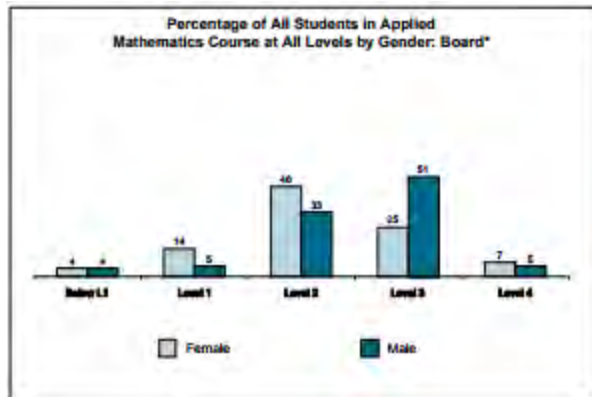
Provincially, 27% of students are in the applied stream and 73% are in the academic stream.

#### **Gender Differences**

In Applied Math 2016-2017 there was a significant gender gap in the performance between male and female students. 32% of girls achieved Level 3 or 4, while 56% of boys achieved provincial standard. In previous years, boys outperformed girls 48% to 47%. This continues the unpredictable nature of this measure.

However, there are more males in the applied stream than females. 67% of writers were males, while 33% were females.

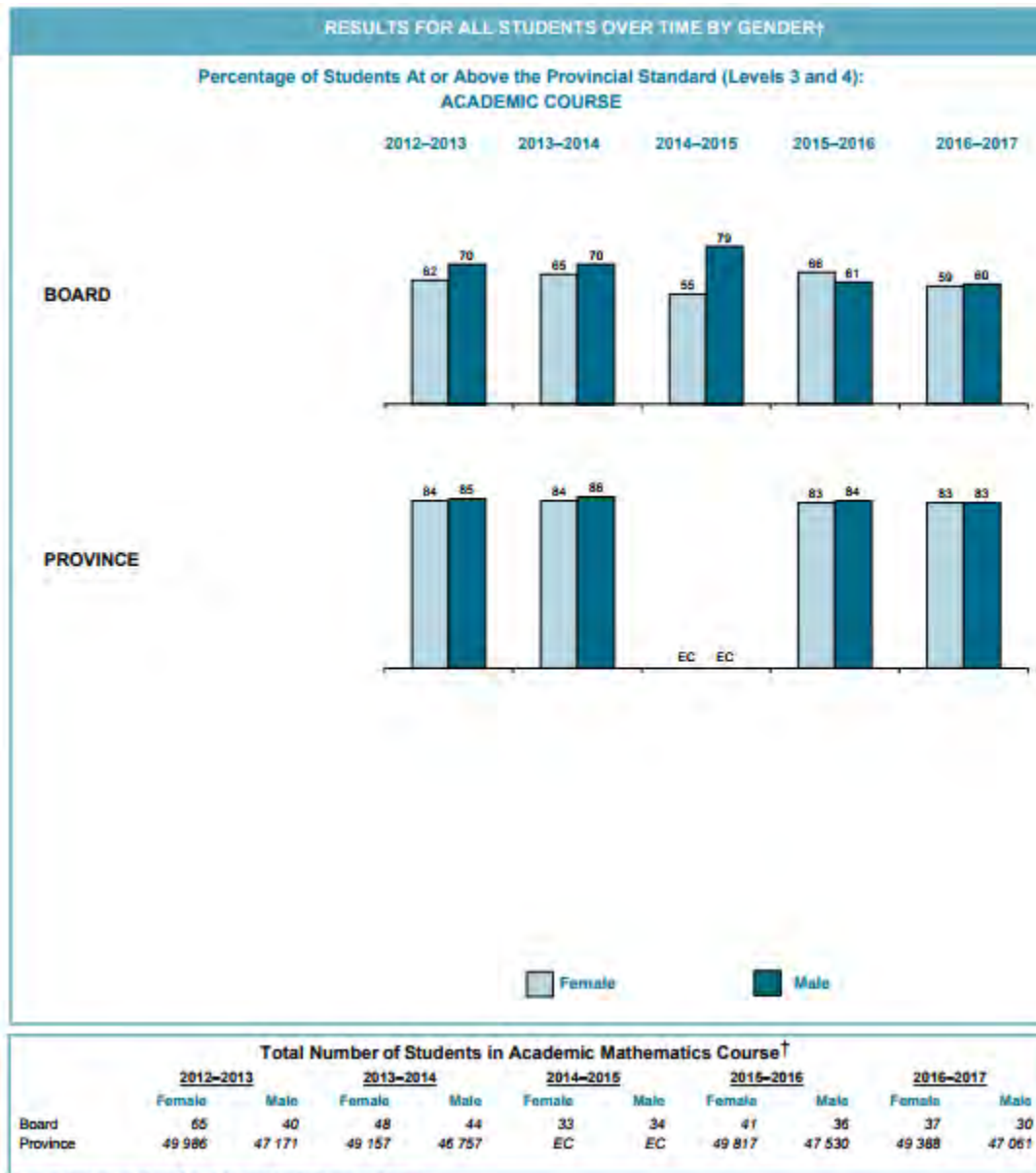
Provincially, slightly more males achieve standard than females – 56% to 44%.



