



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

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

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

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

Regular Board Meeting 2019/02

A G E N D A

Monday, January 21, 2019 – 6:30 p.m.

Designated Site: Superior-Greenstone District School Board Office, 12 Hemlo Drive, Marathon, ON

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
 SGDSB Learning Centre (SGDSBLC) 46 Salls Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Board Chair: Pinky McRae

Interim Director: Nicole Morden Cormier

VC Sites: Board Office / LSHS / GCHS / 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) 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					
Groulx, Michael						McRae, Pauline (Pinky)					
Major, Christine						Pelletier, Allison					
Mannisto, Mark						Pristanski, Kal					
First Nation Trustee (Vacant)						Nesbitt, Jason					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Interim Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Interim Superintendent of Education</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>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting
on Monday, January 21, 2019 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB
2019/02 Regular Board Meeting, January 21, 2019
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. Inaugural/Organizational and Regular Board Meeting 2019/01:
December 3, 2018

[\(Attached\)](#)**5.2 Board Policy Review Committee: January 8, 2019**[\(Attached\)](#)

✓ **That**, the Board accepts the recommendations outlined
in the Board Policy Review Committee minutes of
January 8, 2019 and approves as reviewed:

- P-509 Fundraising [\(Attached\)](#)
- P-101 Vision Statement [\(Attached\)](#)
- P-102 Mission Statement [\(Attached\)](#)
- P-103 Goal Statement [\(Attached\)](#)
- P-104 Board Motto [\(Attached\)](#)
- P-414 Naming of Educational Facilities [\(Attached\)](#)
- P-907 Visual Identity [\(Attached\)](#)
- P-214 META [\(Attached\)](#)
- P-307 Travel Meals and Hospitality Expenses [\(Attached\)](#)
- P-712 Recognition of Employees [\(Attached\)](#)
- P-540 Pediculosis (Head Lice) [\(Attached\)](#)
- P-535 Progressive Discipline and School Safety [\(Attached\)](#)
- P-210 Student Trustees [\(Attached\)](#)
- P-211 Electronic Attendance at Board Meetings [\(Attached\)](#)
- P-706 Health and Safety [\(Attached\)](#)
- P-505 Field Trip and Excursions [\(Attached\)](#)
- P-541 Concussion [\(Attached\)](#)
- P-804 Director's Performance Appraisal [\(Attached\)](#)

to be posted to the Board website with an implementation date
of January 22, 2019, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes

7.0 Delegations and/or Presentations

- 7.1 Showcasing Learning: Manitouwadge Public School
Presentation Entitled: Forest School Video (Video Presentation
- N. Morden Cormier)
- 7.2 Excellence in Education: Nakina Public School
Presentation Entitled: Journey's in Learning at Nakina Public School (Power Point- K. Fitzgerald, Vice-
Principal and S. Sitar, Student)
- 7.3 Report No. 06:
Student Trustee Annual Report ([Attached](#) – Trustee, L. Furoy)

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Policy Review Committee (M. McIntyre/ N. Morden Cormier)
- 8.1.2 Occupational Health and Safety Committee (M. Groulx/ M. Paris)
- 8.1.6 Special Education Advisory Committee (W. Goodman)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi
Business /Negotiations Chair: Mark Mannisto

- 9.1 Report No. 07:
Board Estimate Process for 2019-2020 ([Attached](#)– C. Tsubouchi)
- ✓ *That, having received Report No. 07: Board Estimate Process for 2019-2020, the Superior-Greenstone DSB accepts the proposal as presented.*

10.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

- 10.1 Report No. 08:
Director's Monthly Report – January 2019 ([Attached](#) - N. Morden Cormier)
- 10.2 Report No. 09:
Strategic Plan Baseline Report: The Relationship Priority ([Attached](#) - N. Morden Cormier)
- 10.3 Report No. 10:
Board Learning Plan for Student Achievement and Well-Being ([Attached](#) – N. Morden Cormier
/ K. Schram)

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Allison Pelletier

- 11.1 Report No. 11:
Multi-Disciplinary Team Adjustment ([Attached](#) – W. Goodman)
- ✓ *That, the Superior-Greenstone DSB having received Report No. 11 Multi-Disciplinary Team Adjustment Report, approve the addition of a 1.0 FTE Child and Youth Worker.*
- 11.2 Report No. 12:
Thriving in the Early Years Through Healthy Transitions -
After School Program ([Attached](#) – W. Goodman)

- 11.3 Report No. 13:
GCHS Ojibway Language Teacher ([Attached](#) – W. Goodman)
✓ **That**, the Superior-Greenstone DSB having received Board Report No. 13: Additional Staff – Native Language Teacher for Geraldton Composite High School, approve the addition of a 0.17 Native Language Teacher for the remainder of 2018-2019 school year.

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 February 25, 2019 Regular Board Meeting Date (P. McRae)
✓ **That**, the Superior-Greenstone DSB approves that the date of the Regular Board meeting on Monday, February 25, 2019 be changed to Tuesday, February 19, 2019.
- 12.1.2 Professional Development Discussion: (P. McRae)
- 12.1.2.1 Public Education Symposium Attendees
- 12.1.2.2 Professional Development Planning
- 12.2 Trustee Associations and Other Boards
- 12.3 Student Trustee Request to Attend OSTA-AGM ([Attached](#) – L. Furoy/N. Morden Cormier)
✓ **That**, the Superior-Greenstone DSB approve the Attendance of Student Trustee Logan Furoy at the Forum for Young Canadians in Ottawa on March 17-22, 2019.
- 12.4 Trustee Activities
- 12.5 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 2019/01: December 3, 2018

[\(Attached\)](#)

- 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 2019/02 Regular Board Meeting, Monday, January 21, 2019 adjourn at _____, p.m.

<u>2019 - Board Meetings</u>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Monday, January 21, 2019	Monday, February 25, 2019	Monday, March 25, 2019
Monday, April 15, 2019	Monday, May 6, 2019 <i>*Special Board Meeting</i>	Monday, May 27, 2019 <i>*Designate Site: SGDSBLC</i>
Monday, June 17, 2019 <i>*Designate Site: GCHS</i>	Monday, July 15, 2019	Monday, August 19, 2019
Monday, September 23, 2019 <i>*Designate Site: LSHS</i>	Monday, October 21, 2019	Monday, November 18, 2019
Monday, December 2, 2019 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/02

Committee of the Whole Board: Closed Session.

Monday, January 21, 2019

Designated Site: Superior-Greenstone District School Board office, 12 Hemlo Drive, Marathon, ON

A G E N D A

Board Chair: *Pinky McRae*

Interim Director: *Nicole Morden Cormier*

VC Sites: *Board Office / GCHS / LSHS / MNHS / SGDSBLC*

Recorder: *G. Christianson*

PART II: Committee of Whole Board – Closed

Section (B): *In-Camera TBD.*

- 1.0 Disclosure of Interest: re Closed Session *(P. McRae)*
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) *(P. McRae)*
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2019-01: December 3, 2018 [*\(Attached\)*](#)



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

Inaugural / Organizational / Regular Board Meeting 2019/01

MINUTES

Monday, December 3, 2018

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

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
 SGDSB Learning Centre (SGDSBLC) 46 Salls Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Declaration to Constitute Board
 PART II: Elections: 2019 Board Chair & Vice Chair
 PART III: Determination of 2019 Board Organization
 PART IV: Regular Board Meeting
 PART V: Committee of the Whole Board

Section (A): : – (open to public): 1:00 p.m.

Section (B) In-Camera : – (closed to public) 2:10 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				
Groulx, Michael	x					McRae, Pauline (Pinky)	x				
Major, Christine	x					Pelletier, Allison	x				
Mannisto, Mark	x					Pristanski, Kal	x				
First Nation Trustee (Vacant)						Nesbitt, Jason	x				

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Interim Director of Education</i>	x				
Tsubouchi, Cathy: <i>Superintendent of Business</i>	x				
Bishop, Charlie: <i>Superintendent of Education</i>	x				
Goodman, William: <i>Interim Superintendent of Education</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: Declaration to Constitute Board

Section (A): – (open to public): 1:00 p.m.

Note: Nicole Morden Cormier, Interim Director and Secretary to the Board presided until the position of 2019 Board Chair was confirmed where upon the Chair assumed the role.

2.0 Declaration of Election Returns

(Nicole Morden Cormier-Director)

Christine Major	Manitouwadge Ward (Acclaimed)
Allison Pelletier	Greenstone Ward (Acclaimed)
Jason Nesbitt:	Terrace Bay/Schreiber Ward (Elected)
Margaret McIntyre:	Marathon Ward (Acclaimed)
Mark Mannisto:	Greenstone Ward (Acclaimed)
Kal Pristanski	Nipigon Ward (Acclaimed)
Pauline McRae:	Marathon Ward (Acclaimed)
Michael Groulx	Red Rock, Dorion, Hurkett Ward (Acclaimed)

3.0 Declaration of First Nation Representative Appointment

(Nicole Morden Cormier)

Interim Director Nicole Morden Cormier explained that the appointment of First Nation Representative is contingent upon receipt of the name of an individual whose nomination is supported by First Nation Chiefs with whom the Board holds Education Service Agreements. The process to determine who the representative will be is currently underway.

4.0 Inauguration: Trustee Declaration and Oath of Office

(Nicole Morden Cormier)

- 4.1 Trustees to Recite Declaration/Oath of Office
The trustee group recited the oath of office in unison.

PART II: Elections: 2019 Board Chair & Vice Chair

Section (A): – 1:07 p.m.

5.0 Naming of Two Scrutineers

(N. Morden Cormier)

Interim Director Nicole Morden Cormier named Charlie Bishop and Cathy Tsubouchi as scrutineers for all occasions where ballots could be required to determine a position.

6.0 Election: Board Chair for 2019

(N. Morden Cormier)

6.1 Board Chair: Call for Nominations

Interim Director N. Morden Cormier called for nominations for the Chair of the Board. Trustee M. Mannisto nominated Trustee P. McRae. Trustee K. Pristanski nominated Trustee M. Mannisto who declined the nomination. Thrice called and hearing no further nominations, Pinky McRae was acclaimed as Board Chair.

7.0 Chairperson Assumes Chair for 2019

Thereafter, Board Chair Pinky McRae welcomed everyone and thanked the board for entrusting her with the position. She noted that she is looking forward to working with the trustees as we continue to make a difference in our small school communities.

8.0 Election: Board Vice-Chair for 2019**8.1 Board Vice-Chair: Call for Nominations**

Board Chair P. McRae called for nominations for Vice-Chair. Trustee Allison Pelletier nominated Trustee Mark Mannisto. Thrice called and hearing no further nominations, Mark Mannisto was acclaimed as Board Vice-Chair.

PART III: Determination of 2019 Board Organization
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Section (A): – (open to public).

9.0 Approval of Agenda**01/19***Moved by: Trustee A. Pelletier**Second: Trustee M. McIntyre*

✓ ***That***, the agenda for Superior-Greenstone DSB Inaugural / Organizational and Regular Board Meeting 2019/01 be accepted and approved.

*Carried***10.0 Election: Standing Committee Chairs****10.1 Chair: Education Committee-Call for Nominations**

P. McRae called for nominations for Chair of the Education Committee. Trustee M. McIntyre nominated Trustee A. Pelletier. Thrice called and hearing no further nominations, Allison Pelletier was acclaimed as Chair of the Education Committee.

10.2 Chair: Negotiations / Business Committee-Call for Nominations

P. McRae called for nominations for Chair of the Negotiations / Business Committee. Trustee P. McRae nominated Trustee Mark Mannisto. Thrice called and hearing no further nominations, Mark Mannisto was acclaimed as Chair of the Negotiations / Business Committee.

11.0 Appointments of Statutory Committees**11.1 Audit Committee****02/19***Moved by: Trustee M. Mannisto**Second: Trustee A. Pelletier*

✓ ***That***, the Superior-Greenstone DSB appoint the following Trustees:

1. *Kal Pristanski*
2. *Christine Major*
3. *Margaret McIntyre*

to the Audit Committee, for the period effective December 3, 2018 to November 30, 2022.

*Carried***11.2 2019 Parental Involvement Committee (PIC)**

Note: Appointments are in effect until December 2019.

- | | |
|-----------------------------|----------------------------|
| 1. <i>Jason Nesbitt</i> | <i>Appointee</i> |
| 2. <i>Allison Pelletier</i> | <i>Alternate Appointee</i> |
| 3. <i>Kal Pristanski</i> | <i>Alternate Appointee</i> |

11.3 Special Education Advisory Committee (SEAC)

Note: Appointments to SEAC are effective for the Term of the Board.

1. *Mark Mannisto* *Appointee*
2. *Margaret McIntyre* *Appointee*
3. *Jason Nesbitt* *Alternate Appointee*
4. *Christine Major* *Alternate Appointee*
5. *Vacant* *First Nation Representative*

11.4 2019 Student Alternative Learning (SAL) Committee

Note: Appointments are in effect until December 2019.

1. *Margaret McIntyre* *Appointee*
2. *Allison Pelletier* *Alternate Appointee*
3. *The Director of Education or the Superintendent of Education*
4. *At least one person who is not a member or employee of the Board*

12.0 Appointments of Standing Committee

12.1 2019 Board Discipline Committee

Note: Appointments are in effect until December 2019.

1. *Jason Nesbitt* *Appointee*
2. *Margaret McIntyre* *Appointee*
3. *Michael Groulx* *Appointee*
4. *Kal Pristanski* *Appointee*
5. *Allison Pelletier* *Appointee*

12.2 Board Policy Review Committee (BPRC)

Note: Appointments to BPRC are in effect for the term of the Board.

1. *Allison Pelletier* *Appointee*
2. *Margaret McIntyre* *Appointee*
3. *Jason Nesbitt* *Appointee*
4. *Michael Groulx* *Appointee*
5. *Mark Mannisto* *Appointee*
6. *Kal Pristanski* *Alternate Appointee*
7. *Christine Major* *Alternate Appointee*

12.3 2019 Indigenous Education Advisory Committee (IEAC)

Note: Appointments are in effect until December 2019.

03/19

Moved by: *Trustee A. Pelletier* Second: *Trustee J. Nesbitt*

✓ **That,** the Superior-Greenstone DSB appoint the following trustees as NEAC members:

- 1 *Margaret McIntyre*
- 2 *Mark Mannisto*

Director N. Morden Cormier explained that the Education Act directs that the nomination of the First Nation Representative is open only to the board's first nation Education Agreement partners. Bands and councils choose this person whereby the board can then make the appointment to the Board.

- 12.4 2019 Occupational Health and Safety Committee
Note: Appointments are in effect until December 2019.
 1. Michael Groulx Appointee
 2. Mark Mannisto Alternate Appointee

- 12.5 2019 Transportation Committee
Note: Appointments are in effect until December 2019.
 1. Jason Nesbitt Appointee
 2. Michael Groulx Appointee
 3. Christine Major Alternate Appointee

PART IV: Regular Board Meeting

Section (A): – 1:19 p.m.

13.0 Regular Meeting Call to Order

04/19

Moved by: Trustee M. Groulx

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Inaugural / Organizational and Regular Board Meeting 2019/01 on Monday, December 3, 2018 be called to order at 1:19 p.m.

Carried

14.0 Disclosures of Interest re: Open Session

There were no disclosures of interest made.

15.0 Minutes: Board Meetings and Board Committee Meetings

15.1 **05/19**

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

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

1. Regular Board Meeting 2018-12 – November 19, 2018

Carried

16.0 Business Arising Out of the Minutes

There was no business arising.

17.0 Delegations and/or Presentations

17.1 Presentation: The Media - Keeping You Entertained but Uninformed

To demonstrate student learning activities taking place throughout the Board, the Director shared a video presentation created by an SGDSB student that discussed the media.

17.2 Student Trustee Logan Furoy

Trustee L. Furoy provided a detailed report on the many activities taking place in the area schools including fundraisers, the new student leadership tool introduced on Edsby and social awareness campaigns.

18.0 Reports and Matters for Decision

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

18.1.1 Parental Involvement Committee (PIC)

The PIC met for the first time on November 27, 2018. The Committee received a presentation from Tom Boland and presentation from Trustee Allison Pelletier on the role of a Trustee. The next meeting is tentatively scheduled for January 29, 2019 and will consist of elections for the position of Committee Chair as well as several presentations.

18.1.2 Board Audit Committee: Report No. 01 - Report of the Audit Committee, November 20, 2018

The Board Audit Committee held a meeting on November 20, 2018. Superintendent of Business Cathy Tsubouchi provided a detailed presentation of the Annual Report to the Board and the recommendations made to the Board by the Audit Committee.

06/19

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB, having received Report No. 01: Report of the Audit Committee – November 20, 2018, approve the Annual Report to the Board and Forwarded to the Ministry of Education for the year ended August 31, 2018.

Carried

07/19

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB, having received Report No. 01: Report of the Audit Committee – November 20, 2018, approve the 2016/2017 Audit Committee Annual Report to the Ministry re Internal Audit and that the report be forwarded to the Ministry.

Carried

08/19

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB, having received Report No. 01: Report of the Audit Committee – November 20, 2018, approve the 2018/2019 Internal Audit Plan.

Carried

19.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi
Business /Negotiations Chair: Mark Mannisto

19.1 Board Audit Committee Appointment

09/19

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone District School Board appoint Kevin Green to the Audit Committee for the period effective, December 3, 2018 to December 3, 2021.

Carried

20.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

20.1 Report No. 02: Director's Monthly Report

Interim Director of Education Nicole Morden Cormier provided a synopsis of the items included in the Director's Monthly Report.

20.2 Report No. 03: Proposed Board Meeting Schedule for 2019

The Interim Director presented the proposed Board system meeting schedule. Trustees determined that the meeting locations of three of the Board meetings would be amended to take place in the region. The amendment of the locations is as follows; May 27, 2019 meeting location

to be SGDSB Learning Centre, June 17, 2019 meeting location to be Geraldton Composite High School and September 23, 2019 meeting location to be Lake Superior High School.

10/19

Moved by: Trustee M. Mannisto Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB having received Report No. 03 Proposal for 2019 Regular Board Meeting Schedule approves the 2019 Regular Board Meetings as outlined.

Carried

20.3 Report No. 04: Director's Annual Report 2017-2018

The Interim Director provided a review of the Director's Annual Report 2017-2018. She noted that the report highlights equitable and inclusive education.

20.4 Report No. 05: Legal Representation re Policy 731

Interim Director N. Morden Cormier advised that this annual report provided to the board each as per Policy 731 wherein it outlines that Trustees are to be made aware of expenditure on counsel sought for legal issues.

21.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Interim Superintendent of Education: Will Goodman
Education Chair: Allison Pelletier

22.0 New Business

(Board Chair: Pinky McRae)

22.1 Board Chair

Nil.

22.2 Trustee Associations and Other Boards

22.2.1 Ontario Public School Boards' Association (OPSBA) Trustee Appointments for OPSBA Director/Voting Delegate

P. McRae called for nominations for OPSBA Director and Voting Delegate. Trustee M. Groulx nominated Trustee Jason Nesbitt. Thrice called and hearing no further nominations, Jason Nesbitt was acclaimed as OPSBA Director and Voting Delegate.

11/19

Moved by: Trustee M. McIntyre Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB appoint Trustee Jason Nesbitt to serve as its Director and Voting Delegate to OPSBA effective for the period of December 3, 2018 to November 30, 2019.

