



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 2019/04

A G E N D A

Monday, March 25, 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) | | | | | | McRae, Pauline (Pinky) | | | | | |
| Groulx, Michael | | | | | | Nesbitt, Jason | | | | | |
| Major, Christine | | | | | | Pelletier, Allison | | | | | |
| Mannisto, Mark | | | | | | Pristanski, Kal | | | | | |
| McIntyre, Margaret | | | | | | Rathwell, Stephanie (Student) | | | | | |
| First Nation Trustee (Vacant) | | | | | | | | | | | |

| <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, March 25, 2019 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2019/04 Regular Board Meeting, March 25, 2019 be accepted and approved.*

[\(Attached\)](#)

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

✓ *That, the minutes of the following Board meeting be adopted:*
1. Regular Board Meeting 2019/03: February 19, 2019

[\(Attached\)](#)

5.2 Board Policy Review Committee: March 5, 2019

[\(Attached\)](#)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of March 5, 2019 and approves as reviewed:*

- P-201 Procedural By-Laws
- P-208 Trustee Attendance at Conferences
- P-508 Administration of Medication to Students
- 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

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of March 26, 2019, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes**6.1 Update - Trustee Professional Development**

(P. McRae)

6.2 Motion Re: Superior-Greenstone DSB Procedural Bylaw - AMENDMENT

(P. McRae)

"Electronic Meetings:

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

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

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

✓ *That, the Superior-Greenstone DSB approves the revision to Board Bylaws: Article VI- Meetings, Section 7 - Electronic Meetings, as presented.*

7.0 Delegations and/or Presentations

- 7.1 Showcasing Learning: Nipigon-Red Rock District High School
Presentation Entitled: Culminating Activity for Art by Jernie Benson (Video Presentation
- N. Morden Cormier)
- 7.2 Excellence in Education: Marjorie Mills Public School
Presentation Entitled: MMPS Water Protectors (Video Presentation- Bev Vachon, Principal
& Kristan McMahon, Teacher)
- 7.3 Update – Student Trustees (Trustees, L. Furoy
& S. Rathwell)

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Policy Review Committee (BPRC) (N. Morden Cormier)
- 8.1.2 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)

9.0 Reports of the Business / Negotiations Committee

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

10.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

- 10.1 Report No. 24:
Director's Monthly Report – March 2019 ([Attached](#) - N. Morden Cormier)
- 10.2 2019-2021 Student Trustee Appointment (N. Morden Cormier)
✓ **That**, the Superior-Greenstone DSB accept the
appointment of _____ from
_____ High School
to serve as the 2019-2021 Student Trustee, effective
for the period August 1, 2019 to July 31, 2021.
- 10.2 The New Vision for Education (N. Morden Cormier)
- 10.3 Report No. 25:
Strategic Plan Baseline Report – Stewardship ([Attached](#) – N. Morden Cormier)

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. 26:
The Early Years Update ([Attached](#)– Hillary Freeburn / N. Morden Cormier)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 Labour Relations and Human Resources Symposium- April 4-5, 2019 (P. McRae)
- 12.1.2 Correspondence:
- 12.1.2.1 SEAC Re: Letter of Support to Peel DSB ([Attached](#) - P. McRae)
- 12.1.2.2 OPSBA Letter Re: Autism Program ([Attached](#) - P. McRae)
- 12.1.2.3 MPP Michael Mantha Re: Autism Program ([Attached](#) - P. McRae)
- 12.1.2.4 Ministry of Education Re: Supporting Students with Autism ([Attached](#) - P. McRae)

12.1.2.5 Ministry of Education Re: Budget Planning Info

([Attached](#) - P. McRae)

12.2 Trustee Associations and Other Boards

12.2.1 OPSBA: February 2019 Board of Directors Meeting Summary

([Sent Under Separate Cover](#) - J. Nesbitt)

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

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

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

([Attached](#))

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

- 16.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:
1. Regular Board 2019/03: February 19, 2019

([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 2019/04 Regular Board Meeting, Monday, March 25, 2019 adjourn at _____, p.m.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/04

Committee of the Whole Board: Closed Session.