In Academic math 2016-2017, there is no gender gap with girls outperforming boys at 60% compared to 59%.

Slightly more girls are represented in academic classes compared to boys – 37 compared to 30

Provincially there is no gender gap shown in this year.



† Includes only students for whom gender data were available.

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

35% of students in the Applied course were students with special education needs. This does not deviate much from the provincial data where 41% were students with special education needs (excluding gifted).

3% of students in the Academic course were students with special education needs. Again, this is close to the provincial average of 8%.

**Next Step**

- In the 2017-2018 school year, the focus of the Ministry of Education is on Numeracy- Renewed Math Strategy (RMS), particularly around improving outcomes in the Applied Mathematics, and this of course has been identified as a priority in our board learning plan and in each of our schools.
- Professional learning for all grade 7 to 10 mathematics teachers will be a focus of the learning plan for this year. Teachers will examine trends, expand strategies and resources and focus on research based strategies to improve student success.
- All schools will be using the Achieving Excellence in Applied Courses (AEAC) model which builds small teams of teachers focused on student work and data, to improve student learning (Previously known as the Student Success Initiative or SSI).
- Grade 9 teachers will continue to focus on professional learning and strategies through the Renewed Math Strategy that will support students in the Applied level.
- Resources will continue to be allocated to schools to support further learning in mathematics learning.
- Homework Help is a support for all students in grades 7 – 10 and that can be accessed by themselves or their parents when they need additional assistance doing their math homework.