Carried

22.2.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate

12/19

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

✓ **That**, the Superior-Greenstone DSB appoint Trustee Allison Pelletier to serve as its Alternate Director and Alternate Voting Delegate to OPSBA for the period of December 3, 2018 to November 30, 2019.

Carried

22.2.2 Ontario Public School Board Association (OPSBA): Canada's Anti-Spam Legislation Electronic Message Consent Form

The OPSBA has requested Trustees to sign a consent form to provide them with email permissions in accordance with Canada's Anti-Spam Legislation. A copy of the form was distributed to Trustees.

22.3 Future Board Meeting Agenda Items

Trustee activities will be added to the January Agenda to allow Trustees an opportunity to share.

23.0 Notice of Motion

Nil.

24.0 Observer Comments

Nil.

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

PART V: Committee of the Whole Board

Section (B) In-Camera : – (closed to public) 2:10 p.m.

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

25.1 Agenda: Committee of the Whole Board - Closed

13/19

Moved by: Trustee K. Pristanski

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 2:10 p.m. and that this portion be closed to the public.

Carried

25.2 Rise and Report from Closed Session

14/19

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 2:35 p.m. and that this portion be open to the public.

Carried

26.0 Report of the Committee of the Whole Closed Section B

26.1 15/19

Moved by: Trustee M. McIntyre

Second: Trustee C. M. Mannisto

✓ **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 Meeting 2018-12– November 19, 2018

Carried

26.2 Other Recommendations from Committee of the Whole Closed Session

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

26.2.1 16/19

Moved by: Trustee J. Nesbitt

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB having received Board Report No. IC-01-19 Elementary Staffing –Staff Reduction at BEPS, approves the report as presented.

Carried

26.2.2 17/19

Moved by: Trustee A. Pelletier

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB approves the carryover of unused 2018 vacation days to the maximum indicated below for the following Manager:

- Dianne Williams: 8.0 days

Carried

27.0 Adjournment
18/19

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ ***That***, the Superior-Greenstone DSB 2019/01 Inaugural /Organizational and Regular Board Meeting on Monday, December 3, 2018 adjourn at 2:37 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Inaugural / Organizational / Regular Board Meeting 2019/01

Committee of the Whole Board: Closed Session.

Monday, December 3, 2018

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

T O P I C S

Board Chair: *Pinky McRae*

Director: *Nicole Morden Cormier*

VC Sites: *GCHS / LSHS / MNHS / SGDSBLC*

Recorder: *G. Christianson*

PART V: Committee of the Whole Board

Section (B) In-Camera : – (closed to public) 2:10 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2018-12 – November 19, 2018
- 4.0 Personnel Item Report No. IC-01-19
- 5.0 Personnel Item: Vacation Carryover
- 6.0 Personnel Item: Interim Director

Regular Board Meeting 2019-01

Monday, December 3, 2018

MINUTES

APPROVED THIS _____ DAY OF _____, 2019

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Teleconference Meeting – Marathon, ON

Tuesday, January 8, 2019 @ 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
Jason Nesbitt		X				Michael Groulx					X
Allison Pelletier					X	Kal Pristanski (Alternate)					X
Margaret McIntyre					X	Christine Major (Alternate)		X			
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)		X			

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Interim Director of Education</i>			X		
Cathy Tsubouchi: <i>Superintendent of Business</i>	X				
Charles Bishop: <i>Superintendent of Education</i>		X			
Will Goodman: <i>Superintendent of Education</i>			X		
Marc Paris: <i>Manager of Plant Services</i>		X			
Amanda Gyori: <i>Principal Representative</i>		X			
Gerrilynn Christianson: <i>Recorder</i>	X				

1.0 Review and Approval of Minutes: November 6, 2018

The Board Policy Review Committee minutes of November 6, 2018 did not require approval by the Committee as they were approved by the Board at the December 3, 2018 meeting.

2.0 Business Arising from Minutes: November 6, 2018**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of October 3, 2018 through to December 3, 2018. No stakeholder feedback was received on the policies noted below.

- P-509 Fundraising
- P-101 Vision Statement
- P-102 Mission Statement
- P-103 Goal Statement
- P-104 Board Motto
- P-414 Naming of Educational Facilities
- P-907 Visual Identity
- P-214 META
- P-307 Travel Meals and Hospitality Expenses
- P-712 Recognition of Employees
- P-540 Pediculosis (Head Lice)

Stakeholder Reviews

The following policies were posted for stakeholder review for the period of November 7, 2018 through to January 6, 2019. No stakeholder feedback was received on the policies noted below.

- P-535 Progressive Discipline and School Safety
- P-210 Student Trustees
- P-211 Electronic Attendance at Board Meetings

- P-505 Field Trip and Excursions
- P-541 Concussion
- P-804 Director's Performance Appraisal

Action: The policies listed will be referred to the Board for approval at the January 21, 2019 meeting.

3.0 Reviews: New/Existing Policies

P-201 Procedural By-Laws

The policy was reviewed by N. Morden Cormier. The Committee accepted the policy as presented.

Action: Submit the above policy for stakeholder review.

P-208 Trustee Attendance at Conferences

N. Morden Cormier reviewed the policy and noted that the policy was enhanced with the inclusion of a policy rationale.

Action: Submit the above policy for stakeholder review.

P-508 Administration of Medication to Students

Interim Superintendent of Education W. Goodman provided a detailed review of the policy. He noted that this policy is for the administering of ongoing prescribed medication and does not relate to any emergency medication.

Action: Submit the above policy for stakeholder review.

P-706 Health and Safety

Manager of Plant Services M. Paris provided a detailed review of the enhancements made to the policy. The policy was approved by the Occupational Health and Safety Committee on January 8, 2019.

Action: Submit the above policy for board approval.

P-534 Boil Water Advisory

M. Paris advised that there have been no legislative changes and therefore the policy does not require revision at this time.

Action: Submit the above policy for stakeholder review.

P-407 Borrowing of Equipment

Policy 407 was added to the agenda in error and therefore removed.

P-304 Surplus Equipment Furniture and Books

Superintendent of Business C. Tsubouchi discussed the policy and advised that there are no proposed changes.

Action: Submit the above policy for stakeholder review.

P-309 Investments

C. Tsubouchi advised that there are no proposed changes to this policy.

Action: Submit the above policy for stakeholder review.

P-707 Employee Code of Conduct

C. Tsubouchi advised that there are no proposed changes to this policy.

Action: Submit the above policy for stakeholder review.

P-609 Prior Learning Assessment & Recognition

Superintendent of Education C. Bishop provided a detailed review of the policy. He noted that the policy provides direction and instruction for allowing students to use their prior learning and experience to challenge for credits. The policy has been updated to include a rationale and revised policy statement.

Action: Submit the above policy for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of January 9, 2019

P-201 Procedural By-Laws
P-208 Trustee Attendance at Conferences
P-508 Administration of Medication to Students
P-706 Health and Safety
P-534 Boil Water Advisory
P-304 Surplus Equipment Furniture and Books
P-309 Investments
P-707 Employee Code of Conduct
P-609 Prior Learning Assessment & Recognition

5.0 List All Policies to Refer to Board for Approval on January 21, 2019

P-509 Fundraising
P-101 Vision Statement
P-102 Mission Statement
P-103 Goal Statement
P-104 Board Motto
P-414 Naming of Educational Facilities
P-907 Visual Identity
P-214 META
P-307 Travel Meals and Hospitality Expenses
P-712 Recognition of Employees
P-540 Pediculosis (Head Lice)
P-535 Progressive Discipline and School Safety
P-210 Student Trustees
P-211 Electronic Attendance at Board Meetings
P-706 Health and Safety
P-505 Field Trip and Excursions
P-541 Concussion
P-804 Director's Performance Appraisal

6.0 2019 Meeting Schedule

March 5, 2019 at 6:30 pm
June 4, 2019
September 3, 2019
November 5, 2019

7.0 Adjournment

Moved: Trustee J. Nesbitt Jason Second: Trustee, C. Major
That, the Board Policy Review Committee Meeting of January 8, 2019 adjourn at 6:50 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD			
<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	FUNDRAISING <i>Management Guideline Applies</i>		509
<i>Board Approved: February 20, 2013 March 12, 1999</i>		<i>Reviewed: February 5, 2013 April 25, 2006</i>	<i>Review by: December 2018</i>

RATIONALE

The Superior-Greenstone District School Board recognizes that involvement in fundraising projects by students and the community supports school spirit and promotes student growth and learning. Underlying these efforts is the belief that it is not the responsibility of parents or school communities to raise funds for basic educational requirements but rather that school communities may raise funds to enhance programs and support school initiatives.

POLICY

It is the policy of the Superior-Greenstone District School Board to permit and to encourage schools to enter into fundraising activities which enhance school programs and support school initiatives, subject to the guiding principals set forth under this policy.

Organizations such as School Councils and Student Councils which are related to the operating of the Board and its schools may engage in fundraising activities provided that the activities have been approved by the School Principal and the activities abide by other appropriate policies of the Board. All fundraising activities will respect:

- The voluntary nature of fundraising activities and avoid any undue pressure being brought to bear on any pupil or family to participate in activities which involve expenses which are to be covered or partially offset by fund raising;
- ~~Student and staff time and school programs must not interfere with~~ The normal conduct of classes or the usual routine of the school;
- Age-appropriate activities;
- Supervision of students and safety precautions;
- Accounting policies and procedures for fundraising as set out in the management guideline for the Policy
- All appropriate legislation, including but not limited to the Education Act, the Income Tax Act, the Municipal Act and Canada's Anti-Spam Legislation, which requires permission to be sought when sending electronic messages that are commercial in nature/encourage participation in a commercial activity (when they have to do with the purchase of goods/services such as fundraising, yearbook sales, information about purchasing team uniforms, school newsletters that contain information about purchasing, etc.).

All fundraising activities that occur on school premises must adhere to the nutritional standards established by Policy Program Memorandum 150 "School Food and Beverage Policy".

In addition to the above, it is the policy of the Superior-Greenstone District School Board that:

- Door-to-door canvassing should be discouraged.
- Direct solicitation of funds from local businesses/organizations is not permitted. Voluntary donations from such organizations is permitted with the approval of the Superintendent of Business.
- Soliciting funds by political or commercial agencies is not permitted on the properties of Superior-Greenstone District School Board
- When an event, trip or purchase is cancelled, the proceeds from fundraising cannot be specifically targeted to a student, but must be used to benefit the school
- Schools are limited to raising funds for:
 - Day field trips
 - Extended field trips
 - Special co-curricular projects, such as graduation etc.
 - Charities
 - Community projects
 - Special school/class projects
 - Cost of travel to sports competitions
 - Cost of travel to co-curricular competition
 - Other activities as approved by the Superintendent of Business

Fundraising for the purchase of specific classroom resources is not permitted. However, fundraising for purchases which complement items funded by provincial grants and enhance the overall learning environment of the school is permitted.

All equipment purchased from funds derived from fundraising shall become the property of Superior-Greenstone District School Board and shall be included in the school's equipment inventory list. Such equipment must meet system standards.

Fundraising activities should will not result in a person with decision-making responsibilities (including, but not limited to Board staff or volunteers), benefitting materially or financially from the activities, except for the winners of lotteries. This would not apply in the case of a volunteer or Board staff winning a lottery.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name VISION STATEMENT

101

Board Approved:

September 18, 2012

Reviewed: September 4, 2012

Review By: ~~December 2017~~

March 21, 2006

November 28, 2005

December 2023

March 12, 1999

POLICY

The vision for the Superior-Greenstone District School is:

~~"We are leaders in providing quality learning experiences in our small school communities"~~ Inspiring our students to succeed and make a difference"

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name MISSION STATEMENT

102

Board Approved:

September 18, 2012
March 21, 2006
March 12, 1999

Reviewed: September 4, 2012
November 28, 2005

Review By: December 2023
~~December 2017~~

POLICY

In partnership with the students, the home and the community, Superior-Greenstone District School Board will address individual students' needs by enacting the following mission statement:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name GOAL STATEMENT

103

Board Approved:

September 18, 2012
March 21, 2006
March 12, 1999

Reviewed: September 4, 2012
November 28, 2005

Review By: December 2022
December 2017

POLICY

To realize our Vision and fulfill our Mission, we will be diligent in putting the following values at the forefront of all we do and pursue the Strategic Priorities as outlined.

❖—Caring

❖—Fairness

❖—Empathy

❖—Honesty

❖—Responsibility

❖—Resiliency

❖—Respect

❖—Perseverance

❖—Innovation

❖ Character

❖ Citizenship

❖ Collaboration

❖ Communication

❖ Creativity

❖ Critical Thinking

~~Student achievement and well-being through and with:~~

❖—Quality Instruction

❖—Student Engagement

❖—Authentic, Relevant and Meaningful Learning Experiences

❖—Equity and Inclusive Education

❖—Student Voice

❖—Raising Parental Expectations

❖—Character Education

❖—Global Citizenship

❖—Student Supports

~~Responsible stewardship of resources by and through:~~

❖—Maximizing Investment in Academic Resources

❖—Utilization of Space, Facilities and Services

❖—Consolidating Resources

❖—Optimizing Human Resources

❖—Environmental Stewardship

❖—Technology Opportunities for All

❖—Aligning Resources with Our Priorities

~~Building relationships by:~~

❖—Creating a Culture of Trust

❖—Fostering a Climate of Respect and Transparency

❖—Celebrating Successes

❖—Modeling a Joy of Learning

- ❖ ~~Strengthening Our Understanding of the Communities We Serve~~
- ❖ ~~Strengthening Partnerships (Parents, Community, Agencies)~~
- ❖ ~~Developing Leaders~~

Learning through and with:

- ❖ Increase daily attendance
- ❖ Planning strategically for our student to succeed and to reach our long term goal of an 80% graduation rate;
- ❖ Increase four year graduation rate
- ❖ Increase experiential learning opportunities
- ❖ Achievement gaps between Indigenous and non-Indigenous students will close
- ❖ Ongoing monitoring (measurement) of impact
- ❖ Monitoring of SLPs
- ❖ Board wide and provincial assessment results

Well-being with and through:

- ❖ Student achievement
- ❖ Graduation rates
- ❖ Student attendance
- ❖ Staff attendance
- ❖ Violent incident reports – Suspension rates
- ❖ EDI
- ❖ Taking Stock
- ❖ AWE Committee – Qualitative (perceptual)
- ❖ Meet the success criteria outlined in the Board Theory of Action
- ❖ Survey results from Tell them From Me
- ❖ OPHEA Healthy School Certification
- ❖ ABA Survey
- ❖ Extra-curricular Activities to meet the needs of all students

Relationships by:

- ❖ Decrease in incidences of bullying as reported in the Tell-them-from Me survey data
- ❖ Collect evidence from survey results to support efforts to create a more inclusive learning environment
- ❖ Increased student voice and leadership opportunities and participation in Student Senate activities
- ❖ Through mentoring and leadership opportunities, an increase in the number of internal promotions
- ❖ Development of a communication plan and regular feedback regarding the effectiveness of the plan
- ❖ Community use of Schools.

Stewardship through:

- ❖ Increase in programming in experiential education
- ❖ Increase in student leadership opportunities
- ❖ The number of Indigenous teachers and staff members will increase

- ❖ The graduation rate among Indigenous students will increase
- ❖ Increase in the number of indigenous students pursuing a postsecondary education
- ❖ The number of schools achieving Ontario Eco Schools accreditation will increase

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name BOARD MOTTO

104

Board Approved:

September 18, 2012
March 21, 2006

Reviewed: September 4, 2012

Review By: December 2023
~~December 2017~~

POLICY

The recognized motto for the Superior-Greenstone District School is:

~ Small Schools Make a Difference ~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES AND GROUNDS	
<i>Policy Name</i>	NAMING OF EDUCATIONAL FACILITIES	414
<i>Board Approved:</i> _____		<i>Review Prior To:</i> 2023

POLICY

It is the policy of the Superior-Greenstone District School Board that Board owned facilities be named and that the naming of the facilities shall be the sole responsibility of the Board.

The naming of special areas within schools, board office building(s) and other board-owned facilities provide an opportunity to recognize contributions to education of individuals associated with this jurisdiction, contributions of individuals to Canadian and/or International society and/or geographical features in the Superior-Greenstone District School Board's jurisdiction.

PROCEDURES

- 1.0** Anyone may submit a name relative to a board facility or special area within a facility to the Superior-Greenstone District School Board c/o the Director of Education or designate.
- 2.0** The submission of a name should be accompanied by a written presentation outlining the merits of the recommendation.
- 3.0** When names are to be selected for a facility or other facilities, the Board Chair shall, with the approval of the Board, establish a committee. The committee should be composed of:
 - Director of Education or designate;
 - One representative from the staff of the facility, where appropriate;
 - One representative from the student body of the facility, where appropriate;
 - Two Trustees
 - Two members of the community;
 - One representative from the school council of the facility, where appropriate.
- 4.0** The name of the facility may be chosen from one of the following areas:
 - The street on which the facility is located;
 - The area which the facility serves;
 - A historical name that once applied to the area;
 - The name of a person recognized as one who has made a significant contribution to the community and/or to Canadian or International society;
 - Special geographical features in the Superior-Greenstone District School Board jurisdiction;

- An individual associated with the system, whose contributions have been unique to the school(s) and/or system.
- 5.0** The Director of Education or designate shall from time to time, by appropriate means, inform the staff and general public that they may submit names for consideration.
- 6.0** The final decision in each case, with respect to the naming of a facility, shall rest with the Board.
- 7.0** Once the Board has made a determination relative to the naming of the facility, the Director of Education or designate shall facilitate a proper occasion for the designation of the name.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section MISCELLANEOUS

Policy Name VISUAL IDENTITY

907

Board Approved: _____

Review Before: December 2023

RATIONALE

Superior Greenstone District School Board is committed to ensuring a consistent graphical identity across the Board that defines and expresses its identity in a clear and distinctive way that builds awareness, trust and reputation for quality.

A common visual identity across schools and service departments will strengthen SGDSB's visual image and public recognition. A clear and consistent visual identity assists students, staff, community members and the public in identifying programs, services and initiatives of SGDSB.

DEFINITIONS

“Visual Identity” refers to the concrete symbols such as a name, logo, slogan, and design scheme that is used to present an organization.

POLICY

It is the policy of Superior-Greenstone District School Board that the Board Logo be used for all official Board purposes.

PROCEDURES

1.0 SGDSB Identity

The personnel responsible for board communications will establish and maintain a Visual Identity Guide that includes proper usage of:

- Board logo, Mission and Tagline
- Typography
- Colours
- printed materials
- School Logos

The personnel responsible for board communications will make available and maintain resource materials, including computer file formats for staff. All communication and design will be consistent with the Visual Identity Guide.

2.0 School Logos/Colours/Mascots

A respectful school logo, colours and mascot serves as the foundation that gives a sense of school pride to students, parents and staff. Consistent use of the school's logo,

colours and mascot enhance the community's recognition of the school, and visually highlight school values. Consistency of logo use between all schools within SGDSB also reinforces the relationship between the Board and its schools.

Schools must follow the procedures outlined within the Visual Identify Guide.

3.0 Responsibilities

The Director of Education, Superintendents and the Principal of each school will ensure that the Policy is being followed.