Monday, March 25, 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 | <u>Disclosure of Interest: re Closed Session</u> | <i>(P. McRae)</i> |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | <i>(P. McRae)</i> |
| 3.0 | <u>In-Camera (closed) Meeting Minutes</u> 1. Regular Board Meeting 2019-03: February 19, 2019 | <i>(Attached)</i> |
| 4.0 | <u>Personnel Item A</u> | <i>(P. McRae)</i> |



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Our Motto:

"Small schools make a difference".

Our Values:

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

Regular Board Meeting 2019/03

MINUTES

Tuesday, February 19, 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 |
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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) 8:26 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 | | | McRae, Pauline (Pinky) | x | | | | |
| Groulx, Michael | | | | | x | Nesbitt, Jason | | | x | | |
| Major, Christine | | | x | | | Pelletier, Allison | | | x | | |
| Mannisto, Mark | | x | | | | Pristanski, Kal | | | x | | |
| McIntyre, Margaret | x | | | | | Rathwell, Stephanie (Student) | x | | | | |
| First Nation Trustee (Vacant) | | | | | | | | | | | |

| <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 | | | | |

2.0 Oath of Office: 2019-2020 Student Trustee

- 2.1 Stephanie Rathwell: (Manitouwadge High School): Declaration & Oath of Office
Stephanie Rathwell, appointed to fill the role of Student Trustee recited the Declaration of Office and took her seat as a member of the Superior-Greenstone District School Board.

3.0 Regular Meeting Call to Order**31/19***Moved by: Trustee M. McIntyre**Second: Trustee K. Pristanski*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Tuesday, February 19, 2019 be called to order at 6:33 p.m.

Carried

4.0 Approval of Agenda**32/19***Moved by: Trustee C. Major**Second: Trustee J. Nesbitt*

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/03 Regular Board Meeting, February 19, 2019 be accepted and approved.

Carried

5.0 Disclosures of Interest re: Open Session

Nil.

6.0 Minutes: Board Meetings and Board Committee Meetings**6.1 Board Meetings****33/19***Moved by: Trustee M. McIntyre**Second: Trustee A. Pelletier*

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

1. Regular Board Meeting 2019/02: January 21, 2019

Carried

7.0 Business Arising Out of the Minutes**7.1 Student Trustee Request to Attend Forum for Young Canadians**

Student Trustee L. Furoy provided a review of his correspondence. He advised that he has withdrawn his application for funding to attend the Forum for Young Canadians as he has successfully received sponsorship from the Municipality of Greenstone.

7.2 Update - Trustee Professional Development

Board Chair P. McRae provided an update regarding the arrangements for the Trustee Professional Development session scheduled for April 26th and 27th, 2019. The PD session will begin the evening of April 26th and run through to the afternoon of April 27th, to end at 3:00 p.m. The session will be hosted at the Superior-Greenstone DSB Learning Centre in Red Rock, Ontario. Agenda topics will include good governance, the role of a Trustee, line of communications when addressing complaints, best practices for communication and use of social media. Additional information will be communicated via email closer to the event date. Trustees are encouraged to forward any agenda requests to the Board Chair.

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Dorion Public School - Remembrance Day Ceremony**

The Interim Director N. Morden Cormier provided a review of the presentation titled “Dorion Public School Remembrance Day Ceremony”. This presentation was created by staff and presented by the students of Dorion Public School at their community’s Remembrance Day ceremony.

- 8.2 Excellence in Education: Marathon High School - Healthy Schools: Student Led Change
Principal Jennifer Oussoren provided a verbal presentation with assistance from student Mitchel Hatton. The presentation included highlights of the work that is taking place at Marathon High School to improve student well-being. Through successful community partnerships, the Ontario Public Health Education Healthy Schools program has had a positive impact at the school during the last three years of its implementation. Activities of the program include a challenge to increase daily walking distances, student leadership opportunities, and Mental Health Week activities. Mitchel provided a detailed overview of the “Students Speak Up” grant that was received and how the funds provided allow for the school gym to be open to students on the weekend. The program has been very successful and utilized by many students.