**Grade 10 Ontario Secondary School Literacy Test, March 2017**

**Background:**

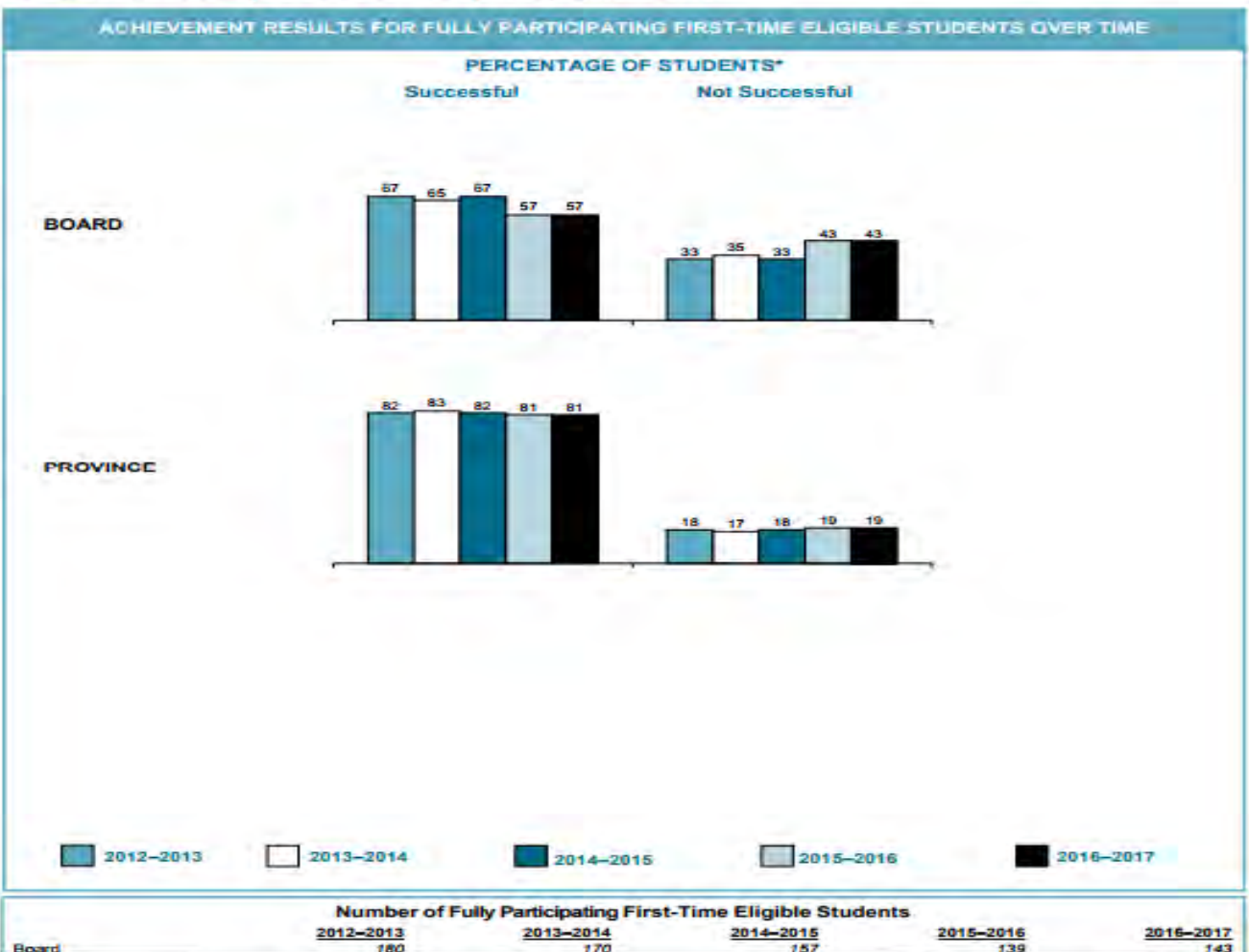
The Ontario Secondary School Literacy Test (OSSLT) is designed to measure the reading and writing skills of Year 2 secondary students. It provides educators with one current measure of a student's literacy skills with respect to the provincial standard. The successful completion of the Ontario Secondary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

**Current Situation**

57% of the 143 students who were eligible for the first time were successful in the March 2017 OSSLT. In March 2016, 57% were successful.

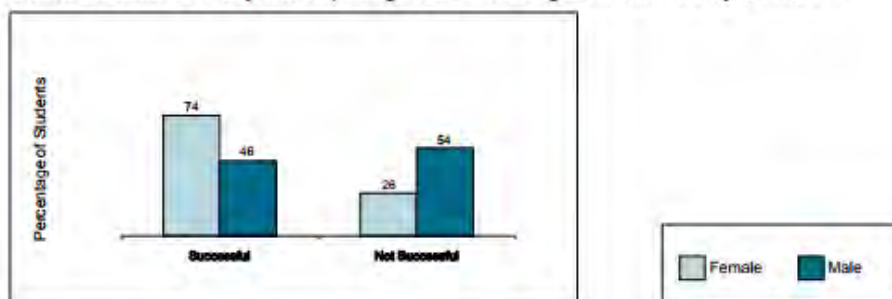
Provincially, 81% of first time eligible students were successful in the March 2017 OSSLT. Statistically, the provincial success rate has remained relatively 'flat lined' since 2011.

## Ontario Secondary School Literacy Test, 2016–2017

**Contextual Information****Gender Differences**

There continues to be a gender gap both within the provincial results and with our board results. For Superior Greenstone DSB, 74% of females were successful compared to 46% of males. Last year our point difference was 19% and this year it is 28%.