4.0 References

This policy operates in conjunction with:

- Superior Greenstone District School Board Visual Identity Guide
- Superior-Greenstone District School Board Visual Identity Guide for Schools

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Management Guideline</i>	META: Policy Initiation, Identification, Development, Implementation and Review		
<i>Applicable Policy</i>	META: Policy Initiation, Identification, Development, Implementation and Review		214
<i>Board Approved:</i>	<i>Reviewed:</i>		
June 21, 2016	October 2, 2018	June 7, 2016	Review by: December 2023
October 18, 2011		September 26, 2011	December 2024
December 4, 2007		May 30, 2011	

Policy Process – Identification/Development/Implementation/Review**1.0 Responsibility for Policy Identification/Development/Review**

- 1.1 The Board will facilitate the policy development and review process. The Board will:
- a) identify new policies and supporting documents, such as policy management guidelines, procedural guidelines and/or protocols that should be developed;
 - b) determine the appropriate methodology for development or review of policies and supporting documents and methods may include, but are not limited to:
 - formation of an ad hoc committee
 - designating individuals and/or committees of the board who will assume responsibility
 - designating appropriate stakeholders who should be involved
 - receiving public presentations conducted in accordance with the Superior-Greenstone DSB Procedural Bylaws Delegations (see Appendix D).
 - c) review policies and supporting documents as required,
 - d) consider policies for final approval;
 - e) adopt policies for implementation.

From time to time, policies may be referred back to stakeholders, with suggested areas for revision.

1.2 Senior administration responsibilities include:

- a) identifying the requirements for the development of policy within their specific areas of responsibility;
- b) working with the board in the development and review of policy as appropriate;
- c) ensuring that policies are implemented in accordance with the provisions contained therein;
- d) working with the Director of Education to develop a schedule for policy development and review ensuring that policies, policy management guidelines, procedural guidelines and/or protocols are reviewed regularly and at least within five (5) years from the effective date.

1.3 Stakeholder review will include:

- a) policies; where changes have been made requiring stakeholder to be posted to the board website under the policy section;
- b) school site administrators, union presidents and board office staff ~~may as subscribers of the board website RSS feed,~~ will receive notice that reviews are being conducted, and that their input is being sought. School site administrators will be instructed to share information of reviews with their school staff in a manner they deem most appropriate, with their school council members via school council agenda, and with parents via school newsletter;
- c) stakeholder feedback will be received electronically with a submission time and date deadline ~~noted on the website.~~ Feedback will be accepted up to five days prior to the advent of the next scheduled month's Board Policy Review Committee meeting. ~~(minimum of two-month response time) on the website;~~
- d) once the time and date deadline have been reached the policies/~~procedural guideline or protocols~~ being reviewed will be removed from the website;
- e) stakeholder comments will be shared with the senior administrators that have been assigned responsibility for a designated policy in advance of the next Board Policy Review Committee meeting to allow for their, or their designee's comments to any suggested changes;
- f) the policy management guidelines which may accompany a policy is considered a guideline for managing the policy. As it is the management component or operational practice that guides school administrators and board managers relative to a policy, it is not strictly subject to stakeholder review. Often, policy management guidelines incorporate language taken directly from Education Act and as such, license to interpret wording is limited. ~~Therefore, management guidelines are not strictly subject to stakeholder review,~~ However, at the discretion of the Senior Administration Board, management guidelines may be posted for stakeholder feedback;
- g) procedural guidelines, where changes have been made, may be posted to the board website under the policy section for stakeholder review at the discretion of the Board;
- h) protocols, where changes have been made, may be posted to the board website under the policy section for stakeholder review at the discretion of the Board.

In order to ensure a consistent review schedule of all board policies and management guidelines a database will be utilized for tracking purposes.

2.0 Implementation of Management Guidelines, Procedural Guidelines and/or Protocols

- 2.1 Upon the review of a supporting document for a policy, such as a management guideline, a procedural guideline and/or protocol and given there is no direction to vet these items through stakeholders, such documents will be posted to the

website immediately following the board policy review committee meeting wherein it has undergone review.

2.0 3.0 Implementation of Policy

~~2.1~~ **3.1** On approval by the Board of Trustees, the policy will become part of the Policy Manual. The manual will be maintained in an electronic format;

~~2.2~~ Policies that have been approved by the board will be posted to the board website where ~~through the board's RSS feed~~, subscribers are notified of its posting date.

Note: Our website and the new website is not set up to do this.

~~2.3~~ **3.2** If the approved policy has further implementation implications, the Director of Education will assign responsibility to a senior administrator as appropriate;

~~2.4~~ **3.3** The Director of Education is responsible for the monitoring of the organization's adherence to the provisions of the policy and reporting the results to the Board as appropriate.

3.0 4.0 Policy Format

~~3.1~~ **4.1** All policies will include a policy statement and as required, may include a statement of rationale. Guidelines and/or appendices may form part of the policy.

~~3.2~~ **4.2** Each policy will indicate:

- a) policy name and number;
- b) policy statement, rationale (if required);
- c) guidelines/appendices where necessary;
- d) cross reference to other policies, if necessary;
- e) date approved;
- f) date for review.

~~3.3~~ **4.3** All policies and management guidelines will be formatted in accordance with an established format.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name TRAVEL, MEALS, and HOSPITALITY EXPENDITURES 307

Board Approved

October 23, 2012
October 18, 2011
October 1, 2008
March 31, 2007

Reviewed: October 2, 2012
September 26, 2011
September 22, 2008

Review By: December 2023
December 2017

POLICY

It is the policy of Superior-Greenstone District School Board to reimburse trustees, employees and others for costs incurred while on approved Board business.

DEFINITIONS

“others” refers to student trustees, appointed non-trustee members of board committees and school council members.

“appointed non-trustee members of board committees” refers to individuals appointed by the Board to the following Superior-Greenstone District School Board Committees: Audit Committee, Native Advisory Committee (NEAC), Parent Involvement Committee (PIC), and the Special Education Advisory Committee (SEAC).

RATIONALE:

The Superior-Greenstone District School Board recognizes that trustees, employees and others may incur costs while traveling on Board business.

Trustees, employees and others traveling on board business do so under the expectation that any expenses incurred are associated with the person's duties, support the board's overall objectives and maximize the benefits to the organization.

As a designated Broader Public Sector (BPS) organization, the Board will ensure that it complies with specific guidelines or directives designed for the Broader Public Sector.

Cross Reference

- Policy 306 – Corporate Credit Cards

Legal/Ministry Reference

- BPS Accountability Act, 2010
- BPS Expenses Directive

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	RECOGNITION OF EMPLOYEES <i>Management Guideline Applies</i>	712
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i>
April 17, 2012	March 26, 2012	December 2023
February 22, 2012	January 30, 2012	December 2017
June 25, 1999	March 21, 2006	

POLICY

It is the policy of Superior-Greenstone District School Board to recognize outstanding and commendable contributions by staff of time, talent and resources toward our education system. The board will recognize those who have made significant contributions in the following manner:

1. Long term service
2. Retirement
3. Outstanding achievement

1.0 Criteria

The following criteria will be applied to determine eligibility for the Superior-Greenstone District School Board Long Term Service Recognition Award:

- 1.1 Minimum of:
 - a) ten (10) years accumulated-service;
 - b) twenty-five (25) years accumulated service in any capacity as an employee of the Board or a predecessor board.
- 1.2 Be currently employed by the Board.

2.0 Rationale

Employees who have contributed significant time and talent to the board should be recognized accordingly.

The board should honour any employee who is retiring at the end of the school year.

It is the desire of the board to recognize, in an appropriate manner, outstanding achievement by staff.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	Schools and Students	
<i>Policy Name</i>	Pediculosis Control (Head Lice)	540
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
February 24, 2015	October 2, 2018 February 2, 2015 November 4, 2014	December 2023 December 2020

POLICY RATIONALE

The Canadian Pediatric Society (CPS) states that children with head lice should be treated and can attend school or child care as usual. "No-nit" policies that keep children with head lice away from school are not necessary because:

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

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

POLICY

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

OBJECTIVE GUIDING PRINCIPLES

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

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

PROCEDURES**1.0 — Roles and Responsibilities**

~~Cooperation leads to control and elimination of head lice. Family, schools and public health all have important roles to play.~~

1.1 — Parents'/Caregivers' Role

- ~~Become educated about head lice — e.g. Thunder Bay District Health Unit – Head Lice Once a Week Take a Peek;~~
- ~~Be aware of the signs and symptoms indicating of the presence of lice;~~
- ~~Know how to check for and identify lice and eggs;~~
- ~~Know how to use effective treatments to break the lice lifecycle;~~

- Know the precautions which require the advice of doctor or pharmacist;
- Know how to prevent the spread of lice and reduce the chance of getting lice. Parents/caregivers should not rely only on the school to inform them of the presence of lice. Check children for head lice and eggs, weekly, as part of their regular hygiene routine and more often when cases of head lice are in the school. Check also after activities where there has been probably head-to-head contact. Notify the school when you find your child has head lice.
- Respond quickly to bring your child home if you are informed by school staff that your child has head lice. (If you have already used a treatment product in the last few days, check with a health professional as to what to do next).
- Check the heads of everyone living with your child.
- Buy a product for getting rid of head lice, at the pharmacy. Check with doctor first if person needing treatment or doing treatment has allergies, seizures, is pregnant or breastfeeding, is under age 2, and/or is dealing with recurring head lice.
- Treat as soon as possible. Carefully and accurately follow the product directions. A second treatment may be recommended 7-10 days after the first. Reliable new products and Wet Combing (optional) are available for people who do not want to use traditional insecticides. Everyone living in the home with the child who has lice should be treated the same day the child is treated.
- Commit to following through until everyone in the house is clear of lice and eggs.
- Notify people at any place where your child could have been in head-to-head contact with others e.g. day care, friends, so they can check for head lice.
- Clean — vacuum furniture, carpets, and car seats. No sprays are needed.
- Wash bedding, towels, clothes used in the last 3 days.
- Accompany your child to school for a head lice check before returning to class and inform staff about treatment used. If you have been given the Letter to Parent/Caregiver, return the tear off portion.
- Arrange for your child to return home to continue appropriate treatment if lice are found.
- Do a second treatment with the head lice product 7 to 10 days after the first if the product directions advise this, to get rid of newly hatching lice.
- Teach your child how to minimize chances of getting head lice (e.g. no sharing hats, combs, brushes).

1.2 Student's Role

- Cooperate with the person doing the head lice treatment and removing the eggs.
- Avoid head-to-head contact with others, especially while you have head lice.
- Comb hair frequently with a fine-tooth comb (a comb with very small spaces between the teeth) to help remove lice and eggs.

1.3 Principal's/Designate's Role

Establish a consistent school action plan for eliminating head lice and controlling their spread including:

- The distribution of head lice facts and updates to families (e.g. Thunder Bay District Health Unit – Facts of Lice, September Newsletter, Head Lice Bulletin);

- ~~Having a trained staff person will check if a teacher suspects a child has head lice;~~
- ~~Having a staff person who will contact the parent/caregiver when their child is found to have head lice, to arrange for the child to go home and get head lice treatment (or have appropriate treatment continued) as soon as possible. (Provide information sheet, as needed, on Once a Week Take a Peek, and Letter to Parent/Caregiver of Child with Head Lice);~~
- ~~Ensuring that a Head Lice Alert Letter is sent home with classmates of the student who has lice, to encourage their families to do head checks;~~
- ~~Having a trained person available to check students (returning after treatment) before they go back to class to make sure they are free of adult lice;~~
- ~~Reviewing the plan with staff and school community;~~
- ~~Having caretakers vacuum any couches and carpets thoroughly;~~
- ~~Ensuring strict enforcement of head check before returning to class.~~

1.4 — Teacher's Role

- ~~Watch for signs and symptoms of head lice (e.g. frequent scratching of head).~~
- ~~Have a person check the student if head lice is suspected.~~
- ~~Send home Head Lice Alert Letter to make families aware of the incidence of head lice in the class and need to do head checks.~~
- ~~Actively promote and regularly review preventative practices to avoid spread of head lice.~~
- ~~Speak to class about head lice and ways to prevent their spread.~~
- ~~Continue to give Letter to Parent/Caregiver of Child with Head Lice to parent/caregiver and Head Lice Alert Letter to classmates;~~
- ~~Make sure the child understands how to help, (e.g. sit still, help do the combing, no sharing combs etc.).~~
- ~~Control the classroom environmental control by;~~
 - a) ~~Minimizing activities involving head-to-head contact;~~
 - b) ~~Requesting that caretakers vacuum any couches and carpets thoroughly when students have been detected with head lice;~~
 - c) ~~Spacing, if possible, all coats, and if not possible, having students place coats, hats, etc. in backpacks;~~
 - d) ~~Ensuring that students do not place hats and coats in a pile;~~
 - e) ~~Discouraging students against borrowing hats and coats from the school's Lost and Found;~~
 - f) ~~Temporarily shutting down of dress up centre and cleaning/bagging of dress up clothes and hats.~~

1.5 — Public Health's Role

- ~~Education — provision of educational materials, updates, and information sessions (Re: treatment, control and prevention of head lice) to school community, parent council, community groups, (e.g. in newsletter insert)~~
- ~~The Thunder Bay District Health Unit has a number of resources to support both teachers and parents. The resources can be found at: <http://www.tbdhu.com/HC/HeadLice.htm>~~
- ~~Consultation with school staff, students, parents/caregivers.~~

1.6 — Training of Volunteers

- ~~On the request of the principal, volunteers can be trained to check students for head lice for the purpose of controlling the spread of head lice. The possible role for Volunteers (at the principal's discretion).~~
- ~~When informed of a child with head lice, volunteers check the child's classmates and students in the classes of siblings, to identify any other children with head lice. (School staff will contact the parents of those children, not the volunteers).~~
- ~~Check classes of students for head lice especially primary grades in September, January, and after March break.~~
- ~~Do a head lice check for a child who is returning to school after head lice treatment.~~

2.0 — References

~~The Thunder Bay District Health Unit has a number of resources to support both teachers and parents. The resources can be found at:~~
~~<http://www.tbdhu.com/HC/HeadLice.htm>~~

3.0 — Appendix

- ~~[Appendix A:](#) Thunder Bay District Health Unit, “*Head Lice Once a Week Take a Peek*”~~
- ~~[Appendix B:](#) Draft Letter to Parent (Student-Specific)~~
- ~~[Appendix C:](#) Draft Letter to Parents (Class Notification)~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>	535	
Board Approved:	Reviewed:	Review by:	
September 27, 2016	November 6, 2018	December 2022	
June 22, 2010	June 7, 2016	December 2024	
January 22, 2008	May 31, 2010		
	February 1, 2010		
	January 25, 2010		

Rationale

The Superior Greenstone District School Board is committed to the success and safety of every student. A school is a place that promotes responsibility, respect, civility, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Every student, employee, parent/guardian, community member and trustee has the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as student success and human development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and well-being of all students.

~~Superior Greenstone District School Board is committed to the success of every student. We believe in an inclusive education system in which all students, parents and other members of the school community are welcomed and respected. Respect for diversity is essential in all our schools to meet the needs of our learners.~~ *(Superior Greenstone DSB Strategic Plan, 2012).*

~~This policy is written in accordance with the:~~

- ~~• Education Act, Ontario Regulation 472/07 and Regulation 181/98,~~
- ~~• English Language Learners 2007,~~
- ~~• Ontario First Nation Metis Inuit and Policy Framework 2007,~~
- ~~• Ontario's Equity and Inclusive Education Strategy 2009,~~
- ~~• Caring and Safe Schools in Ontario, Ministry of Education 2010,~~
- ~~• Supporting Students with Special Education Needs through Progressive Discipline, K-12 2010,~~
- ~~• Bill 13 and the Policy Program Memoranda (PPM's):~~
 - ~~➤ 119 (Equity and Inclusive Education),~~
 - ~~➤ 128 (Provincial and School Board Codes of Conduct),~~
 - ~~➤ 141 (Programs for Long Term Suspension),~~
 - ~~➤ 142 (Expulsion Programs),~~
 - ~~➤ 144 (Bullying Prevention),~~
 - ~~➤ 145 (Progressive Discipline),~~
 - ~~➤ Provincial Code of Conduct,~~
 - ~~➤ Superior Greenstone Code of Conduct.~~

~~Relevant Ministry of Education strategies and initiatives, such as Student Success, Character Development and Ontario's Mental Health and Addictions Strategy and the following guiding principles.~~

~~The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.~~

~~The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.~~

- ~~i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.~~
- ~~ii. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm.~~
- ~~iii. The improvement of learning outcomes for all students.~~
- ~~iv. That each individual is important and unique and should be empowered to contribute positively to the school community;~~
- ~~v. The encouragement of all students to be positive leaders in their community.~~
- ~~vi. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.~~
- ~~vii. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs that address discrimination.~~
- ~~viii. Educators and community members have a responsibility to work in partnership to develop self-directed, life-long learners.~~
- ~~ix. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic.~~

Policy

The Superior Greenstone District School Board is committed to supporting and maintaining a positive, safe, inclusive and secure environment, including bullying prevention, for its students, staff and community through the implementation of effective safe schools expectations and procedures.