- 8.3 Update – Student Trustees
Student Trustees Stephanie Rathwell and Logan Furoy provided a verbal report of the activities of the Student Senate. They discussed the Speak Up grant applications received by the student senate and how the senate determined the distribution of the available funds. The next Student Senate will take place on February 20th. The elections for the next available Student Trustee position will take place on March 5th.

9.0 Reports and Matters for Decision

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

- 9.1.1 Indigenous Education Advisory Committee (IEAC)
Interim Director Nicole Morden Cormier provided an update from the last IEAC meeting held on February 5, 2019. Agenda topics included the Youth Advisory Council and celebrations of the work taking place across the district. The next meeting is scheduled for June 25, 2019.
- 9.1.2 Parent Involvement Committee (PIC)
Trustee J. Nesbitt provided an overview of the PIC meeting that took place on January 29, 2019. Agenda topics included a presentation from our Indigenous Education and Early Years Leads regarding the work being done to expose Early Years students to the Ojibway language. Parents were provided with an overview of the smudging protocol and discussed the Pro-grants projects that school councils are implementing at the various schools.
- 9.1.3 Special Education Advisory Committee (SEAC)
Interim Superintendent of Education W. Goodman provided an overview of the SEAC meeting held on February 12, 2019. He noted that quorum could not be established, therefore it was not an official meeting. The next meeting is scheduled for Thursday, March 21, 2019.
- 9.1.4 Audit Committee
9.1.4.1 Report No. 14: Report of the Audit Committee – 2017/18 Financial Statements
Superintendent of Business Cathy Tsubouchi provided a review of the Audit Committee report and the recommendations from the Audit Committee.

34/19

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB, having received Report No. 14: Report of the Audit Committee – 2017/18 Financial Statements:

- *Accepts the 2017/2018 audited Financial Statements;*
- *Establish a new reserve entitled Pre-2010 Benefit Adjustment Fund;*
- *Transfer to Pre-2010 Benefit Adjustment Fund \$1,417,018; and*
- *Transfer from Winning Teams/Championship Fund \$15,201.*

Carried

9.1.4.2 Report No. 15: Report of the Audit Committee – February 7, 2019

C. Tsubouchi provided a review of the report and the recommendations it contained. She noted that Trustee Margaret McIntyre has been appointed as Chair of the Audit Committee.

35/19

Moved by: Trustee A. Pelletier

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB, having received Report No. 15: Report of the Audit Committee – February 7, 2019, accepts the Treasurer Report on Investments at August 31, 2018.

Carried

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No.16: 2018/2019 Interim Report No. 1

C. Tsubouchi provided a review of the interim report. The report covers from September 1, 2018 to November 30, 2018.

9.2 Report No. 17: 2018-2019 Internal Review Proposal

Manager of Accounting services, Dianne Williams, reviewed her report and advised that the Internal Review entails an audit of schools' enrolment registers, cash handling and inventory as per Policy 305. This year, the Schreiber Public School, Terrace Bay Public School and Lake Superior High school will be audited.

36/19

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB, having received Report No. 17, approve the 2018/19 Internal Review Proposal as presented.

9.3 Report No.18: Capital Project Update 2017/2018

Manager of Plant Services Marc Paris, provided a detailed review of his report. He outlined the status of all the major projects and the capital investment at each school in the district. He noted that on February 20th, the Marathon High School Cooperative Education Program will have four students that will begin working on the renovations project taking place at that site.

10.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

10.1 Report No. 19: Director's Monthly Report – February 2019

Interim Director Nicole Morden Cormier provided highlights from her report. She noted that the report demonstrates the many ways the Strategic Plan is being successfully enacted across the Superior-Greenstone District School Board.

10.2 Report No. 20: Proposed School Year Calendar 2019/2020

The Board administration in consultation with its constituent stakeholders including parents, school councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous boards have developed its 2019-2020 School Year Calendar.