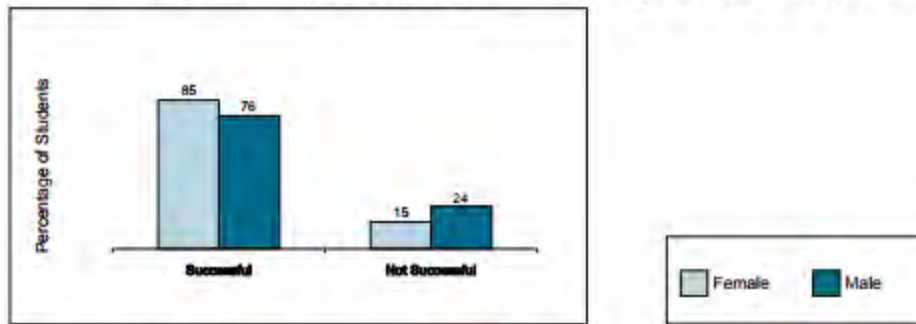
Provincially, 85% of girls were successful, compared to 76% of boys.

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

\* Percentages in tables and bar graphs may not add up to 100, due to rounding.  
 † Includes only students for whom gender data were available.



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



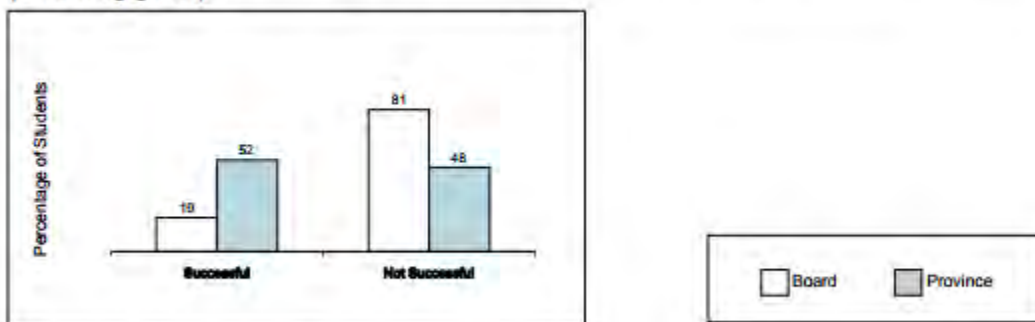
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.  
 † Includes only students for whom gender data were available.

### Students with Special Education Needs

In the March 2017 OSSLT, 34% of Superior Greenstone students were identified as have special education needs, excluding gifted. Of that number, 19% were successful on the OSSLT.

Provincially, 19% of students were identified as having special education needs, excluding gifted. 52% of students with special education needs were successful.

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



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

### Results by Pathway

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

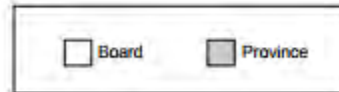
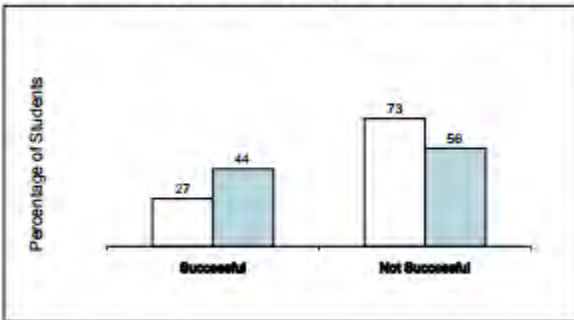
Percentage of Students within each pathway