Guiding Principles

~~The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM,~~

~~and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.~~

~~The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.~~

~~Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and the Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.~~

~~This policy authorizes the creation of procedures for implementation, which might include requirements described in The Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry materials which will be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.~~

Progressive Discipline

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, board, and school codes of conduct which includes, but is not limited to:

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia
- Harassment on the basis of:
 - Sex,
 - Gender identity,
 - Sexual orientation
 - Race,
 - Colour
 - Ethnicity
 - Culture
 - Citizenship
 - Ancestry
 - Origin
 - Religion
 - Creed
 - Family status
 - Socioeconomic status
 - Disability.

and/or any other immutable characteristic or ground protected by the *Human Rights Code*. Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Program (IEP) and or his/her demonstrated abilities.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

PROCEDURES

1.0 Positive Practices

~~In order to promote and provide for appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, IEPs, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.~~

~~1.1 Preventative practices include:~~

- ~~• Human Rights strategy pursuant to PPM 119~~
- ~~• Anti-bullying and violence prevention programs~~
- ~~• Mentorship programs~~
- ~~• Student success strategies~~
- ~~• Character education~~
- ~~• Citizenship development~~
- ~~• Student leadership; and~~
- ~~• Promoting healthy student relationships; and~~
- ~~• Healthy lifestyles.~~

~~1.2 Positive behaviour management practices may include:~~

- ~~• Program modifications or accommodations~~
- ~~• Class placement~~
- ~~• Positive encouragement and reinforcement~~
- ~~• Individual, peer and group counselling~~
- ~~• Conflict resolution/ Dispute resolution~~
- ~~• Mentorship programs~~
- ~~• Promotion of healthy student relationships~~
- ~~• Sensitivity programs~~
- ~~• Safety Plans~~
- ~~• School, Board and community support programs; and~~
- ~~• Student success strategies.~~

~~The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.~~

~~In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that, the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.~~

2.0 Progressive Discipline

~~2.1 Progressive discipline **may include** early and/or ongoing intervention strategies such as:~~

- ~~• Contact with the pupil's parent(s) / guardian(s)~~

- ~~Oral reminders~~
- ~~Review of expectations~~
- ~~Written work assignment with a learning component~~
- ~~Volunteer service to the school community~~
- ~~Peer mentoring~~
- ~~Referral to counselling~~
- ~~Conflict mediation and resolution; and/or~~
- ~~Consultation.~~

~~2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:~~

- ~~Meeting with the pupil's parent(s)/guardian(s), pupil and principal~~
- ~~Referral to a community agency for support services~~
- ~~Detentions~~
- ~~Partial/full removal of privileges~~
- ~~Withdrawal from class~~
- ~~Restitution for damages~~
- ~~Restorative practices; and/or~~
- ~~Transfer.~~

~~Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.~~

~~When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and Safe Schools Procedures, the nature and severity of the behaviour, and the impact on the school climate.~~

~~The Board also supports the use of suspension and expulsion as outline in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.~~

~~An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.~~

~~PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).~~

3.0 ~~Suspension~~ *Suspensions*

3.1 ~~The infractions for which a suspension may be imposed by the principal include:~~

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs or, **unless the pupil is a medical cannabis user, cannabis;**
- Being under the influence of alcohol, **unless the pupil is a medical cannabis user, cannabis;**
- Swearing at a teacher or at another person in a position of authority;

- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school;
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- Any act considered by the principal to be contrary to the Board or school code of conduct.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions of which a Board staff member or transportation provider becomes aware of, must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

~~A principal who suspends a pupil under section 306 (Bill 212 Progressive Discipline and School Safety) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the pupil is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.~~

4.0 — Mitigating and Other Factors

~~Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal or designate shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.~~

4.1 — Mitigating Factors

~~— The mitigating factors to be considered by the principal are:~~

- ~~— 4.1.1 Whether the pupil has the ability to control his/her behaviour;~~
- ~~— 4.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour, and~~
- ~~— 4.1.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.~~

4.2 — Other factors to be considered are:

- ~~— 4.2.1 The pupil's academic, discipline and personal history;~~
- ~~— 4.2.2 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;~~
- ~~— 4.2.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;~~

- ~~4.2.4 The impact of the discipline on the pupil's prospects for further education;~~
- ~~4.2.5 The pupil's age;~~
- ~~4.2.6 Where the pupil has an IEP, or disability related needs;~~
 - ~~a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;~~
 - ~~b) Whether appropriate individualized accommodation has been provided, and;~~
 - ~~c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct, and;~~
- ~~4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school~~

5.0 ~~Expulsion~~ **Expulsions**

Under the Safe Schools **Progressive Discipline and School Safety** legislative changes that came into effect on February 1, 2008, the principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school Board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

5.4 The infractions for which a principal **may consider** recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- ~~5.1.1 Possessing a weapon, including possessing a firearm;~~
- ~~5.1.2 Using a weapon to cause or to threaten bodily harm to another person;~~
- ~~5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;~~
- ~~5.1.4 Committing sexual assault;~~
- ~~5.1.5 Trafficking in weapons, illegal or restricted drugs;~~
- ~~5.1.6 Committing robbery;~~
- ~~5.1.7 Giving alcohol to a minor;~~
- ~~5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental wellbeing of others;~~
- ~~5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;~~
- ~~5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;~~
- ~~5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;~~
- ~~5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or~~
- ~~5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.~~
- ~~5.1.14 Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the~~

~~principal to be a serious violation of the expectations of student behaviour and/or serious breach of the Board or school code of conduct.~~

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol or *cannabis* to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- bullying, if:
 - i. the pupil has previously been suspended for engaging in bullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- any activity listed in Ontario Education Act subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or board;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct;
- where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the board or school Code of Conduct; and
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the Board procedures at the earliest, safe opportunity and no later than the end of the school

day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

5.2—Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:

- a) Confirm the suspension and the duration of the suspension;
- b) Confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- c) Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

5.3—Principal Investigation

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal **must complete** an investigation, consistent with the expectations of the *Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Progressive Discipline and School Safety Procedures.

6.0—Appeal

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the *Human Rights Code*, the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

7.0—Superintendent Responsible for Student Discipline

The Superintendent of Education shall have the procedural powers and duties outlined in the Progressive Discipline and School Safety Procedures.

8.0—Discipline Committee

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Progressive Discipline and

~~School Safety Procedures, Suspension Appeal Guidelines, and Expulsion Hearing Guidelines and Rules.~~

~~In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.~~

~~The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers necessary and shall consider the Human Rights Code of Ontario prior to implementing any appropriate order.~~

9.0 — Victims of Serious Student Incidents

~~The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school codes of conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is *NOT of the opinion* that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim and will communicate to parent(s)/guardian(s) of victims, information about the plan and a method of identifying dissatisfaction with the steps taken to provide support to the victim.~~

Guiding Principles

1. Effective schools support the development of a safe and positive environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.
2. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school environment. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.
3. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.
4. The provincial Code of Conduct sets clear provincial standards of behavior. These standards of behavior apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – trustees, director, superintendents, principals, teachers, other school and board staff, parents, volunteers, and community groups.
5. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs.
6. Educators, parents/guardians and community members have a responsibility to work in partnership to develop safe learning communities and environments. Responsible citizenship involves appropriate participation in the civic life of the school community.

Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

7. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.
8. The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, Regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

References

Amendments to the Education Act and Policy and Program Memoranda 128, 144, 145 on 18-10-18

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009

The Education Act: Amendment to Education Act; Progressive Discipline and School Safety (Bill 212) 2007

The Child and Family Services Act; Ontario 1990

The Trespass Act; Ontario 2009

Superior-Greenstone DSB Police Protocol

Superior-Greenstone DSB Board Policies:

101 - Vision Statement

102 - Mission Statement

103 – Goal Statement

301 - Student Transportation

501 – Visitors to School

503 – Interviewing Students

505 - Field Trips & Excursions

510 - Suspected Child Abuse

515 – School Community Council

516 - Safe Arrivals Program

520 - Safe Schools System Expectations

525 – Bullying and Intervention Strategies

536 Equity and Inclusion

720 – Workplace Violence

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	STUDENT TRUSTEE Management Guideline Applies		210
Board Approved:	Reviewed: November 6, 2018		
March 26, 2013	March 7, 2013		
September 18, 2012	February 5, 2013		
December 4, 2007	September 4, 2012	Review by: December 2022	
March 12, 1999	March 31, 2007	December 2018	
	September 24, 2007		
	February 22, 2005		

POLICY

As per Ontario Regulation 7/07 – Student Trustees, it is the policy of the Superior-Greenstone District School Board that there will be, ~~one~~ up to two positions for a non-voting Student Trustee on the Board to serve for a term of ~~one-year~~ two years each. The inclusion of a Student Trustee enables the perspective of students to be considered in Board decisions and provides students with valuable learning experiences. Efforts should be made to ensure that Student Trustees reflect the demographics of the students enrolled in the board.

1.0 Eligibility

- 1.1 To be eligible for appointment as a Student Trustee on the Board, an individual must meet all of the following conditions:
- a) be a full-time student in the senior division attending a secondary school operated by the board, and,
 - b) be supported in his/her candidacy by formal resolution of the student government of the school attended, and,
 - c) meet all other conditions as laid out in this policy or elsewhere in Board policy, and,
 - d) be maintaining at least a passing grade in all courses on his/her timetable.
- 1.2 **The Each** Student Trustee will originate from one of the five district high schools.

2.0 Responsibilities of the Student Trustees

- a) Attend all public meetings of the Board
- b) Participate in discussions on all current business of the Board with the exception of certain in-camera business
- c) Provide reports and make recommendations
- d) Organize and chair the Student Senate
- e) Communicate and represent student matters and interests to the Board
- f) Communicate to the students on matters of the Board

(add period after each statement in this section)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION	
Policy Name	ELECTRONIC ATTENDANCE	211
<hr/>		
Board Approved:	Reviewed: November 6, 2018	Review By: December 2022
December 5, 2011	September 26, 2011	December 2016
March 12, 1999	November 22, 2004	
	February 22, 2005	

POLICY

In compliance with Ontario Provincial Regulation 463/97-Electronic Meetings, the Superior-Greenstone District School Board will make provision for participation in meetings of the Board using technology electronically. Members who participate electronically shall be deemed to be present at the meeting.

RATIONALE

The Superior-Greenstone District School Board is a large geographic area where, under certain circumstances, Board and committee members are unable to physically attend Board or committee meetings. Therefore, electronic access to regular and committee meetings of the Board are provided.

PROCEDURES

1.0 Definitions

1.1 Electronic Attendance

Electronic attendance shall imply participation through tele-conferencing and/or video-conferencing (add period)

1.2 Member

When the reference herein is "Member" it is understood to include elected and appointed Trustees and the Student Representative (add period)

1.3 Meeting Room

When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board and its committees. The following persons shall be physically present in the meeting room of the board:

- a) The chair of the board or his/her designate
- b) At least one additional member of the board
- c) The Director of Education or his/her designate.

2.0 Requirements

Under provincial regulation the following shall apply:

2.1 Physical Attendance

2.1.1 Board Meetings

It is required that at meetings of the Board and the Committee of the Whole Board that the following persons be physically present in the meeting room:

the Chair of the Board or designate,	1 Person
and,	
at least one additional Member of the Board, and,	1 Person
the Director of Education or designate	1 Person

3 Persons

2.1.2 Committee Meetings

It is required that at committee meetings of the Board, except Committee of the Whole Board, the following persons must be physically present in the meeting room:

the Committee Chair or designate,	1 Person
and,	
the Director of Education or designate	1 Person

2 Persons

2.2 Exception to the Above

Board and Committee Chairs may preside over meetings electronically if any of the following applies:

- 2.2.1 The distance from the Chair's current residence to the meeting location is 200 km or greater;
- 2.2.2 Weather conditions do not allow the chair to travel to the meeting location safely;
- 2.2.3 The Chair cannot be physically present at a meeting due to health-related issues.

2.3 No more than half of Board or Committee Meetings in a 12-month period can be chaired electronically.

RENUMBERING IS REQUIRED

2.2 Minimum Attendance

A trustee is automatically removed from the Board if he or she fails to be physically present in the meeting room of the Board for at least three (3) regular meetings of the Board in each twelve (12)-month period beginning December 1 {Education Act, Section 228 (1) (e)}.

2.3 Effectiveness

Electronic meetings must be designed and deemed to make positive contributions to the work of the Board. Their design must conform to the requirements of Reg. ~~436/97~~ 463/97

2.4 Conditions for Access

Conditions for access to meeting electronically are to be governed by:

- a) the purpose and nature of the meeting, and,
- b) the composition of participants in the meeting.

2.5 Accessibility

Generally, all scheduled Regular Board meetings, including meetings of the Committee of the Whole, and meetings of Standing Committees are accessible, upon request, via electronic means for all Members and the general public at designated sites.

3.0 Attendance

3.1 Deemed Present

A Member who participates in any meeting through electronic means as defined and described herein shall be deemed to be present at the meeting for the purpose of the Education Act and regulations.

3.2 Verbal Roll Call

When one or more Members are in attendance electronically, the Roll Call shall be verbally taken and duly recorded.

3.3 Ensuring a Quorum

Members participating electronically shall notify the Chair of their departures, either temporary or permanent, from the meeting before absenting themselves in order that the Chair may ensure a quorum is maintained.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

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

December 2019
~~December 2017~~**POLICY**

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

RATIONALE

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

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

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

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

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

PROCEDURES**1.0 Practices**

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

2.0 Priority

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

3.0 Accident Prevention

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

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

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

6.0 Guidelines

6.1 Requirements

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

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

6.2 Responsibilities

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

6.2.1 Board of Trustees

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

6.2.2 Director and Officers of the Board

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

6.2.3 ~~Director and~~ Senior Supervisors

~~The Director and the Board's~~ Senior Administrative Staff have the responsibility to:

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

6.2.4 Managers and Supervisors

All supervisory and management staff are responsible to:

- promote safety awareness in workers,
- ensure that all employees are trained in proper safety procedures,
- ensure that employees work safely,

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

6.2.5 All Employees

All employees are responsible to:

- follow safe work procedures,
- know and comply with all Board safety practices,
- report any injury or illness immediately,
- identify and report immediately any potentially hazardous practices or conditions,
- cooperate with and participate in joint health and safety committees as required, and,
- use and maintain personal protective equipment.

7.0 Programs and Practices

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

7.1 Joint Health & Safety Committee

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

7.2 Programs

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

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

7.3 Practices

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

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

7.4 Safety Manuals

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

- physical education,
- science,
- technological

7.5 Requirements

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

- personal protective equipment.

8.0 Review

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**SCHOOLS AND STUDENTS**

<i>Policy Name</i>	FIELD TRIPS AND EXCURSIONS	505
	Management Guideline Applies	
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 27, 2015	November 6, 2018	December 2022
December 5, 2011	October 5, 2015	December 2020
March 12, 1999	September 26, 2011	
	October 17, 2006	

POLICY

1.0 The Superior-Greenstone District School Board supports in principle the inclusion of curriculum-related learning experiences resulting from field trips, excursions, educational tours, and student exchanges as part of the schools' academic curricula.

1.1 For the purpose of this Policy, Field Trips and excursions shall include the following:

- Classroom Extension
- Field Trip
- Extended Field Trip
- Co-curricular Activities
- Extra-curricular activities
- High Risk Activities
- Student Exchanges
- Out-of-Country Excursions

1.2 All out-of-school learning (field trips/excursions, educational tours, student exchanges) must provide equity of access, and strive to ensure the safety and security of all participants.

1.3 Approval for field trips and excursions shall be obtained as outlined in the following management guidelines.

1.4 There will be no cost for mandatory trips linked to curriculum. Field trips that are non-mandatory enhancements to curriculum are conducted on a cost recovery basis, minimizing costs wherever possible.

2.0 Specific Directives

2.1 All policies of the Board, including those related to the use of alcohol, drugs, and other prohibited substances shall apply to all trips.

2.2 Completed parental consent forms shall be held by the school prior to the departure of a student who is under 18 years of age on a field trip, excursion, educational tour, or student exchange.

2.3 Field trips or excursions of any kind shall have curricular relevance therefore each trip/excursion shall be preceded by adequate classroom preparation appropriate to the understanding of the students. The importance of timing the experience with relation to the classroom program should be given high priority, so as to maximize the educational value.

- 2.4 Upon request, principals shall make available in writing the educational objectives for each trip.
- 2.5 Field trips or excursions of any kind must make provision for appropriate levels of supervision by qualified and competent adults.

3.0 Basic Requirements

Certain basic management requirements shall apply as follows:

- 3.1 Approval by Principal
All field trips or excursions of any kind must have the prior approval of the Principal.
- 3.2 Approval by Supervisory Officer
Various types of activities also require approval from a Supervisory Officer*.
- 3.2 Prior Approval
No organizing or discussion should precede approval.
- 3.3 Financing
Financing of any activity must be clearly outlined AND APPROVED.
- 3.4 Participation Level
Every student of a group must have the opportunity to participate regardless of economic circumstances.
- 3.5 Parental Involvement
The parent must be informed and provide permission for involvement of their child.

4.0 Out-of-Country Activities

Out-of-Country Activities require a great deal of planning to ensure appropriate safety measures are in place for students and staff and adequate time for fundraising. All proposed out-of-country activities must have the approval of the Director and meet the appropriate approval timelines.

5.0 Management Guideline

Reference should be made to the Board's Management Guideline for all out-of-school activities before initiating any plans.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	CONCUSSION <i>Management Guideline Applies</i>		541
<hr/>			
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>	
	November 6, 2018	December 2022	
February 23, 2016	February 2, 2016	December 2024	
	February 2, 2015		
	November 4, 2014		

Rationale

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

Policy

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

Concussions can have a serious effect on a young, developing brain. Proper recognition and response to concussion in the school environment can prevent further injury and can help with recovery. Children and adolescents are among those at greater risk for concussions due to body trauma at any time. Although falls and motor vehicle accidents are the leading causes of concussion, there is a heightened risk due to concussion during physical activity which includes physical education classes, playground time or sports activities.

To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers and health care practitioners to support the proper management of concussions.

PROCEDURES

Guiding Principles

- 1.1 Research indicates that a concussion can have a significant impact on a student's cognitive and physical abilities. Concussions can have a serious effect on a young, developing brain. Proper recognition and response to concussion in the school environment can prevent further injury and can help with recovery. Children and adolescents are among those at greater risk for concussions due to body trauma at any time. There is a heightened risk due to concussion during physical activity which includes physical education classes, playground time or sports activities.

- 1.2 To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers, and health care practitioners to support the proper prevention and management of concussions.
- 1.3 It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.
- 1.4 In accordance with Policy Program Memorandum (PPM) 158 (School Board Policies on Concussion), Superior Greenstone District School Board will develop and implement concussion management strategies. These strategies must include: development of awareness, prevention, identification, training, and management procedures for a diagnosed concussion.

PROCEDURES

1.0 Implementation

- 1.1 ~~It is the responsibility of the Senior Administration to administer this policy.~~
- 1.2 ~~It is the responsibility of Principals to implement this policy.~~
- 1.3 ~~It is the responsibility of all school teaching and support staff, including all coaches, to follow this policy.~~
- 1.4 ~~It is the responsibility of all school volunteers, including coaches, to follow this policy.~~
- 1.5 ~~It is the responsibility of all licensed third party Full Day Kindergarten Extended Day Programs and Community Users to follow this policy.~~
- 1.6 ~~It is the responsibility of students and parents/guardians to gain awareness of concussions and collaborate with the school to manage suspected or diagnosed concussions appropriately.~~
- 1.7 ~~It is the responsibility of medical professionals working in the schools to be aware of this policy and determine the level of support that will be provided to the school, student and parent/guardian when a concussion is suspected or diagnosed.~~

2.0 Roles and Responsibilities

- 2.1 Senior administration will do an annual review of the concussion policy with administration.
- 2.2 Principals will work with their staff in implementing the school board's concussion protocols, i.e. - prevention, identification and on-going monitoring and management of a student with a concussion

2.3 Teaching staff, support staff, coaches will be provided with annual training about concussions.

2.4 School Volunteers will be provided with Concussion awareness information.

2.5 Community Users will be provided with Concussion awareness information.

2.6 Information will be provided for students and parents/guardians to gain awareness of concussions and collaborate with the school to manage suspected or diagnosed concussions

2.7 Schools will work with medical professionals to ensure they are aware of the concussion policy when they provide support to schools, students and parents/guardians if a concussion is suspected and/or diagnosed.

2.0 3.0 References

This policy operates in conjunction with:

- Superior Greenstone District School Board Concussion Management Guideline
- Policy/Program Memorandum 158, School Board Policy on Concussion, Ministry of Education, March 19, 2014
- Ontario Physical Education Safety Guidelines, managed by OPHEA (Ontario Physical and Health Education Association) <http://safety.ophea.net>
- ~~Concussion Web Portal, Government of Ontario,~~
~~www.health.gov.on.ca/en/public/programs/concussions/~~
- [Ministry of Health and Long-Term Care Concussion Portal](#)
- <https://goo.gl/pHxESJ>
- Canadian Pediatric Society (CPS) position paper on concussion, 2014,
www.cps.ca/en
- Ontario School Boards' Insurance Exchange (OSBIE) incident reporting procedures and insurance audit conditions
- ~~Concussion Fact Sheet for Schools, Superior Greenstone District School Board (SGDSB),~~
- ~~An Administrator's Guide to Concussion, (SGDSB)~~
- ~~An Offsite Guide to Concussion, (SGDSB)~~
- ~~An Educator's Guide to Return to Learn and Return to Physical Activity, (SGDSB),~~
~~Concussion Guide for Community Users, (SGDSB).~~
- <http://www.parachutecanada.org/downloads/resources/Concussion-Parents-Caregivers.pdf>
- <http://www.parachutecanada.org/downloads/resources/Concussion-Coaches.pdf>
- <http://www.parachutecanada.org/downloads/resources/Concussion-Athletes.pdf>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	ROLE DESCRIPTION	
<i>Policy Name</i>	DIRECTOR OF EDUCATION PERFORMANCE REVIEW <i>Management Guideline Applies</i>	804
<i>Board Approved:</i> _____	<i>Reviewed:</i> November 6, 2018	<i>Review by:</i> December 2023

POLICY

As per the Education Act Section 169.1 (1), every school board shall monitor and evaluate the performance of the board's Director of Education in meeting his or her duties under the Act or any policy, guidelines, or regulations made under the multi-year plan, as required in Section 169.1 (1)(f), and any other duties assigned by the Board of Trustees.