37/19

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ That, the Superior-Greenstone DSB having received Report No. 20: 2019/2020 School Year Calendar accepts the proposed Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

Carried

10.3 Report No. 21: Greenstone Gold: Hardrock Project

Interim Director N. Morden Cormier provided an overview of a meeting with Greenstone Gold: Hardrock Project. She noted that Superior-Greenstone DSB will continue to engage in discussions regarding the impact that this project will have on our school enrollment, future capital projects and possible cooperative education opportunities.

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. 22: Indigenous Education Initiatives

Indigenous Education Lead Nancy O'Donnell provided a comprehensive review of her report. She discussed several priorities that Superior-Greenstone DSB works to achieve through implementation of the recommendations from the Ontario First Nation Metis, and Inuit Education Policy Framework. Her report highlighted the School Board's commitment to improve achievement among First Nation, Metis and Inuit Students and increase awareness of Indigenous cultures, histories, traditions and perspectives throughout the district.

11.2 Report No. 23: Progressive Discipline

Superintendent of Education Charlie Bishop, provided a detailed review of his report. He provided an overview of the Progressive Discipline program and its benefits to student learning, relationships and well-being. He noted that our schools have received training in varying degrees in Behavior Management Supports, Restorative Practices and Effective Use of Circles, Trauma Informed Schools, and Strength-Based Resilience.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Public Education Symposium

(P. McRae)

Board Chair P. McRae provided a detailed overview of the Public Education Symposium she and Trustees M. Mannisto and J. Nesbitt attended on January 23, 2019. She noted that additional information regarding the conference can be viewed on the Ontario Public School Board (OPSBA) website.

12.1.2 Correspondence: EQAO Web Conference

The letter from EQAO regarding a web conference was reviewed for information.

12.2 Trustee Associations and Other Boards

Trustee J. Nesbitt will be attending the next OPSBA meeting on February 22nd. Trustees are recommended to forward their issues and concerns to him before that date so that he can bring them forward at the meeting.

The next OPSBA Labour Relations and Human Resources Symposium is scheduled for April 4th and 5th. If you are interested in attending, please notify the Administrative Assistant to the Director as soon as possible.

12.4 Trustee Activities

Trustee A. Pelletier attended the BA Parker Public School Parent Council meeting. Trustee C. Major participated as a Judge of the Manitouwadge Public School "Cook Off" competition. Trustee J. Nesbitt was invited to Schreiber Public School to help celebrate family literacy day and read to the children in grades 1, 2 and 3.

12.5 Future Board Meeting Agenda Items

Nil.

13.0 Notice of Motion

13.1 Notice of Amendment/Addition to Superior-Greenstone DSB Procedural Bylaw

In accordance with Superior–Greenstone DSB Procedural Bylaws, wherein amendments made to the Board's Bylaws must be preceded by notice, notice is given to amend Article VI – Meetings, Section 7. (Page 6) Electronic Meetings as follows:

Electronic Meetings:

"It shall be possible and permitted for members, including appointed members, upon request to the Secretary of the Board, to participate using electronic means, so long as all members can simultaneously participate in the meeting and as outlined in Board Policy and Provincial Regulations. Electronic means must allow for secure two-way communication for any in-camera meetings.

Despite the availability of electronic meetings, attendance must comply with the provisions outlined in the *Education Act*."

Amendment

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

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

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

38/19

Moved by: Trustee K. Pristanski

Second: Trustee J. Nesbitt

✓ That, *in accordance with Superior –Greenstone DSB Procedural Bylaws, wherein amendments made to the Board's Bylaws must be preceded by notice, notice is given to amend Article VI – Meetings, Section 7. (Page 6) Electronic Meetings as follows:*

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

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

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

Carried

14.0 Observer Comments

Nil.

15.0 Committee of the Whole Board (In-Camera Closed)**15.1 Agenda: Committee of the Whole Board – Closed****39/19**

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:26 p.m. and that this portion be closed to the public.

Carried**15.2 Rise and Report from Closed Session****40/19**

Moved by: Trustee K. Pristanski

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:18 p.m. and that this portion be open to the public.