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



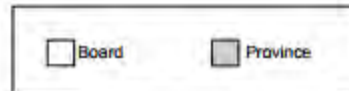
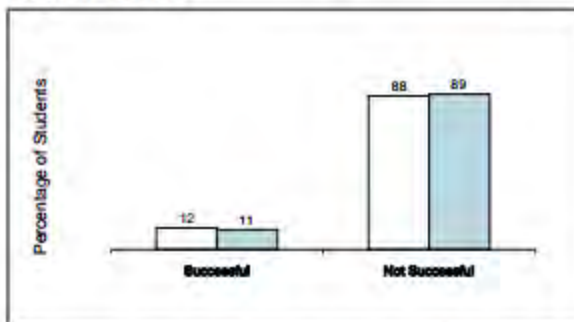
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Course Type in English† Based on number of first-time eligible students					
Academic	43%	43%	43%	39%	48%
Applied	45%	41%	43%	47%	38%
Locally developed	11%	15%	12%	12%	16%
ESL/ELD	0%	0%	0%	0%	0%
Other	1%	1%	1%	2%	1%

### Next Steps

- Working with the Ministry of Education Literacy Student Achievement Officer, we will continue our work learning adolescent literacy strategies, visiting classrooms, moderating marking, and honing our skills, especially with the reluctant reader.
- Student success teams and teachers will focus on identifying students at risk of not being successful on the 2016-2017 OSSLT and provide supports to those students.
- Students with special education needs will be supported through differentiated instructional practices and assistive technology.
- Strategic Literacy Plans will be incorporated in to each of our high schools School Improvement Plans for the 2017-2018 school year.

### Administrative Summary

That, the Superior Greenstone DSB receives as information, Report No. 52 EQAO Secondary Achievement Results: Grade 9 Mathematic and Grade 10 OSSLT.

Respectfully submitted by:

David Tamblyn  
Director of Education

Heidi Patterson  
Student Success Lead





**Waterloo Region  
District School Board**

51 Ardelet Avenue Kitchener ON N2C 2R5  
(o) 519 570 0003 (f) 519 742 1364 www.wrdsb.ca

September 15, 2017

Hon. Mitzie Hunter  
Minister of Education  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Hunter,

On behalf of the Board of Trustees, I am writing to share our views regarding the reporting of school-based EQAO results.

At the Waterloo Region District School Board (WRDSB) we value the assessment provided by the Education Quality and Accountability Office (EQAO). We view the assessment results as key performance indicators that are reflective of both student learning needs as well as the professional learning needs of our educators. This is evident through our use of EQAO results to measure our progress on our operational goal of mathematics  
(<https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics>).

At WRDSB we also value learning environments that are reflective of all students, their diverse needs and perspectives. This is reflected through our 2016-2019 Strategic Priorities that include: Our students are first – each and every one, Our staff, families and caregivers are partners in every student's learning journey, and Our culture of innovation builds students' confidence and success as they face the future.

We are concerned that the efforts and learning of all our students are not showcased in school-based reports produced by EQAO. Specifically, we feel that while the reports showcase the scores of *All Students*, it does not prominently highlight the results of *Participating Students*. The reporting of *Participating students* in conjunction with the *All Students* would allow for the public to get a better representation of students' performance on the assessment. We would like to suggest that both results be predominantly featured in all reporting by EQAO.

We appreciate you considering our suggestion.

Sincerely,

A handwritten signature in black ink that reads 'Scott McMillan'.

Chair  
Scott McMillan

Cc: Trustees  
Ontario Public School Board Chairs



**Waterloo Region  
District School Board**

51 Ardelet Avenue Kitchener ON N2C 2R5  
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September 22, 2017

Hon. Mitzie Hunter  
Minister of Education  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Hon. Dr. Eric Hoskins  
Minister of Health  
Hepburn Block 10<sup>th</sup> Flr  
80 Grosvenor Street  
Toronto, ON M7A 2C4

Dear Ministers Hunter and Hoskins:

On behalf of the Board of Trustees, I am writing to share our views in regard to the need for a provincial school protocol and comprehensive strategy to address the Opioid and Fentanyl drug crisis.

The Waterloo Region District School Board of Trustees unanimously approved the following motion at the September 19, 2017, Committee of the Whole Meeting:

***That the Waterloo Region District School Board of Trustees send a letter to the Minister of Education and the Minister of Health requesting a provincial school protocol around the opioid crisis that would also include a comprehensive strategy and may include providing all Ontario schools with Naloxone, the Fentanyl antidote.***

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott McMillan'.

Scott McMillan  
Board Chairperson

Cc: Trustees  
Ontario Public School Board Chairs