The Director of Education Performance Review Policy addresses the Board's commitment to providing an environment where the Director of Education ("Director") is supported in achieving the performance expectations as he or she supports student achievement and well-being.

The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director's performance.

RATIONALE

The successful performance of the Director is critical to ensuring organizational success and demonstrated evidence of progress towards the promotion of the Mission, Vision, Values and the achievement of the goals identified in the Multi-Year Strategic Plan, in support of student achievement and well-being.

The Director of Education Performance Review strengthens the organization by making it accountable and proactive in enhancing student achievement and well-being and addressing the needs of students and the broader school community.

The Director of Education Performance Review process is a mutual and reciprocal learning opportunity for both the Director and the Board of Trustees, and is designed to enhance the relationship between the Director and the Board of Trustees.

The Director of Education Performance Review process is an opportunity to confirm and acknowledge successes and identify areas of focus in the leadership and management of the school system, as well as demonstrates the importance of continuous improvement throughout the system. It is an opportunity to clarify expectations, set goals and priorities, and engage in constructive and strategic dialogue.

When the Director is provided with concrete feedback from the Board of Trustees on his/her performance, it will be used as the basis for the Director's professional development.

GUIDING PRINCIPLES

The Director shall be appraised on the leadership practices as set out in The Ontario Leadership Framework for System Leaders/Strong Districts and Their Leadership, as articulated

by the Director Performance Review Appraisal Framework, the requirements set out in legislation, the Director's job description, and this policy's Management Guidelines.

1. The performance of the Director is reviewed annually. It is recognized however, that feedback to the Director of Education is an on-going process.
2. The Board of Trustees, through the Chair, will identify performance concerns at an early stage where possible to provide ample time for resolution and support in advance of the Director of Education Performance Review process.
3. The Director of Education Performance Review is confidential and will be conducted in private. In accordance with the Education Act, Section 207(2)(b), which states that a meeting of the Board of Trustees may be closed to the public if the meeting includes the disclosure of intimate, personal, or financial information in respect of a member of the Board or committee, an employee or prospective employee of the board or a pupil or his or her parents or guardian, the portion of any meeting of the Board of Trustees in which the Director of Education Performance Review process is being undertaken will be closed to the public and the specific details and materials related to the performance review will remain confidential.
4. The Director of Education Performance Review process will be transparent with open communication as between the parties, balanced by professional confidentiality and respect for all parties.
5. The Director of Education Performance Review process must reflect the dignity of the Director and is to be fair, constructive, open and consistent.
6. The Director's performance should be reviewed based on the leadership practices as set out in legislation, the Director's role description, this policy and Management Guidelines, and the Ontario Leadership Framework for System Leaders/Strong Districts and Their Leadership, and as articulated by the Director of Education's Performance Review Appraisal Framework.
7. The Director's performance is affected by the conditions/demographics of the school district. The Director of Education's Performance Review should recognize these individual circumstances and needs.
8. The Director of Education Performance Review shall be conducted by the Performance Review Committee, consisting of the Chair of the Board (who shall act as Chair of the Committee), the Vice Chair, and one other trustee who will be annually appointed by the Board. The Chair of the Committee will solicit the input of all of the Board of Trustees.

<p>References</p> <p>Education Act including Sections 169, 207</p> <p>Ontario Leadership Framework for System Leaders/Strong Districts and Their Leadership</p> <p>SGDSB Multi-Year Strategic Plan</p> <p>Policy 801 – The Role of the Director of Education</p> <p>Management Guideline – Director of Education Performance Review</p>
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring our students to succeed and make a difference"

Report No: 06

Date: January 21, 2019

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

FROM: Logan Furoy, Student Trustee

SUBJECT: Student Trustee Annual Report

**STRATEGIC
PRIORITY:** Well-Being, Relationships and Stewardship

This is the Student Trustee Annual Report. I would like to start by saying how much of an honour it has been to be in this role and it is a great privilege to be given the opportunity to be a student leader within our school board.

Student Senate

Student Senate is the best system that I have that allows me to engage with students from across the Board. Especially, since our Board is so spread out; making it very hard to interact with students from other schools on a regular basis. There are two things that we have accomplished with Student Senate that I am very proud of.

- Took charge of the meetings
I have really come into my role as the Chair of the Student Senate and I have taken a more prominent position during the planning and the running of the meetings.
- Brought the Edsby Group to the Student Senate
The addition of our Student Leadership group on Edsby into the overall Student Senate, allows for our student leaders to connect with each other more often than when we hold the meetings. Additionally, the Edsby group enables more time for people to share with one another than the limited hour-long length of the average Student Senate meeting.

Evets/Travelling

During my time as Student Trustee, I have had opportunities to travel to different events across Ontario. These were excellent times for me to learn and grow as a student leader and pass what I learn onto other student leaders in our Board.

- Global Student Leadership Summit (GSLS) in London, Ontario
One of my fondest memories as Student Trustee was at GSLS. Those of you who were Trustees in the previous term have already seen my very in-depth report on the event. I learned so much about being a leader at this event that brought people from all over the world into one building. I would very much recommend sending our students to future GSLS events if possible.
- Ontario Student Trustee Association Spring Meeting (Toronto)
Our future Trustees should be going to this meeting and the fall meeting whenever possible. The Ontario Student Trustee Association meetings are an excellent opportunity to meet and network with other Student Trustees who will support our own Student Trustees in their role.

Student Leadership Conference

- **Leading Activities**

During the School Board's last Student Leadership Conference, I was given the opportunity to lead the other students in activities to great success. Everyone had a lot of fun at the conference and it is something the school Board should continue doing.

Our Next Student Trustee

Stephanie Rathwell is the incoming Student Trustee who will be working alongside me for the rest of my term. She is a student from Manitouwadge High School and although we have never officially met, she has already been a huge help for me. Stephanie helped me plan and run the past Student Senate meeting and I have been trying to mentor her so that she will have a better understanding of the role of Student Trustee than when I first started. I look forward to continuing to work with her, as she is already proving to be a great addition to the team.

Being in the role of Student Trustee has been a great source of pride and honour for me. I love our school Board and all the students in it and I want it to prosper and for our students to succeed. I look forward to continuing my role as Student Trustee for the rest of the school year.

Recommendation:

The report entitled, Student Trustee Annual Report – January 21, 2019 No. 06 is presented to the Board for information.

Respectfully submitted:

Logan Furoy
Student Trustee

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

Report No: 07
Date: January 21, 2019

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: Board Estimate Process for 2019-2020

STRATEGIC PRIORITIES: Learning, Well-being, Relationships and Stewardship

Background

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

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

Current Situation

The Ministry of Education usually releases funding announcements in March. The estimates adopted by the Board are to be submitted to the Ministry of Education no later than June 30, 2019. Failure to meet this deadline may result in the disruption of grant cash flow to the school board.

This budget will be built with our four pillars in mind: learning, well-being, relationships and stewardship.

Input to the budget will be sought from the PIC Committee and Academic Council. In addition to the above, the Special Education Advisory Committee (SEAC) as a statutory committee is mandated to provide input into the budget process and is encouraged to participate in this process.

To meet the Ministry's deadline and prepare the Board's estimates in a timely fashion, the attached Budget Process has been prepared for your information. While every effort will be made to adhere to the attached schedule, there may be situations encountered during budget development that warrant minor adjustments to the timing outlined.

Once the budget has been approved, School Administrators and Department Managers are expected to monitor their budgets by reviewing their monthly reports. In addition, interim reports will be presented to the Board throughout the 2019-20 school year. The schedule of interim reports will be presented to the Board at the August 2019 Board meeting. In addition, the Board will be updated on actual enrolments in November 2019 and April 2020.

Since School Budgets are based on enrolment, school budgets will be adjusted in April 2020 to reflect actual enrolments achieved. School Administrators are expected to withhold spending of 5 - 10 % of their budgets until this adjustment has been made.

Administrative Recommendation

That, having received Report No. 07: Board Estimate Process for 2019-2020, the Superior-Greenstone DSB accepts the proposal as presented.

Respectfully submitted,

Cathy Tsubouchi,
Superintendent of Business

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROPOSED BUDGET PROCESS for 2019-2020 January 21, 2019	
<p style="text-align: center;">Mission</p> <p style="text-align: center;">In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working...together.</p>	
<p style="text-align: center;">Vision</p> <p style="text-align: center;">Inspiring our students to succeed and make a difference.</p>	
DATE	TASK
December 2018	Preliminary Enrolment Projections submitted to the Ministry.
January 2019	School Administrators begin consultation discussions with school community, including School Councils, regarding school capital and maintenance needs.
January 2019	Superintendents of Education initiate discussions with School Administrators regarding possible school configurations and anticipated pressures.
February 8, 2019	Coordinator of Business Services provides School Administrators with preliminary enrolment projections for review.
February 25, 2019	School Administrators to submit enrolment projections to Coordinator of Business Services.
March 4, 2019	Superintendent of Business provides Managers with draft budget forms.
February/March 2019	Superintendent of Business presents to PIC and seeks input from School Councils. Presentations also made to IEAC and SEAC.
Late February to mid-March 2019	School Administrators submit/meet with Manager of Plant Services, Coordinator of IT and Special Ed Lead to complete Plant Budget forms.
March 22, 2019	Department Budgets submitted by Managers/Coordinators to Superintendent of Business.
End of March 2019	Ministry of Education release of Grants for Student Needs for the 2019-2020 year. Senior Administration meets with System Leads to gather budget needs.
April 2019	Senior Admin also meets to develop list of priorities for consideration through the budget process.
April 8, 2019	Enrolment verified by Superintendent of Business.
April 15, 2019	School Council input due back to Superintendent of Business.
April 2019	Senior Admin meets to review School Council submissions.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROPOSED BUDGET PROCESS for 2019-2020 January 21, 2019	
<p style="text-align: center;">Mission</p> <p>In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working...together.</p>	
<p style="text-align: center;">Vision</p> <p>Inspiring our students to succeed and make a difference.</p>	
DATE	TASK
April 15, 2019 (Board meeting)	<p>Superintendent of Business presents GSN update.</p> <p>Superintendent of Business presents PRELIMINARY enrolment projection for 2019-20.</p> <p>Superintendent of Education - Elementary presents Preliminary Elementary Teacher Staffing to Board for discussion.</p>
April 30, 2019	Superintendent of Business provides School Administrators with School budget forms.
May 6, 2019	Manager of Plant submits Capital Projects budget to Senior Administration for review.
May 2019	Superintendent of Business makes Special Ed Budget presentation to SEAC.
May 6, 2019 (Special Board meeting)	<p>Superintendent of Education - Elementary presents Elementary Teacher Staffing to Board for approval.</p> <p>Superintendent of Education - Secondary presents Secondary Teacher Staffing to Board for discussion.</p>
May 2019	Senior Administration reviews preliminary budget.
May 10, 2019	School Budgets submitted by School Administration to Superintendent of Business.
May 27, 2019 (Board meeting)	Superintendent of Education - Secondary presents Secondary Teacher Staffing to Board for approval.
May 30, 2019	Senior Administration reviews system priorities.
June 10, 2019	<p>Non-Teaching staffing levels finalized by Senior Administration.</p> <p>Draft Budget Reviewed by Senior Administration.</p>
June 17, 2019 (Board meeting)	<p>Non-Teaching staffing levels presented.</p> <p>Special Education Lead presents Educational Assistant Staffing proposal to the Board for approval.</p>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROPOSED BUDGET PROCESS for 2019-2020 January 21, 2019	
Mission In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working...together.	
Vision Inspiring our students to succeed and make a difference.	
DATE	TASK
Special Board meeting first week of July	Final Budget submitted to Board for approval.

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

Report No: 08

Date: January 21, 2019

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Director's Monthly Report: January

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship, Relationships

This monthly summary provides an overview of some events and initiatives that support, directly and indirectly, the Objectives of our Multi-Year Strategic Plan.

Learning, Well-Being, Relationships and Stewardship at SGDSB: The Month At-A-Glance: A Focus on Giving Back and Making A Difference

- LSHS collected over 200 lbs. of non-perishable food items for the North Shore Harvest Cupboard, during their Christmas Concert and Staff vs Students hockey game.
- MNHS Parenting class made gingerbread to give out to students!
- BAPS celebrated the Christmas Season with a number of school-wide events including a pancake breakfast, community caroling at the hospital, senior's home, Ontario Government Building, and Thunderbird Friendship Centre, and a Pajama Day.
- SPS celebrated December with a number of fun filled learning opportunities; designing and building gingerbread houses, a pancake breakfast and visit from Santa, an amazing Christmas concert, and a semi-formal dance for all local elementary schools.



- At TBPS, the Technology Enabled Learning and Teaching Contact (TELTC), Stacey Wallwin celebrated with the Grade 3/4 class during the ***Beyond the Hour of Code Challenges***. They challenged their computational thinking learning and collaborated with their peers to code Microbit Christmas ornaments.

- At MNPS the grade 6, 7, and 8 students visited the Manitouwadge Long Term Care Facility to make Christmas Crafts with the residents.

- Giving back was a key theme at DPS throughout the month of December. Students

worked hard to collect food and raise money for the local food bank and they put on a phenomenal Christmas concert for the community.



- The Arts are alive and well at GOPS! Once again, the students put on an amazing Christmas production. On this year's play bill was *A Christmas Wizard of Oz*. This production involved a lead cast of 40 students and all classes performed a song and dance within the production. What made this year's production even more special were 9 guests from the Long Term Care Unit at the Nipigon hospital. The SK/1 class has been spending a lot of time at the hospital with their new friends and invited them to attend our production. Unfortunately, the hospital did not have the means to transport the residents to the school. So the SK/1 students began to problem solve and decided to send a letter to the Red Rock Indian Band, requesting the use of their medical van for the day. Thankfully, Chief and Council agreed and donated the use of their van for the afternoon.
- MMPS celebrated the Christmas season with daily visits from a Math Elf, a Christmas concert featuring instrumental, singing and dancing performances, breakfast with Santa and a Door Decorating contest.
- In recognition of the Spirit of Christmas and building stronger relationships with neighboring schools (Notre Dame and St Brigid's), NAPS collectively shared in some activities on Dec 21. They started with a team exercise of building large gingerbread houses, followed by a pizza lunch together, and ending with some skating at the local community centre.



- MRHS students and staff spent time with seniors spreading Christmas cheer including several visits which included caroling, baking, and playing games.
- The MTPS Choir were spreading the cheer in December. They performed for town council on December 10th and were invited to sing live on CFNO radio on December 21st. They held a pancake breakfast on December 21st for students,

staff and our Early Years Centre children. Parent council, community helpers and celebrities such as Al Creswell from CFNO helped cook and serve the breakfast!

- On December 20, the BEPS held its annual Christmas Concert. Students from all grades prepared and presented the following performances: *Wolf Dance*, *Ojibwe Prayer*, *Bucket Drumming (Jingle Bells and The Nutcracker)*, *Make New Friends* and *Shining Moon*. The grand finale was the *Dance of the Sugar Plum Fairy* and *All I Want for Christmas is You*.
- The NRHS celebrated the holiday season with a Toy Drive by teachers and support staff for surrounding communities (local agencies submitted age and likes of children and presents were sent to Rocky Bay, Lake Helen, Nipigon, Red Rock, Dorion and Hurkett). They also had Christmas Spirit activities such as a snowflake contest for staff and students displayed in the front lobby, and a Christmas Door Decorating Contest.

Learning and Well-Being: Funding Updates - Transfer Payment Agreements

The Ministry of Education's "line-by-line" audit has resulted in changes to the anticipated Transfer Payment Agreement (TPA) funding that Superior-Greenstone District School Board was to receive for the 2018-2019 school year. Transfer Payment Agreement funding is additional funding that provides opportunities for programs and services that enhance the educational experience of student, directly through new opportunities and indirectly through the building of staff capacity. These funds support projects that are facilitated by Senior Administration and System Leads, and the impact of the changes

will vary. To date, we have received a list of TPAs that will continue, those that will be modified and those that will be cancelled entirely. On the list of those to be cancelled is the Teacher Learning and Leadership Program, the Indigenous-Focuses Collaborative Inquiry, the Supporting Racialized Students Program, Support for Elementary Physical Activity, the Re-engagement Initiative, and the Innovation in Learning Funding. At this time however, several of these projects are being replaced/can be supported with other funding opportunities. A number of our priority projects are continuing to be funded for this school year, including the Fundamentals of Mathematics, Mental Health Workers, the Human Rights and Equity Advisor (contracted through Lakehead Public Schools), and Community Use of Schools Outreach Coordinators. A number of funding amounts have not yet been addressed; we continue to remain optimistic that we will receive notification that these opportunities will continue.

Learning, Well-Being, Relationships and Stewardship: Early Years Lead Update

Heart Smart Kids

SGDSB Kindergarten students and families are supported in learning healthy habits to foster their well-being. Each of our students will be going home with a copy of *Heart Smart Kids* provided by Canadian Health & Stroke Foundation. This is an interactive, responsive, inclusive, child-friendly document that will engage families in developing healthier more active lifestyles with their children. Healthy eating, sleeping, engaging in physical activities, building positive relationships and a connection with the outdoors are all highlighted and are beneficial for all of us to live healthier, more active, lifestyles.

Transition to Kindergarten Season

Transition to Kindergarten is foundational to building relationships with our new children and families. With the start of 2019, we are already looking ahead to welcoming our new Kindergarten students and families. Our doors are always open. We are focused on the relationships we develop between now and September with families. We want children and families to feel welcome, comfortable and part of our school community by participating in school wide events, meeting a variety of staff and students and connecting with other new families. We work collaboratively with our community partners, Child Care Centres and EarlyON sites to foster transitions that meet the needs for all students to enter school with a positive experience. We are excited to expand our school communities and meet the future SGDSB graduating class of 2033!

Keeping our families connected!

Each of our schools now has a family laptop that is located near the front office for families to utilize to stay up-to-date with their child's school social media accounts (Facebook, Twitter), the Board's Social Media Accounts (Facebook, Twitter) as well as EDSBY. By having a laptop available to families, we are encouraging them to come into our schools and to engage in the information that is being shared virtually. These laptops will also be used during Open Houses, family nights or any other opportunity where families and technology are being utilized. Staying connected between home and school is important to the success of children and we want to ensure every parent can connect!

Exposure to Indigenous culture, art and language in Kindergarten.

Over the coming months, our Kindergarten students, their teachers and families will have an opportunity to experience the beauty and importance of First Nation, Metis and Inuit cultures, art and languages. In collaboration with our local communities, students will have exposure to woodland puppets, Ojibwe stories, Indigenous story books and learning opportunities within their communities. At SGDSB, we want all students and educators in the Early Years to experience all that Indigenous culture, language and art have to share with us.