Carried**16.0 Report of the Committee of the Whole Closed Section B****16.1 41/19**

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

✓ **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 2019/02: January 21, 2019

Carried**17.0 Adjournment****42/19**

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB 2019/03 Regular Board Meeting, Tuesday, February 19, 2019 adjourn at 9:19 p.m.

Carried**2019 - Board Meetings**

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

| | | |
|---|---|--|
| Monday, January 21, 2019 | Monday, February 19, 2019 | Monday, March 25, 2019 |
| Monday, April 15, 2019 | Monday, May 6, 2019 *Special Board Meeting | Monday, May 27, 2019 *Designate Site: SGDSBLC |
| Monday, June 17, 2019 *Designate Site: GCHS | Monday, July 15, 2019 | Monday, August 19, 2019 |
| Monday, September 23, 2019 *Designate Site: LSHS | Monday, October 21, 2019 | Monday, November 18, 2019 |
| Monday, December 2, 2019 (1:00 p.m.) | | |

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/03

Committee of the Whole Board: Closed Session.

Tuesday, February 19, 2019

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

TOPICS

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 8:26 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 2019-02: January 21, 2019
- 4.0 Personnel Item A
- 5.0 Personnel Item C
- 6.0 Personnel Item D

Regular Board Meeting 2019-03

Tuesday, February 19, 2019

MINUTES

APPROVED THIS _____ DAY OF _____, 2019

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Board Policy Review Committee
Teleconference Meeting – SGDSB Learning Centre, Red Rock, ON

Tuesday, March 5, 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>Interim Superintendent of Education</i> | | | | | x |
| Marc Paris: <i>Manager of Plant Services</i> | | | | | x |
| Amanda Gyori: <i>Principal Representative</i> | | x | | | |
| Nancy O'Donnell: <i>Indigenous Education Lead</i> | | x | | | |
| Heidi Patterson | | x | | | |
| Gerrilynn Christianson: <i>Recorder</i> | | | x | | |

1.0 Review of Minutes: January 8, 2019

The minutes of the January 8, 2019 Board Policy Review Committee were approved by the Board at the January 21, 2019 Regular Board meeting. The minutes were attached for information purposes.

2.0 Business Arising from Minutes: January 8, 2019

Stakeholder Reviews

The following policies were posted for stakeholder review for the period of January 9, 2019 through to March 1, 2019. No stakeholder feedback was received on the policies noted below.

- P-201 Procedural By-Laws
- P-208 Trustee Attendance at Conferences
- P-508 Administration of Medication to Students
- 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

Action: Submit P-201, P-208, P-508, P-534, P-304, P-309, P-707, and P-609 for Board approval on March 25, 2019.

3.0 Reviews: New/Existing Policies

P-539 Indigenous Education Advisory Committee

The policy was reviewed by Nancy O'Donnell, Indigenous Education Lead. The Committee accepted the policy as presented.

Action: Submit the above policy for stakeholder review.

P-527 Voluntary Aboriginal Student Self Identification

The policy was reviewed by Nancy O'Donnell. The Committee accepted the policy as presented.

Action: Submit the above policy for stakeholder review.

P-722 Substance Use by Employees and Volunteers

The policy was reviewed in detail by Heidi Patterson and Nicole Morden Cormier. The new proposed policy is in response to legislation changes regarding the legalization of Cannabis. The policy supports the accommodations that must be made for employees and volunteers in adherence to the Human Rights Code. This policy is progressive and will require regular review as the Federal Government continues to introduce legalization regarding Cannabis use.

The committee discussed the policy at length and concluded that it would require revision to clearer delineate between accommodations for employees and volunteers. The committee requested the members of Senior Administration to finalize the revision of the language used within the policy as recommended and to post the finalized draft for stakeholder review.

Action: Submit the above policy for stakeholder review when Senior Administration has finalized the discussed edits to the policy.

P-306 Corporate Credit Cards

The policy was reviewed by Cathy Tsubouchi, Superintendent of Business. She noted that the proposed policy changes and changes to the management guideline will have a positive impact on accounting department. The Committee accepted the policy as presented.