Learning: Focusing on the Fundamentals

In late November, our system Math team (Tara Balog, Leslie Blackwood, Bev Sivic, and Kathleen Schram) engaged in virtual webinars hosted by the Ministry on the newly named direction of 'Focusing on the Fundamentals', previously named 'Renewed Math Strategy'. It was re-affirming for us, as this work completely aligns and connects to what we have been and continue to be on about - the need to possess a deep number sense.

During our Numeracy PD Day, we shared the Teacher's Guide and moving forward we will continue to connect with and embed the ministry resources into our work. We have a virtual webinar scheduled with administrators and lead teachers on the afternoon of January 24th, and will be deepening the understanding of our work with parents through the use of our EDSBY platform.

Well-Being: Indigenous Education Initiatives

Students at GCHS have had the opportunity to recognize and celebrate the importance of identity; individually and collectively, through the process of creating a beautiful mural with artist Shaun Hedican. Through grants with the Ontario Arts Council, Hedican has attended GCHS twice to work with students in the Grade 9 Expressing Aboriginal Cultures and the Grade 11 Aboriginal Beliefs, Values and Aspirations in Contemporary Society classes to collaboratively create two pieces using his unique style of visual art. This learning has been beneficial for students and staff, and we look forward to seeing these art pieces hanging in the halls further creating a welcoming learning environment. We hope to continue this partnership with Mr. Hedican in planning the Cultural Day at GCHS in the spring of 2019.

Learning: Indigenous Education Initiatives

Educators were able to enhance their culture of professional and collaborative learning through participation in a PD session about treaties in Canada.

We worked with Kelly Crawford, author of the *We Are All Treaty People* resource kit. Participants travelled from across the district including SNCDSB, Biigtigong Nishnaabeg, Red Rock Indian Band, Biinjitiwaabik Zaaging Anishinaabek, Ministry of Education and Thunder Bay Catholic DSB. Ms. Crawford created a comfortable space for sharing and learning for all participants. Educators left with ideas, resources and a good understanding of why we are all Treaty people. Next steps include ordering the We Are All Treaty people kits for each of our elementary and secondary schools as a valuable resource to assist students in their understanding of the importance of treaties as part of Canadian history.



Learning: Beyond the Hour of CODE 2018

Every year, students from across the globe participate in the global Hour of Code event. The global event is designed to introduce learners to the world of computer science and make coding more accessible and less intimidating by providing one hour tutorials designed to engage and challenge learners of all capacity levels. This year over 3,819 Hour of Code events were held in Canada and Superior-Greenstone hosted 16 of these across grades JK-11! In an effort to increase awareness and opportunities about computational thinking and coding across all our K-12 classrooms, the Technology Enabled Learning and Teaching Contact, Stacey Wallwin, created 4 weeks of challenges that introduced our learners to computational thinking and the various computational thinking and coding technology we have accessible in Superior-Greenstone District School Board. The ultimate goal is to embed computational thinking in our teaching and learning practices and move coding from beyond the annual one week Hour of Code event. This year we are celebrating all the learners who took the learning risk and participated in our Beyond the Hour of CODE challenges. We had 40 educators from 9 elementary schools and 3 secondary schools give coding a try!

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 08 Director's Monthly Report: January 2019 for information.

Respectfully submitted by:

Nicole Morden Cormier
Interim Director of Education

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

Report No: 09

Date: January 21, 2019

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Strategic Plan Baseline Report: The Relationship Priority

**STRATEGIC
PRIORITY:** Relationships

Background

Annually, progress on each Strategic Priority of the Multi-Year Strategic Plan (MYSP) will be formally evaluated and results will be shared with stakeholders in a measurement report. These reports will be distributed throughout the year so that each report will focus on one of the Strategic Priorities, and the timing of that report will align with the scheduled release of relevant data. Progress on the Aims of the Learning Priority was reported on in November while Stewardship will be reported on in March and Well-Being in June. The following report and attached appendix constitute the measurement report for the strategic priority of Relationships.

The data presented in the first year of implementation of the Multi-Year Strategic Plan for each of the priorities will serve as baseline data for the Multi-Year Strategic Plan Measurement Reports; thus ensuring that growth can be accurately reported over the course of the five-year plan.

Current Situation

As this is the first year of implementation of the MYSP, this report and the attached appendix aim to drive discussion around where Superior-Greenstone District School Board is in terms of available baseline data (qualitative and quantitative) that supports the Aim and Objectives of the Relationships Strategic Priority. This report will outline planned next steps to continue to strengthen our current relationships while fostering new partnerships, all with the ultimate aim of enhancing each of the other three Strategic Priorities.

The past and current Multi-Year Strategic Plan for Superior-Greenstone District School Board has articulated the importance of forming positive relationships as the basis for all human development. We endeavor to continuously foster strong, mutually beneficial relationships with staff, partners (community, families, First Nations, etc.) and most importantly between our staff and students. The overall Aim of our MYSP consequently, is to strengthen our current relationships while fostering new partnerships, as we recognize that these relationships, when focused on improving student achievement and well-being, will foster a positive sense of belonging in our schools for all.

It is understood that positive relationships between school staff (particularly educators) and students can “create close social bonds, which allow students to feel physically and emotionally safe, allows their brains to fully develop, enables well-being, fosters a sense of belonging and identity, and has a strong correlation to academic success” (SGDSB Multi-Year Strategic Plan, 2018). We are endeavoring to develop a “relational perspective” for student learning and behaviour, “which means understanding that students don’t truly act independently; rather they act as a response to their relationships and context.” (Tranter, Carson and Boland, 2018) “A positive, caring, respectful climate in the classroom is a prior condition to learning.” (Hattie, 2012, pg. 70)

It is recognized that strong positive relationships with parents is a condition that influences improved outcomes for students, as evidence has shown that “the higher the levels of relational trust among the school community (principals, teachers, students, parents), the greater the improvement on standardized tests...Such trust is the glue that holds the relationships in both classroom and staffroom together when deciding on policies that advance the education and welfare of our students.” (Hattie, 2012, pg. 71)

The development of positive relationships between and among staff are also critical, as schools must be collaborative learning communities that are focused on the continual growth of students. This condition has come to be known as “Collaborative Professionalism” and is defined as professionals at all levels of the education system working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. Relationships are both created and sustained through this type of collaborative, job-embedded work, as educators engage in continuous learning by being open, rigorous, and evidence-formed and through engaging in challenging discourse. School and district leaders not only engage in this work as learners but also as knowledgeable others.

School-community partnerships are an essential component to supporting the learning of students, as these relationships can serve to strengthen, support and transform the learning environment. These relationships must be built at the school, classroom and district levels, and must involve staff from all sectors. When schools and district staff engage in collaboration with community partners, the result is the ongoing development of a common vision for student success that considers student academic and well-being (social, physical, cognitive and emotional) outcomes. It is essential that students see their identities reflected in the learning environments and curriculum; thus, partnerships with First Nations knowledge keepers and language speakers are critical to teach language and culture.

Foundational to the development of strong, positive, mutually beneficial relationships is effective communication. This involves the two-way sharing of information and helps to develop a common understanding, all of which is based in improving student achievement and well-being. Effective communication helps individuals to build trusting partnerships and develop honest and respectful relationships, which all contribute to the development of a positive sense of belonging for all.

Next Steps

The attached appendix provides the required baseline data in the areas of student voice, safety at school, inclusivity, collaborative professionalism, human resources, public relations and community use of schools. Much data is qualitative in nature, primarily obtained from surveys, as measuring the existence of relationships involved much perceptual information.

The appendix further outlines how we are fostering the ongoing development of mutually beneficial, positive relationships that impact student achievement and well-being.

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 09 Strategic Plan Baseline Report: The Relationship Priority for information.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education

Sources Cited

Hattie, J. (2012). *Visible Learning for Teachers*. Routledge: Oxon.
Tranter, D., Carson, L., and Boland, T. (2018). *The Third Path: A relationship based approach to student well-being and achievement*. Nelson: Canada.



Appendix to Board Report No. 09: Strategic Plan Baseline Report

The Relationship Strategic Priority: Baseline Data Report

Background

SGDSB Theory of Action - Relationship Building:

"I know I am building relationships if I engage in communication (active listening and responding) to build trust and respect and provide others with the opportunity to share and reflect."

SGDSB Board Learning Plan for Student Achievement and Well-Being Theory of Action

As this is the first year of implementation of the Multi-Year Strategic Plan (MYSP), this report and the attached appendix aim to drive discussion around where Superior-Greenstone District School Board is in terms of available baseline data (qualitative and quantitative) that supports the Aim and Objectives of the Relationships Strategic Priority. This report will outline planned next steps to continue to strengthen our current relationships while fostering new partnerships, with the aim of enhancing each of the other three Strategic Priorities.

Relationship Strategic Priority Aim:

We will strengthen our current relationships while fostering new partnerships.

Metric: Student Voice

The term *student voice* describes a range of student-centered activities that occur both in and out of the school, that position students as agents of change. It is about students acting in ways that produce meaningful change in themselves or in their environments, and is grounded in the thoughts, feelings, visions and actions of the students themselves. Student voice can take a number of forms, including the expression of their ideas and perspectives through public outlets, serving as consultants whereby they provide formal feedback regarding their opinions on some aspect of their school that will be acted upon, and demonstrating leadership in problem solving where they take the lead with the support of adults as mentors. The more educators give students choice, control, and collaborative opportunities, and the more that their voices are responded to, the stronger the development of mutually beneficial relationships between the adults and the students. This leads to increased motivation, engagement and belonging.

Student Senate

The Student Senate, as a mechanism that encourages schools to interact with other schools, has evolved over the past two years to increase the level of student voice, particularly in the areas of fostering relationships between schools and in leadership mentoring between students and staff. While each Student Senate has one student who is the main contact, schools are permitted to have up to five students participating in every meeting which encourages increased relationship building. The SGDSB Student Leadership Camp has taken place twice, thus providing students from grades six to twelve with the opportunity to hone their leadership skills while building relationships with students from other schools. This conference is a key aspect of the Student Senate, as it not only sets the foundation for the learning that the students wish to engage in over the course of the year, but it also helps the students to become increasingly comfortable to engage through the technology tools with each other. In addition, the understanding that students require adult mentors to support their leadership efforts is beginning to develop (five of our fifteen schools have formal staff members serving as leadership mentors); thus, building relationships based upon common goals.

Student Trustees

The role of Student Trustee to provide leadership to students and to ensure that student voice is heard and responded to. Beginning in February, the number of Student Trustees representing our district will increase from one to two. This enhancement will have a positive impact on the Student Senate as it will allow for increased leadership (the Student Trustees will collaboratively plan and facilitate the Student Senate), voice and relationship building.

Plant Department: Student Consultation

In 2017, the Plant Department's annual budget process included the voice of the students as part of the budget consultation process. The school administrator is required to ensure the school Students' Council participates in the school capital budget process so the student body has a voice. In addition, on major capital projects that affect program spaces, the student body input is also obtained as we continue to provide a safe and healthy learning environment and respond to their needs.

Photo Voice

Photo Voice is a well-regarded, qualitative research process by which student can identify, represent, and enhance their community through a specific photographic technique. Photo Voice was introduced into one of our secondary schools in 2017-2018 to support students in care and they have shared their strengths, challenges, concerns, to promote understanding of the range of issues that they face. This type of student voice strategy will continue in one additional school in 2018-2019. As staff become more familiar with the process, we will expand to additional schools to as a way of conveying to our trustees and community leaders the kinds of things that students, who often are not able to access decision makers, are experiencing with a view to make positive change in their school, community, and country.

Plant Department: School-Based Leadership Opportunities

The Plant Department continues to support student co-op programs whereby students have been working with the Custodial Department in schools. This year, SGDSB is test piloting a construction co-op program at one of the facilities. With the opportunity of renovations taking place during school operations, this allows the Plant Department to coordinate co-op placements with contractors for the duration of a semester. Working closely with the schools, this opportunity strengthens relationships with both our staff and our students. Student relationships with skilled trades are also developed.

Special Education: Student Advocacy

"Regulation 181/98 requires the principal to ensure that the parents and the student, if the student is 16 years of age or older, are consulted in the development and review of the student's Individual Education Plan (IEP)" (Education Act). Since 2015, we have attempted to have all IEP's in SGDSB created in consultation with students. This practice has expanded beyond the Education Act and includes students of all ages. Our consultation has been done using conversations with individual students where appropriate. We understand that including student voice in the IEP allows students to own their learning and help them see their success. Although we meet the basic requirements in legislation, our next step is to ensure that all students are consulted regularly with their IEP's multiple times per year, as reflected in their consultation logs.

Restorative Practices: Circles

During the past two school years, all school staff who work with students have received training in Restorative Practices. The training involves two workshops; the first is an Introduction to the Restorative Practices Framework, and the second Using Circles Effectively. The aim of Restorative Practices is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. The use of circles in a school setting facilitates this aim; ultimately enabling students to develop listening and communication skills, empathy, self-reflection, problem solving and accountability. Formal circles often take the form of restorative conferences and involve those who have acknowledged causing harm meeting those who have been harmed, seeking to understand each other's perspective and coming to a mutual agreement to repair as much harm as possible, to help rebuild the relationship, and restore community. Circles can also be used as an instructional tool, thus soliciting the ideas and perspectives of students during learning. To date, all schools have received the introductory workshop training, and almost all schools have received the Circles training, which will be complete in the next month. As circles are an ideal tool to develop community and build relationships, continued support will be provided to staff and schools to measure the impact of the use of circles in every school.

Student Co-Learning Technology:

Based on recommendations from the 2017-2018 CODE report, we are striving to provide authentic leadership and co-teaching opportunities for students that honour student choice and voice and provide

explicit naming of this opportunity to truly inspire student lead learning and strengthen student-educator relationships. Co-learning technology is important to student achievement and well-being as these opportunities allow our students to thrive and demonstrate leadership in non-traditional ways. Students report that not only is it “fun” and “cool” but that they “enjoy teaching others”. Co-learning technology in both formal and informal ways gives a voice to students who often do not lead the learning in other subjects. As well, the sense of well-being and inclusiveness that develops between educators and students in having their voices and strengths recognized, allows students to thrive in their school communities. In these co-learning relationships, the learners are more willing to take learning risks, which challenge their thinking and 21st century competencies because the fear of failure is minimized by the established trust in the learning environment.

For 2017-2018, we have evidence of students co-planning coding events that incorporate all learners in their building. Manitouwadge Public School and Margaret Twomey Public School student coders, under the supervision of the Technology Champions, created computational thinking activities designed to support the learning of coding in their schools. As well, during the annual Beyond the Hour of CODE challenge, classes were encouraged to co-learn with the student technology leads and with different classes in their schools to promote the learning of computational thinking and student leadership. These opportunities will continue to grow and expand throughout SGDSB.

Tell Them From Me (TTFM)

Our students have been completing the Our Schools survey since 2013. We have now moved to distributing the survey on alternating years – one-year student surveys, the next parents. The survey allows students to share their feedback **anonymously** on their experiences at school, the school environment and school improvement programs. Survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health are captured. The same questions are asked in the same way each year and this gives us valuable longitudinal data. As board leaders, we use this data for planning and quality improvement. Individual schools use their surveys to make the student experience even better. The most recent survey is 2016/2017 school year represented only as “2017”.

School Based Leadership Opportunities with our Schools

The following activities represent student voice within our schools for the 2018-2019 school year.

Activities	Elementary (15 Schools)	Secondary (5 schools)	Total
Arts/Crafts	1	0	1
Band	0	1	1
Chess	1	1	2
Choir	1	0	0
Crochet	1	1	2
Drama	1	0	1
Green Team/Eco Teams	4	1	5
Hockey Canada	3	0	3
House Leagues	2	2	4
Lunch Recess Helpers	1		1
Lakehead University Collaborative	0	1	1
OPHEA Schools	0	1	1
Principal's Council Advisory Team	0	1	1
Reach for the Top	0	1	1
Social Innovators/Change Makers	2	1	3
Sports Teams	7	5	12
Student Council	4	6	10
Student Senate	10	5	15
Tech Club/STEM	5	0	5
WellNest Team	1	0	1

Metric: Feeling Safe at School

One of the key components of feeling safe at school is that we are following the Safe Schools Policy as outlined by the Ministry of Education. Key to this policy is a positive behaviour support plan (including the Bully Prevention and Awareness Plan) that is in place at each of our schools that is based upon the philosophy of progressive discipline and restorative practices. Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices. Restorative practices is grounded in the belief that students need to learn from their negative experiences by repairing harm and restoring relationships.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school. Progressive discipline is most effective when dialogue between the school and home regarding pupil achievement, behaviour and expectations is open, courteous and focused on pupil success.

Tell Them From Me

Through the *Tell Them From Me* survey results (2013-2017 average), students have indicated that feeling safe at school requires additional attention in our school board. Key to supporting this metric is the integration and strategic work around restorative-styled practices (discipline), Behaviour Management Strategies (BMS) training and Strength Based Resilience (SBR) Training. These have all played a key role in supporting our schools in this area and require additional time for deep implementation across the district. While we are encouraged by the progress we have made, we still want to see our students increase positive relationships, belonging and bullying and we are doing this through increasing emphasis on a range of social emotional learning programs, trauma informed practices, restorative oriented conflict procedures, and an overall environment of safety and calm.

2013-2017 Average Student Results*

Elementary Results			Secondary Results	
Descriptors	Board (%)	Canadian Average (%)	Board (%)	Canadian Average (%)
Positive Sense of Belonging	55	70	67.5	82
Positive Relationships	67.5	77	64.5	80
Victims of Bullying	25	20	37	26
Feeling Safe Attending School	17.5	20		

*the data is based on the averages for the 2 years

Metric: Inclusive Environments

Superior-Greenstone District School Board recognizes the essential nature of fostering environments that are inclusive in nature. "The fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors" (Achieving Excellence, 2014, p. 8). As the result this focus has been included in our Board Learning Plan for Student Achievement and Well-Being (BLPSA, 2015-2019) for the past five years, as reflected by our Student Centered, Well-Being Theory of Action (Conditions for Learning). We know that to foster increasingly inclusive environments, positive relationships must be built based upon understanding and valuing diversity, respect for one another, and where students truly see themselves and their identity reflected in their learning.

This table is reflective of our current data from *Tell Them From Me* student survey from 2013-2017 which asks students questions such as *I feel accepted for who I am, I make friends easily at school, School is a place where I feel like I belong, and I feel accepted by other kids my age*. This is our closest measure of an inclusive learning environment. This data highlights the need for an additional emphasis to be placed on enhancing the students' feelings of being included in their learning environments. In addition, we must review the questions contained within the TTFM survey in order to ensure that we are able to collect actual data measuring our students' feeling of inclusion according to the fundamental principles outlined in the definition of inclusion.

Tell Them From Me (2013-2017)*

Descriptors	Elementary Results		Secondary Results	
	Board	Canadian Average	Board	Canadian Average
Positive Sense of Belonging	55	70	67.5	82

*the data is based on the averages for the 2 years.

Cooperative Education Community Partners

As stated in The Ontario Grades 11 and 12 Cooperative Education (2018) policy document, strong community partnerships are essential to providing students with rich, relevant cooperative education experiences. Such partnerships support schools in promoting student engagement, enhancing achievement, and fostering well-being. Relationships with educational institutions, businesses, trades and industry associations, entrepreneurial and innovation hubs, and other community and cultural organizations provide valuable support and enrichment for student learning. These organizations provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations benefit not only the students but also the life of the community.

Cooperative Education, in particular, is made possible through the support of community partners and placement employers/supervisors. In cooperative education, the placement employer and supervisor play an important role in guiding and supporting students in their learning by providing a safe working and learning environment, timely feedback, and challenging learning experiences. In doing so, the employer and supervisor enable students to pursue their interests, and they provide inspiration to students as they develop their education and career/life goals. This is accomplished through experiential learning opportunities that provides students to co-construct their learning by participating in rich experiences connected to a community outside the school; reflecting on those experiences to derive meaning; and then, applying their learning to influence their decisions and actions in various aspects of their lives (M.O.E. slide-deck, 2018). Through authentic experiences in the community, students develop greater understanding of themselves, the opportunities that are available to them, and they are better prepared to make informed decisions, set goals, and plan to achieve goals (Creating Pathways to Success, 2013).

Listed below are the number of Community partnerships/placements that SGDSB schools' have used during the 2017-2018 school year compared to the total number of placements used within each of the communities. Note: Employers/organizations are counted as one placement (within the chart), however, in some instances Cooperative Education students have completed placements within several departments.

School	Region	Total Community Placements Used (over the past 5-10 years)	Total Community Placements Used in 2017-2018
Geraldton Composite High School	Beardmore, Nakina, Geraldton, Jellicoe, Longlac, Ginoogaming and Aeroland	38	16
Lake Superior High School	Terrace Bay, Schreiber, Pays Plat and Rosspoint	32	12
Marathon High School	Marathon, Biigtigong Nishnaabeg, and Pic Mobert	36	14
Manitouwadge High School	Manitouwadge	14	6
Nipigon Red Rock District High School	Nipigon, Red Rock, Dorion, Lake Helen and Rock Bay	26	13

Our Summer Co-operative Education Program currently has 14 partnerships in our region who offered placements to 25 students last summer. The program is in the early stages of forming mutually beneficial relationships with career employment agencies in each community to support students with the pre-placement requirements to help increase their success ensuring job readiness.

Specialist High Skills Majors (SHSMs)

Each of our schools has an SHSM that requires support from the community sector partners to help students successfully complete the requirements of the program and graduate with a red seal. Each of our communities has developed relationships through communication and collaborative planning to develop mutually beneficial projects and connections with students that develop transferable skills and often employment opportunities for our students.

Post-Secondary Partners

Confederation College - We continue to further develop our relationships with key departments that provide our students opportunities to explore future career options and further their skills in areas of potential post-secondary interest. Our Dual Credit team taught courses, our SWAC program and the transition and reach ahead opportunities at Confederation College provide rich learning environments that help our students become more familiar with the College Campus, expose them to the post-secondary options and to develop the confidence that College is an option for them.

Lakehead University - We also continue to explore further ways to strengthen our relationship with Lakehead University. We have currently signed an MOU for an Achievement Program which involves the mentoring of 5 grade 4 students. Lakehead University also creates opportunities to provide early exposure to their programming for other students as well. These opportunities help to foster connections between our students and the people in the departments that they will need to communicate with in the future. The relationships and collaboration between educators in our Board and at LU create a better understanding of how to support our students to prepare for the transition to university and to help them to be more successful once they are there.

Transition Planning for Students with Special Education Needs

Creating environments that are inclusive for students with special needs is supported through the development of transition plans (including school entry, from elementary to secondary school, post-graduation, etc.) found in student Individual Education Plans (IEP's). In order for students to be successful and included, transition plans need to be collaboratively created with equitable and inclusive goals clearly articulated with responsibilities and timelines for achievement. Currently, detailed transition plans are created for students of higher needs. This year, we have been developing our knowledge around successful transitions that will foster inclusive environments for which all students feel safe to learn.

After School Development Program

The After School Program is a two-part program implemented in the early years that focuses on parent education and supporting student readiness skills (toileting, separation anxiety, peer interactions, becoming familiar with new environments) for students transitioning to kindergarten. Throughout our district we focused on four schools which included 15 families in total. We look forward to implementing what we learned in 2018 to our 2019 program.

First Nations Partnerships

We are working closely with our First Nation partners to effectively collaborate and work within the Education Service Agreements to continually support and meet needs of students and to ensure that all Indigenous students see themselves and their culture represented in their school and curriculum.

Our current Education Service Agreements are held with the following communities:

- Aroland First Nation,
- Biigtigong Nishnaabeg,
- Biinjitiwaabik Zaaging Anishinaabek,
- Eabametoong First Nation (Fort Hope)
- Ginoogaming First Nation,
- Marten Falls First Nation,
- Pic Mobert First Nation, and
- Pays Plat First Nation.

Through our Education Service Agreements, we are able to promote opportunities for community involvement with SGDSB to establish a commitment for shared accountability and to identify mutually agreed upon goals. These goals include commitment to meeting needs of students through community engagement, inclusive school environments and inclusive programs and services related to well-being, and special education. The agreements also provide opportunity for dialogue about the inclusion of Anishinaabe resources, culture and language.

Moving forward, we are working with our partners, to create and sign updated Education Service Agreements. With the signing of the Master Education Agreement (MEA) in April 2017 between the Kinoomadziwin Education Body (KEB) and Ontario, we are also collaborating with the four participating First Nations who have signed the MEA with the province. These communities include:

Regional Education Council #1:

- Biinjitiwaabik Zaaging Anishinaabek
- Long Lake #58 First Nation
- Pic Mobert First Nation
- Biigtigong Nishnaabeg

For the 2018-2019, SGDSB and the AES have four initiatives through the Niigaan Gdizhaami Fund. These initiatives include:

Indigenous Academic Advisor and Tutor - with BZA at Nip-Rock High School

Indigenous Academic Advisor and Tutor – with Pic Mobert First Nation at Marathon High School

Indigenous Land Based Course Support – with Pic Mobert First Nation at Marathon High School

Education Counselor – with Biigtigong Nishnaabeg at Marathon High School

SGDSB will be collecting data for the 2018/2019 year to measure success related to participation and success of these initiatives and to continue developing further partnerships with communities.

As a school board we are continually working on new strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging. At each of our schools, there have been many successful collaborations with First Nation communities and we will continue to monitor and track these partnerships moving forward over the next five years.

Collaborative Professionalism

To achieve the aims of the Superior-Greenstone District School Board Multi-Year Strategic Plan (MYSP), a high degree of collaborative relationships must exist among all staff. The principle of collaborative professionalism is defined as professionals at all levels of the education system working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. Consequently, we will continue to lead and to “promote collaborative professionalism among staff as a means of working together that involves being open, rigorous, challenging and evidence-informed” (SGDSB MYSP, 2018). We are confident that this environment will contribute to the achievement of the MYSP objective which reads, “Foster a collaborative, creative, solution-oriented work environment where the contributions of staff are recognized, valued and respected”. Positive relationships develop when goals are collaboratively determined and achieved, and when trust is developed. Structures, such as Professional Learning Communities, committees and teams, must exist for this work to occur.

Structures that Promote Collaborative Professionalism at SGDSB

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Achievement, Well-Being and Equity Committee (SGDSB)	20	Next meeting: Feb. 20/19
Mandate and Participants		
The AWE Committee supports the Multi-Year Strategic Plan by ensuring, enhancing, and promoting the alignment of achievement, well-being, and equity within the Board initiatives through collaborating, communicating, and consulting with representatives from all sectors of our Board.		
Members are from senior administration, system leads, elementary and secondary Principals, elementary and secondary teachers, EA's, CYW's, and union presidents for secondary and elementary teachers, and EAs.		

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Labour Management Committee	11	X
Mandate and Participants		
The purpose of this committee/meetings is to ensure we promote positive relations and maintain effective communications in order to collaboratively and cooperatively discuss and resolve items of mutual concern to all parties.		
Labour Management Committee includes representatives from ETFO/Occasional, OSSTF/Occasional, OSSTF ESS, Senior Administration, Human Resources and the Principal Group.		

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Parental Involvement Committee	Varies (generally less than 10 parents)	X
Mandate and Participants		
The Parent Involvement Committee (PIC) is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.		

Membership includes parents (must be the majority), the director of education, one trustee and one alternate appointed by the Board, and community representatives.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Special Education Advisory Committee	8	X

Mandate and Participants

The Special Education Advisory Committee make recommendations on a variety of subject matters as it relates to Special Education in our communities. Some activities include but are not limited to, reviewing the SGDSB Special Education Plan, reviewing Special Education budgets, participating in professional development, corresponding with other boards and advocating system needs. SEAC meetings foster equity and human rights practices for all students in Superior-Greenstone District School Board.

SEAC members consist of local associations as well as trustees and resource personnel.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Indigenous Education Advisory Committee	Varies	X

Mandate and Participants

The Indigenous Education Advisory Committee (IEAC) is to improve communication and receive input from our First Nation, Metis, and Inuit communities. IEAC provides opportunities for Senior Administration, Trustees, and SGDSB educators to interact directly with representatives of First Nation, Métis and Inuit Indigenous partners wherever they may reside within the geography of the Board.

Members include: Indigenous Education Lead, Director of Education, and other SGDSB employees who hold a role in Indigenous education initiatives, parents, students, and community members.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
First Nation Education Advisory Committee	Varies	X

Mandate and Participants

The First Nation Advisory Committee provides the opportunity for SGDSB and our Education Service Agreement partners to meet and discuss the terms of the ESA's.

Members include: Director of Education, Superintendent of Business, Indigenous Education Lead, Principals, members of Chief and Council and anyone else the First Nation wishes to include.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
System and Program Leads	12	X

Mandate and Participants

The Leads Meeting is a platform to engage in collaboration and communication as we align portfolios to achieve coherence in the system learning work. The Board Learning Plan for Student Achievement and Well-Being as well as Leads' Action Plans provide the foundation for this committee's work.

Membership includes System and Program Leads (including Superintendents and the Director of Education).

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Principal Group (Weekly Morning Teleconferences, Operational Teleconferences, Catch Up Meetings, School Effectiveness Meetings)	25	X

Mandate and Participants

This structure is a communication platform that involves both instructional leadership and operations.

Membership includes all Principals and Vice-Principals, Leads, and Senior Administration.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Elementary School Learning Plan Teams (Supported School Self-Assessment)	4 elementary schools (3 admin, 18 educators, 3 system supports): Total 28	X

Mandate and Participants

Educators who are actively involved in supporting the learning within the school learning plan; monitored through the Supported School Self-Assessment process.

Membership includes the Principal, teachers, Superintendent and School Effectiveness Lead.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Student Success Teams	5 High Schools	X

Mandate and Participants

The primary role of the team is to:

- Develop school procedures that models effective delivery of all student success initiatives.
- Track, coordinate and assume responsibility for at-risk students with supports using a variety of strategies, supports, resources and interventions based on individual student needs.

Each secondary school has a student success team that consists of the Principal, guidance counsellor, special education teacher, and attendance counselor. Depending on the staffing the team may also include the child and youth worker, the Graduation Coach, the BMST Leads, educational assistants and classroom teachers.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Elementary Student Support Teams	10 elementary schools	X

Mandate and Participants

These teams were developed out of the need from staff for the support in addressing many of the issues that result in suspensions, office discipline referrals and violent incident reports.

Membership includes school Principal/Vice-Principal, BMST Leads, SETs, CYWs, Teachers, and EAs.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Custodial Meetings		X

Mandate and Participants

The Plant Department brings permanent and occasional staff together to build relationships grounded in common goals, several times during the year, particularly in September, and on an as needed basis. These meetings focus on employee wellness as part of the boards strategic pillar, professional development, safety and legislation requirements, roles and responsibilities and the importance of team work, keeping are schools safe and clean, and creating a positive learning environment for our staff and students. In addition, these meetings allow an opportunity to focus on challenges custodial staff experience in their schools and how they can collectively resolve these challenges.

Membership includes the Plant Services Manager, Operations and Community Use Coordinator and permanent and occasional custodians.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Board Office Staff Meetings	10	X

Mandate and Participants

These meetings ensure we provide an inclusive environment, as well as provide opportunities for open discussion and collaboration. They ensure everyone is kept informed and up-to-date on relevant information within the Board and increases morale and motivation.

Includes all Board Office support staff and managers.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
IT Meetings	7	X

Mandate and Participants

The IT Committee is an education and technology committee whose mandate is to ensure that our system supports the 21st Century competency development for our students.

Membership includes representatives from Senior Administration (Director), Principals, all IT Techs, the Coordinator of IT, and the Superintendent of Business (when needed).

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Recycling	8	X

Mandate and Participants

While this committee has existed for many years, it did not meet until the 2017-2018 school year. The focus of the committee for 2018-2019 is to develop recycling programs for schools who are located in communities with recycling depots.

Membership includes representatives from the Plant Department, the Director, teachers and administrators.

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
Cooperative Education O.Y.A.P.	6	X

Mandate and Participants

The purpose of the committee/meetings is to keep up-to-date with Ministry changes/procedures, improve continuity and development of the program, increase awareness of future employment opportunities and local labour market needs, and engage in an opportunity to network with colleagues and gain new promotional ideas and resources.

Co-op/ O.Y.A.P Committee includes O.Y.A.P System Lead, Co-op/ O.Y.A.P teachers, and Student Success System Lead (high school principals/guidance counsellors on occasion).

Committee Name	Number of SGDSB Participants In 2017-2018	Current Status 2017-2018 (Check if operational)
O.Y.A.P. Advisory Committee	15-20 (Varies)	X

Mandate and Participants

The mandate of the O.Y.A.P Advisory Committee is to enhance the DSB O.Y.A.P. program by:

- Providing opportunities for partnership development (including the opportunity for community partners to share stories and thoughts about school and workplace partnerships.
- Providing analysis of local labour market information to identify high demand trades and highlighting for students/parents high demand trade opportunities.
- Identifying, developing and recommending success-based strategies to align student expectations with: OYAP and apprenticeship program processes; requirements to advance (if desired) in the selected trade beyond the OYAP program; future projected labour market demand and earning opportunities in the selected trades; and, continuing to promote growth of the OYAP.

The O.Y.A.P Advisory Committee stakeholder group includes: Employers; Confederation College; M.T.C.U. Apprenticeship, Employment, and Training Consultant; Employment Ontario Service Provider; Education Officer; Local Training Board; Regional Planning Team; Northwest Employment Works; O.Y.A.P and Student Success System Leads; Local Employment Training Council; Chamber of Commerce; O.Y.A.P., S.H.S.M., and Dual Credit teachers from participating schools, and students. Every effort is made to ensure that there is representation from each of the five communities within the SGDSB.

External Relationships

Partnerships grounded in strong relationships with community agencies and external stakeholders is also essential to student success. In response to the external Efficacy Review that was completed by Pearson Education in 2016, whereby it was determined that external stakeholders were only partially engaged, this has been an area of focus and growth.

Supporting Student Wellness and Well-Being: To deliver a range of different mental health services as well as support health and wellness promotion we regularly partner with the:

- **Thunder Bay District Health Unit**, who delivers session on general health, relationships, and wellness;
- **John Howard Society**, who provides a worker to support students in our high school in Geraldton,
- **Children's Aid Society** who regularly participate in planning and IIRPC meetings where appropriate with kids in care,
- **Northwest Local Health Integration Network**, who provide funding for our mental health nurses that work in schools in the Nipigon and Marathon area;
- **Dilico Anishinabek Family Care**, who often support us through both their child welfare and mental health areas of their organization. They also invite us to conferences aimed at addressing youth suicide or the opiate crisis; and
- **North of Superior Programs**, who support the social worker in the Greenstone area and their workers support students throughout the district.
- Regional tables including the **Child and Youth Mental Health Table** – coordinated by Children's Centre Thunder Bay and made up from representatives from Dilico, North of Superior Programs (NOSP), George Jeffery, and district boards this working group is committed to addressing the systemic issues related to child and youth services, which include but are not limited exclusively to mental health services.
- Local tables such as the **Community Capacity Building Table** in Nipigon
- **Crown Ward Educational Championship Committee** is a group of community members from a variety of sectors in Thunder Bay and District. We work together to increase the awareness, participation, and the success of youth in care at all levels of education, while preparing them for future success.
- **Situation Tables** exist in Geraldton, Marathon, and Nipigon that include representatives from multiple organizations across sectors – including mental health and addictions, justice, social services, employment and education – to help those at acutely-elevated risk of imminent harm, victimization or criminalization.
- In addition we signed protocols with most of our **First Nation** partners as part of the Maamawe Kenjigewin project. Maamawe Kenjigewin is a collaborative gathering of community resources and service providers to develop and initiate a community based protocol memorandum of agreements implementing an acute response and service agreement addressing the needs of each individual First Nation Community to create their own unique "Circle of Care" in working together to prevent youth suicides.

Sharing of Space: Superior-Greenstone DSB supports an integrated early years and child care system in which school board and child care professionals work in partnership to provide seamless, high quality programs for children and families throughout the day. Working collaboratively with our Shared Spaces partners (Child Care Centres and EarlyON) we are continuing to work towards full integration of our buildings. Over the last year we have moved towards whole building meetings and learning opportunities. 6 elementary sites have participated in a collaborative staff meeting as well as a learning lunch where all staff were invited to come together and to develop productive working relationships. Moving forward, we will be continuing to align our philosophies of child, families and learning in the Early Years and to deepen our transition practices for children and families into our buildings.

Metric: Human Resources

Superior-Greystone District School Board believes in the mentoring and internal development of all staff, as they endeavor to achieve their career aspirations. This foundational organizational belief has been demonstrated through programs such as the Board Leadership Development Program (BLDS) for current and aspiring school leaders, through the number of internal promotions that have taken place in the past 5 years, and is reflected in our Board Learning Plan for Student Achievement and Well-Being, through the fostering of Formal and Informal Leadership, both at the system level and school level. We endeavor to continue to, where appropriate and suitable, provide leadership and promotion opportunities for internal staff. These beliefs and structures promote the development of mutually respectful relationships.

Internal Leadership Opportunities and Promotions

YEAR	Internal Promotion to System Role (Lead, System Principal, SO, Director)	Internal Promotion to Informal School Leadership (Learning Leads, Technology Champions, Numeracy Leads)	Internal Promotion to School VP/P	Internal Promotion to Board Office Roles
2013-2014	1	25	5	0
2014-2015	3	2	7	0
2015-2016	2	1	4	3
2016-2017	0	44	2	0
2017-2018	3	36	5	2

The Board Leadership Development Strategy (BLDS) supports the Aspiring Leader Program and New Teacher Induction Program (NTIP).

Board Leadership Development Strategy Statistics

Year	Aspiring Leaders	New Admin Workshop
2015-2016	5	9
2016-2017	3	4
2017-2018	1	3

New Teacher Induction Program (NTIP)

The induction elements of orientation, mentoring and ongoing professional learning provide a web of personalized support for beginning teachers and directly support the key goals of NTIP. While improving student well-being and learning is the ultimate outcome of the New Teacher Induction Program, through NTIP, powerful learning designs like mentorship foster collaboration, relational trust and support educator leadership via the intentional sharing of knowledge and practice between colleagues. As such, NTIP serves as an example of collaborative professionalism in action. The first few years of teaching are a critical time for professional learning, growth and the building of positive relationships grounded in student achievement and well-being. New teachers who receive support and mentorship via NTIP will become the mentors for the next generation of new hires and ultimately of the students they will teach.