Action: Submit the above policy for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of March 6, 2019

P-539 Indigenous Education Advisory Committee

P-527 Voluntary Aboriginal Student Self Identification

P-722 Substance Use by Employees and Volunteers

P-306 Corporate Credit Cards

Action: Submit P-539, P-527, P-306 for stakeholder review on March 6, 2019. Once revisions have been made by Administration, P-722 can be posted for stakeholder review as soon as possible.

5.0 List All Policies to Refer to Board for Approval on March 25, 2019

P-201 Procedural By-Laws

P-208 Trustee Attendance at Conferences

P-508 Administration of Medication to Students

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

6.0 2019 Meeting Schedule

June 4, 2019 at 6:30 pm

September 3, 2019

November 5, 2019

7.0 Adjournment

Moved: M. Mannisto

Second: J. Nesbitt

That, the Board Policy Review Committee Meeting of March 5, 2019 adjourn at 7:15 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name PROCEDURAL BY LAWS

201

Board Approved:

June 23, 2014
March 22, 2011
March 21, 2006
March 12, 1999

Reviewed:

January 8, 2019
April 2014
February 28, 2011
January 27, 2006

Review By:

December 2023
~~December 2018~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

PROCEDURAL BYLAWS

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(Credit: National Association of Parliamentarians NAP)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

| | | |
|-----------------|---|---|
| Section | BOARD AND ADMINISTRATION | |
| Policy Name | TRUSTEE/STUDENT TRUSTEE ATTENDANCE AT CONFERENCES | 208 |
| Board Approved: | Reviewed: January 8, 2018 | |
| | June 17, 2013 | June 4, 2013 |
| | March 26, 2013 | March 7, 2013 |
| | September 18, 2012 | February 5, 2013 |
| | May 20, 2009 | September 4, 2012 |
| | December 4, 2007 | April 27, 2009 |
| | March 21, 2006 | September 4, 2007 |
| | March 12, 1999 | January 27, 2006 |
| | | Review By: December 2024 December 2018 |

RATIONALE

As advocates for publically funded education, trustees engage in ongoing professional learning that encourages knowledge development of the school system and governance. A key source of professional development occurs through the conferences and symposia that the provincial associations offer.

POLICY

It is the policy of the Superior-Greenstone District School Board to encourage all Trustees and Student Trustees to engage in professional development and in-service activities related to their role as school trustees, subject to budget restraints.

PROCEDURES

1.0 Trustees/Student Trustees

- 1.1 In each budget year, each Trustee/Student Trustee is encouraged to attend at least one Ontario Public School Boards' Association (OPSBA) sponsored conference upon Board approval.
- 1.2 In each budget year, each Student Trustee is encouraged to attend the Ontario Student Trustee Association (OSTA) sponsored conferences, upon Board approval.
- 1.3 Attendance at and expenses for Trustees/Student Trustees at any conference or workshop which is not related to an OPSBA/OSTA sponsored event shall require Board approval. Board approval will be considered upon the submission of a [Trustee Conference/Workshop Application \(Appendix A\)](#) Form.
- 1.4 A [Trustee Conference/Workshop Application \(Appendix A\)](#) Form must be submitted to the Board for approval one (1) week prior to the Regular Board meeting and will be included on the Board agenda for consideration. The Trustee/Student Trustees' primary interest for attending and a list of the keynote speakers is required for review.

Requests not included on the Regular Board agenda will be considered at the following meeting.

- 1.5 Provisions shall be made in each annual budget for Trustee/Student Trustee expenses related to these activities.

- 1.6 The Superintendent of Business shall track Trustee/Student Trustees expenses to provide a quick reference and understanding of travel and professional development expenditures incurred to-date.
- 1.7 Approved expenses shall be in accordance with Policy No. 307 Travel, Meals and Hospitality Expenses.
- 1.8 Participation of Trustees/Student Trustees in any out-of province activity shall require prior Board approval.
- 1.9 Upon return from a conference, any Trustee/Student Trustee in attendance will provide a verbal or written report at the next Regular Board meeting.