New Teacher Induction Program Statistics

Year	# of First Year Permanent Teachers	# of First Year LTO (Long Term Occasional)
2015-2016	6	7
2016-2017	11	9
2017-2018	14	13

Employee Recognition

It is the policy of Superior-Greenstone District School Board to recognize outstanding and commendable contributions by staff over time. The board will recognize those who have made significant contributions in terms of length of service. We believe that this recognition helps to build positive relationships with our staff.

Employee Recognition - 10 and 25 Year Data

YEAR	Teaching 10 years	Non-Teaching 10 years	Teaching 25 years	Non- Teaching 25 years	Administration 10 years	Administration 25 years
2013-2014	1	15	5	7	0	2
2014-2015	12	6	3	4	1	1
2015-2016	4	10	5	6	1	0
2016-2017	2	2	3	3	1	0
2017-2018	5	1	1	2	1	0

Lakehead University Partnerships

Over the last year, we have actively and intentionally created collaborative relationships with Lakehead University's Faculty of Education. By attending their Education Career Fair, providing education related seminars, reaching out to increase student placement opportunities and by having a presence during transitional times we have been able to make students more aware of the employment opportunities that exist with SGDSB. In September 2018 we hired 5 new graduates into permanent educational positions.

Metric: Public Relations - Strategic Plan

In 2016, Superior-Greenstone District School Board partnered with Pearson Education and engaged in an external Efficacy Review. The results of this review demonstrated that communication both within and external to the school board required improvement, as stakeholders reported a general lack of knowledge and understanding of the Multi-Year Strategic Plan and the relationship with the Board Learning Plan for Student Achievement and Well-Being. Stakeholders primarily consisted of staff and trustees. It was apparent that staff did not possess a sense of the growth that had been taking place in their school or the board. Thus, it was recommended that a communication and public relations plan be developed to address these areas of need; at that time, this plan involved the enhancement and focus of the Director's Newsletter, the School Effectiveness Lead visiting every school to meet with staff, Board Leads assumed the responsibility for making increased connections between the learning from their portfolio and the BLPSA, and an evidence collection tool was created and used to support the explicit making of connections. The next step moving forward is to assess the impact of these actions through a survey and focus groups, seeking feedback on the strengths and areas of need for communication within the school board. A Communications Plan with measurable goals will be established to address these needs as well as the needs around increasing communication with our external partners.

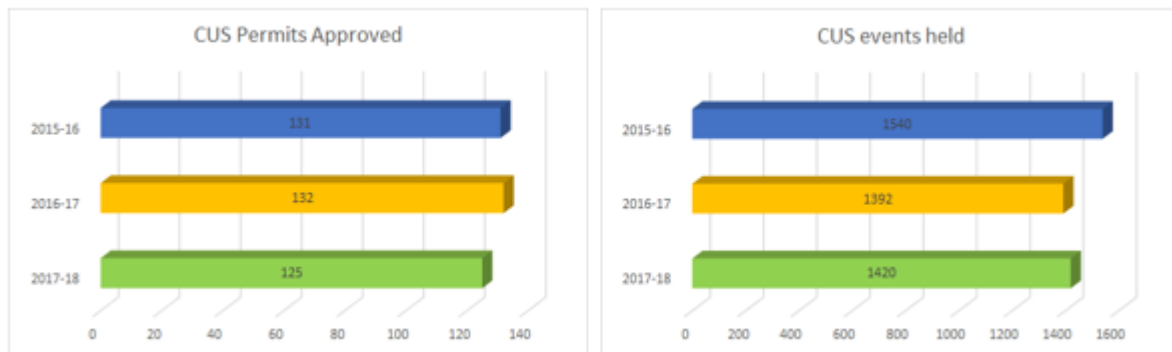
Metric: Community Use of Schools

At Superior-Greenstone DSB, schools play a key role in their local communities. Our schools provide a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities. The idea of 'schools as hubs' continues to be a strong guiding principle at SGDSB and its Community Use of Schools and Facility Partnerships programs. Since the inception of the Community Use of School program about ten years ago, SGDSB has tripled the school space use outside of school hours by addressing the programming needs of the local community. Since then it has also further aligned facility use policies and management guidelines with input from SGDSB staff and community user groups in order to strengthen policy frameworks and keeping with the provincial vision and strategic goals. It has addressed barriers to Community Use of Schools and implemented active outreach strategies to help ensure community support at the local school level that promote school and community partnerships.

Funding from the Ministry of Education has been used to hire a Plant administrator to process permit applications and promote CUS to meet local school and user group needs and their common

interests. SGDSB introduced an online permitting system eight years ago that makes CUS bookings more efficient and user friendly for both internal and external stakeholder and provides 24/7 access to all stakeholders to view and manage available CUS space. In addition, the Plant Manager plays an integral role in negotiating and administering formal reciprocal and informal joint-use partnerships, including child care lease agreements while collaborating with community partners and liaising between the school, community users and the broader community.

Community Use of Schools Program is made available in 14 of our 15 schools and on average about 1,450 CUS events are held over the year. Dorion Public School is a unique hub facility in that it serves as a municipal community hub whereby the municipality manages all after-hour community activities for that school. In addition, we have the SGDSB Learning Centre (former Red Rock PS) that now serves as a unique hub for community partners and SGDSB adult training programming alike.



The following facility Partnerships do take place in our schools making each of the schools and SGDSB Learning Centre unique community hubs:

CSGNO - French Public Board #57 (2 locations: MRHS and MNPS)
Superior North Catholic School Board (NAPS)

Brass Bell Family Resource Centre, OEY (4 locations, DOPS, GOPS, SGDSB Learning Centre, TBPS)

Manitouwadge Nursery School (MNPS)
Marathon Children And Family Centre (MTPS)

Corporation of the Township of Dorion (Rec) (DOPS)
Corporation of the Township of Greenstone (Rec/Pool GCHS)
Corporation of the Township of Greenstone (Library NAPS)
Corporation of the Township of Greenstone (Childcare Resource Centre BEPS)

Confederation College (2 locations: MRHS & GCHS, plus presence in NRRHS & LSHS w/dual credit programs)

Superior Greenstone Association of Community Living (2 locations: TBPS & NRRHS)
Thunder Bay Health Unit (SGDSB Learning Centre)
Community Living (SGDSB Learning Centre)
Red Rock Historical Society (NRRHS)
Contact North (4 locations, GOPS, GCHS, TBPS and MRHS)

Questions That We Now Have:

Through this process, the integrated nature of our Multi-Year Strategic Plan (MYSP) priorities has become increasingly evident, as this strategic priority of Relationships can be seen as a driver for the other three strategic priorities. Once again, a number of questions have continued to surface as we have engaged in this work. These questions will guide the collaborative work of the System Leads, Superintendents and Director, moving forward. This includes, but is not limited to the following:

- What is the most effective way to capture data that represents the powerful relationships that we have with students, staff, stakeholders and partners? What enhancements need to be made to our current Metrics to capture this data effectively?
- How does the data presented capture our progress on relationships as a strategic objective? How do the trends inform our work?
- How does the data influence our thinking about priorities in the Board Learning Plan for Student Achievement and Well-being?
- What targets can we set as we strive for future improvements each year, to ensure that we reach out objectives by 2023?
- How does the work within our Relationship Priority impact the progress we are making on the other strategies priorities?

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

Report No: 10

Date: January 21, 2019

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

FROM: Nicole Morden Cormier, Director of Education - Interim

SUBJECT: Board Learning Plan for Student Achievement and Well-Being

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

Background

The Board Learning Plan for Student Achievement and Well-Being (BLPSA) is a document that operationalizes aspects of the Strategic Plan, specifically the focus areas outlined in the Learning and Well-Being strategic priorities. The BLPSA captures our collective commitment to enhance the learning of all students in our district, and thus, it is a document that responds to the specific learning needs that schools have identified. Our plan operationalizes system level learning and improvement efforts so that schools can see the connections to the learning they are engaging in. There is a reciprocal relationship between the work of School Learning Plans and that of the Board Learning Plan for Student Achievement and Well-Being.

The BLPSA plan reflects our belief that environments and pedagogy that keep students at the centre are necessary to fulfill our vision of increased student achievement and well-being. It identifies goals and related theories of action for the improvement of student achievement and well-being, describes our strategic actions, and outlines processes for ongoing monitoring. Each year, we evaluate the effectiveness of the plan, including analyzing our progress towards goal attainment, and ensure that further enhancements and supports are put into place where needed.

Current Situation

The current BLPSA has been in effect since the 2015-2016 school year, as the areas of focus outlined in the plan are complex and thus require several years to reach implementation. With the 2018-2019 school year being the third and final year of this plan, we are nicely positioned to transition into further defined goals next year.

Over the last two school years, our **achievement goal** was largely focused around our priority of mathematics. Mathematics continues to be a priority, specifically within the area of communication, however, we have learned that this clearly connects to the components required to create thinking classrooms, not just in mathematics but in all subject areas. We now more deeply understand the components of critical thinking and how they support the ability to make reasoned judgements, which in turn impact our understanding and communication of that understanding. Monitoring this year will continue to be looked at through the lens of mathematics however, through our current theory of action and short and long-term goals:

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

2015 - August 2019 Long Term Mathematics Goal: By 2019, 100% of our students will exceed or maintain their achievement scores as measured by their 3 to 6 or 6 to 9 EQAO Cohort Data in Mathematics.

2017-2019 SGDSB Mathematics Goals

By September 2019, through a focus on COMMUNICATION, the EQAO Math cohort data will show

- 100% of students who met the standard in grade 3 (44% or 35/79) will meet the standard in grade 6.
- 50% of the 16 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.
- 100% of students who met the standard in grade 6 (37% or 25/68) will meet the standard in grade 9.

- **50%** of the 10 students who were approaching standard (Level 2.7-2.9) in grade 6 will rise to standard in grade 9

Over the last two school years, our **well-being goal** has been articulated through our SGDSB Theory of Action:

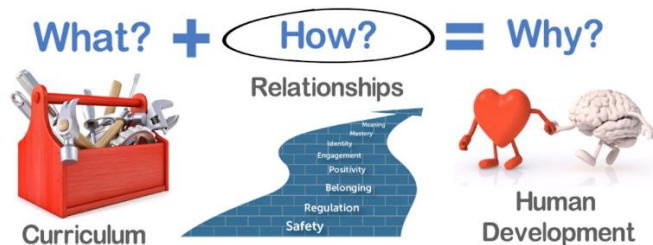
If we foster student centered learning environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn (persist).

The goal this year will continue to be monitored by schools and System Leads through the collection of evidence that illustrates our co-constructed, *Student Centered, Well-Being Success Criteria* in action. This evidence is collected and accessible system-wide in the SGDSB Evidence Collection Tool. Within this tool, schools and Leads will share examples of what partial/full implementation in an area of focus (*Leadership, Learner Mindsets for All, Conditions for Learning, Assessment for/as Learning Culture*) looks like. This evidence will then be analyzed and help us to determine responsive next steps.

Next Steps

As outlined in our BLPSA, we will move forward with connecting to the work happening within the schools and supporting our vision to ensure that **student voice is at the heart of learning**, while maintaining our commitment to our Ontario Curriculum documents. The creation of **student-centered learning** environments that place **the development of THINKING within students** as they actively make meaning of the world, engage in reasoning and proving, make connections, understand differing perspectives, draw conclusions, and transfer knowledge **within all subject areas** is what we are working to develop. This type of learning and environment support the development not only of cognition, but of the social, emotional and physical elements that can foster well-being within the child.

We continue to make the connections between well-being and achievement and to work with The Third Path: A Relationship-Based Approach to Student Well-Being & Achievement. The model below articulates the importance of the relationship between the *what* (curriculum) and the *how* (relationships) to the *why* (education of students), which results in human development.



We continue to connect the components of ‘creating a thinking classroom’ with that of our current theory of action, supporting both the development of achievement and well-being, after all, “If we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world, we must reimagine learning” (*SGDSB Strategic Plan pg. 3*).

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 10, Board Learning Plan for Student Achievement and Well-Being for information.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education - Interim

Kathleen Schram
School Effectiveness/Numeracy/MISA Lead

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

Report No: 11
Date: January 21, 2019

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

FROM: Will Goodman, Interim Superintendent of Education

SUBJECT: Multi-Disciplinary Team Adjustment

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

Background

The ministry is investing nearly \$300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs. This investment will include two parts:

\$125 million in EPO funding to address current waitlists for assessments over the next three school years. Further details will be provided to school boards in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo.

Over \$170 million in funding, over the next three years, to be allocated through the Special Education Grant, which will support increased special education programs and services. This includes:

- Funding for a multi-disciplinary team or equivalent for all boards (four additional FTEs per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
- Funding for other staffing resources to support students with special education needs; and
- Funding to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-2020.

Current Situation

The recent GSN announcement declared a refocused and expanded funding to include Autism and mental Health. Autism is the fastest growing exceptionality in Ontario schools. Students with ASD have a broad range of complex needs and would benefit from increased access to professionals in schools.

Funding continues to support school boards in hiring multi-disciplinary teams which could include Speech Language Pathologists, Psychology, Social Workers, Behaviour experts and others, as appropriate, based on local needs to support all students with special education needs, including those with ASD and other needs such as mental health.

In our September SGDSB Multi-Disciplinary Team Allocation we attempted to hire a Special Education Facilitator for Marathon. We were unsuccessful in hiring a suitable candidate. For this reason, we are

looking outside of the teacher role and believe that a different role can support the school, based on the above criteria.

Next Steps

It is proposed that we hire a 1.0 FTE Child and Youth Worker for Marathon High School.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 11 Multi-Disciplinary Team Adjustment Report, approve the addition of a 1.0 FTE Child and Youth Worker.

Respectfully submitted by:

Will Goodman
Interim Superintendent of Education

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

Report No.: 12
Date: January 21, 2019

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

FROM: William Goodman, Superintendent of Education

SUBJECT: Thriving in the Early Years through Healthy Transitions – After-School Program

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

Background

To support the transition to the Ontario Autism Program, the Ministry of Education has offered second year funding to school boards to assist in building capacity to support and assist students, families and schools with meeting needs affected by changes to autism services. We are pleased that Superior-Greenstone has been granted these funds in the amount of \$37,281.00 for the 2018/19 school year. The funds allotted have been reduced from our first year, but we would like to continue our program “Thriving in the Early Years through Healthy Transitions” in the locations of Nipigon and Manitouwadge. To continue to meet the needs of children in our district, we would like to include a program that focuses on the transition from elementary to secondary. At this time, we are anticipating that this will be one program, however with our funding this may be two.

The intention of our program is to build capacity in enhancing and facilitating a sustainable process that will support transitions from preschool to kindergarten/elementary to secondary and will focus on enhancing the development of social/communication skills, emotion regulation, executive functioning, and academic readiness skills consistent with best practices for students on the autism spectrum.

Key goals of the program include:

- Increase social/communication skills of children with ASD;
- Increase parental engagement and involvement;
- Enhance transition practices from the early years to kindergarten and elementary to secondary;
- Improve knowledge and support to early intervention for children with ASD.

Current Situation

Using a community-based approach that involves partnerships with our Early On hubs, First Nation Communities, and district partners, we will focus our programs on children ages 3-6 (early years) and children in grades 7-10 (elementary/secondary) and will include a specific “outreach” component for the engagement of families. Beginning February 2019, we would like to recruit facilitators in four hubs to lead, guide and implement the afterschool program in four, possibly 5 areas of our district for the duration of 32 weeks.

Next Steps

- Continue to meet as a committee to guide program targets (Positive Behaviour Support Lead, Superintendent of Education/Special Education Coordinator, Mental Health Lead, Early Years Lead, Executive Director/Brass Bell)
- Obtain the services of program facilitators for the duration of 32 weeks beginning in February/March.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 12, Thriving in the Early Years through Healthy Transitions – After-School Program, for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education

Melissa Bianco
Positive Behaviour Support Lead

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

Report No: 13

Date: January 21, 2019

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Additional Staff - Native Language Teacher for Geraldton Composite High School

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

Background

Since September, Geraldton Composite High School has developed a Native Language program that serves grade 9 students. This course is in high demand as the number of registered students exceeds 35. In order to be culturally responsive to the learning needs of all students at GCHS, we need to expand the Native Language program beyond grade 9.

Current Situation

The addition of a temporary 0.17 FTE for Native Language teacher in semester two will allow students to further their culture and knowledge in Ojibway in grade 10. The costs would be assumed through the funding provided in the Indigenous Education portfolio.

It is recommended that for 2018-2019, 0.17 Native Language teacher be funded for Geraldton Composite High School.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Board Report No. 13: Additional Staff – Native Language Teacher for Geraldton Composite High School, approve the addition of a 0.17 Native Language Teacher for the remainder of 2018-2019 school year.

Respectfully submitted by:

Will Goodman
Superintendent of Education



Superior-Greenstone District School Board

TRUSTEE CONFERENCE / WORKSHOP

APPLICATION FORM

Trustee / Student Trustee Name: Logan Furoy

Date of Conference / Workshop: Day(s) 17th - 22nd Month March Year 2019

Location of Conference / Workshop: Ottawa, Ontario

Name of Conference / Workshop: Forum for Young Canadians

Provide a brief description of training and the Keynote Speaker(s) for this event.

This program in Ottawa focuses on bringing youth to Parliament Hill to experience the Federal Government. While there I will meet other student leaders, Senators, and MPs, I will learn about the Senate and House of Commons, and I will continue learning how to be a better leader for my peers.

What are the estimated expenses for this conference / workshop?

Conference / Workshop Registration: Total cost: \$995

Transportation: covered in Total Cost

Meals: covered in Total Cost

Accommodation: covered in Total Cost

What are the benefits to the Superior-Greenstone District School Board?

This program will allow me to grow as a student leader and will allow me to develop better skills to better serve my peers. Finally, having a student go to this program will get the SGDSB name out there and it will open the door for other students from our board to go.



Superior-Greenstone District School Board

**PARENT/GUARDIAN CONSENT FOR STUDENT TRUSTEE
OUT-OF-DISTRICT AND/OR OVERNIGHT EVENTS
(For students under the age of 18)**

During their term as Student Trustee your son/daughter may be invited to attend out-of-town meetings and conferences organized by associations such as, but not limited to, the Ontario Student Trustee Association (OSTA) and the Ontario Public School Boards Association (OPSBA).

Out-of-town meetings and conferences are normally convened in hotels and supervision of your child during their attendance, as well as travel to and from the event, is not always possible.

ACKNOWLEDGEMENT

We have read the above. We understand that by participating in any out-of-district and/or overnight events, we are assuming any risks associated with doing so. We also acknowledge that Student Trustees are expected to behave as ambassadors of the Board and demonstrate appropriate decorum and responsibility during all events attended.

Signature of Student: Logan Furoy Date: January 7 / 2019
Signature of Parent/Guardian: [Signature] Date: Jan 7/2019

PERMISSION

This will confirm that I consent to Logan Furoy attending the following
Name of Student

Activity taking place outside the jurisdiction of the Superior-Greenstone District School Board and to the travel plan in her/his role as student trustee.

Forum for Young Canadians Ottawa, Ontario
Activity Location

On March 17 - 22 2019
Date(s)

[Signature] Jan 7/19
Signature of Parent/Guardian Date