2.0 Student Trustees

- 2.1 A Parental Consent Form (Appendix B) must be submitted by Student Trustees under the age of 18 (eighteen) on each occasion that they travel to conferences as Student Trustees of the Board.
- 2.2 Travel to conferences shall be contingent upon the availability of supervision by the Student Trustee Mentor, a staff member or parent/guardian as per Student Trustee Policy 210 Management Guideline.
- 2.3 The guidelines for the supervision of the Student Trustee will follow Board policy.

3.0 Responsibility of Student Trustees at Conferences

- 3.1** As ambassador of the Superior-Greystone District School Board, a Student Trustee shall exhibit exemplary behavior toward their fellow trustees and the public. The Student Trustee shall conduct him/herself in a manner that brings respect to his/her position when representing the Board.

| |
|--|
| REFERENCES |
| Policy 307 - Travel, Meals and Hospitality Expenditures Policy 210 Management Guideline - Student Trustee |



Appendix A

Superior-Greenstone District School Board

TRUSTEE CONFERENCE / WORKSHOP

APPLICATION FORM

Trustee / Student Trustee Name: _____

Date of Conference / Workshop: _____ Day(s) _____ Month _____ Year _____

Location of Conference / Workshop: _____

Name of Conference / Workshop: _____

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

What are the estimated expenses for this conference / workshop?

Conference / Workshop Registration: _____

Transportation: _____

Meals: _____

Accommodation: _____

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



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: _____ Date: _____
Signature of Parent/Guardian: _____ Date: _____

PERMISSION

This will confirm that I consent to _____ 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.

_____ Activity _____ Location

On _____
Date(s)

_____ Signature of Parent/Guardian _____ Date

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

| | | | |
|-----------------|--|---------------------------|--|
| Section | SCHOOLS AND STUDENTS | | |
| Policy Name | ADMINISTRATION OF MEDICATION TO STUDENTS | | 508 |
| | Management Guideline Applies | | |
| Board Approved: | | Reviewed: January 8, 2019 | |
| | January 21, 2013 | January 15, 2013 | Review By: December 2023 December 2018 |
| | October 20, 2008 | April 18, 2006 | |
| | April 24, 2006 | September 22, 2008 | |
| | March 12, 1999 | September 7, 2004 | |

POLICY

~~The Superior Greenstone District School Board is prepared to offer support and assistance, when practical, to administer to the health needs of individual students. This policy addresses situations where medication is required on an on-going basis during school hours. This policy does not address emergency situations.~~

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name BOIL WATER ADVISORY

534

Board Approved: _____
January 21, 2013
September 8, 2008

Reviewed: **January 8, 2019**
January 15, 2013

Review by: **December 2024**
~~December 2018~~

POLICY

Boil water advisories are public announcements advising the public that they should boil their tap water for drinking and for other uses. They are preventative measures issued to protect public health from waterborne infectious agents that could be or are known to be present in drinking water. Boil water advisories are issued by either the local public health unit or other responsible authority, or by the water utility.

In the event of a boil water advisory, the principal or designate must abide by the directions given by the appropriate authority.

PROCEDURES

1.0 Responsibilities of the Principal or Designate

- 1.1 Arrange for bottled water to be available for students, staff and visitors use.
- 1.2 Post signs indicating the problem with the water system. The signs should be posted in areas where students may have access to untreated water e.g. washrooms, drinking fountains
- 1.3 Arrange for all water systems to be turned off if possible.
- 1.4 The drinking fountains should be taken out of service. If possible the fountains should be turned off. If it is not possible to turn the water supply off to the fountains, then they should be covered in plastic and rendered inoperable.
- 1.5 Periodic announcements should be made informing the students and staff of the water situation.
- 1.6 Notify the Board office of the Advisory.
- 1.7 The principal or designate should maintain communication with appropriate authorities to determine when the boil Water Advisory is cancelled.
- 1.8 Cancel the boil water advisory only when deemed appropriate by the appropriate authorities (i.e., Ministry of Health official, Ministry of the Environment official or Municipal official).
- 1.9 Ensure that all water systems are run for an adequate amount of time in order to ensure that contaminated water is flushed out of the system.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

| | | | |
|--------------------|--------------------------------------|--|-----|
| <i>Section</i> | BUSINESS AND TRANSPORTATION | | |
| <i>Policy Name</i> | SURPLUS EQUIPMENT, FURNITURE & BOOKS | | 304 |

| | | |
|------------------------|-------------------|--------------------------|
| <i>Board Approved:</i> | <i>Reviewed</i> | <i>Review By:</i> |
| September 18, 2012 | January 8, 2019 | December 2023 |
| March 12, 1999 | September 4, 2012 | December 2017 |
| | February 20, 2007 | |
| | December 3, 2004 | |
| | October 28, 2002 | |

POLICY

It is the policy of the Superior-Greenstone District School Board to utilize all furniture, equipment and books to the fullest extent. In the event an item is surplus to the needs of the school, obsolete or beyond reasonable repair disposal shall be designed to maximize the return for the Board.

Disposal of surplus or obsolete furniture, equipment and books shall be handled in an economical and environmentally acceptable manner.

PROCEDURES

1.0 Surplus Furniture, Equipment and Books

Items declared surplus shall be reported to the Superintendent of Business and serve as the primary source to fulfill Board requirements.

2.0 Obsolete Furniture, Equipment and Books

Items deemed to be beyond reasonable repair will be declared obsolete and disposed of as outlined below.

3.0 Disposal Process

Items that have been determined to have no further use in the system shall be approved by the Superintendent of Business for disposal by one of the following methods:

- trade in on new purchase
- public sale
- recycled
- donated to an approved charity
- disposed of in an environmentally acceptable manner

4.0 Non-Preferred Purchasers

Obsolete items may not be sold to members of the Board or employees unless such sale occurs through a public sale.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS & TRANSPORTATION

Policy Name INVESTMENTS

309

Board Approved: _____
May 27, 2014

Reviewed: January 8, 2019
April 1, 2014

Review Prior To: December 2023
~~December 2019~~

POLICY

It is the policy of the Superior-Greenstone District School Board to invest its surplus funds in financial instruments which provide a high degree of security of principal. The secondary objective is to achieve the highest possible rate of return, while maintaining security of the principal amount.

RATIONALE

The Superior-Greenstone District School Board endeavours to optimize the utilization of its cash resources within the statutory limitations of Ontario Regulation 41/10 made under the Education Act. The Board recognizes its fiduciary responsibility to protect capital for future students while maintaining liquidity in order to meet current financial requirements.

PROCEDURES

1.0 Board-level Funds

The Treasurer is responsible for making the following determinations with respect to board-level funds in accordance with this policy:

- 1.1 The amount of surplus funds available to be invested, through preparation of cash flow estimates for operating and capital funds.
- 1.2 The length of time for which surplus funds are available for investment.
- 1.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10 and any other relevant legislation.

All investments of board-level funds will be documented. The investments will be recommended by the Manager of Accounting Services or designate and authorized by the Treasurer.

2.0 School-generated Funds

The School Principal is responsible for making the following determinations with respect to school-generated funds in accordance with this policy:

- 2.1 The amount of surplus funds available to be invested, through preparation of cash flow estimates for operating and capital funds.
- 2.2 The length of time for which surplus funds are available for investment.

2.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10 and any other relevant legislation.

All investments of school -generated funds will be documented. Investments of less than \$25,000 will be recommended by school staff and authorized by the School Principal. Investments of \$25,000 or more will be recommended by the School Principal and authorized by the Treasurer.

3.0 Procedures

The Treasurer shall be responsible for developing procedures to procure and review investment services and to establish staff roles and responsibilities with respect to investments.

4.0 Reporting

The Treasurer shall ensure that an investment report, as required under Ontario Regulation 41/10 is presented annually to the Board in conjunction with the audited financial statements.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name EMPLOYEE CODE OF CONDUCT

707

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

Reviewed: **January 8, 2019**
January 30, 2012
December 5, 2006

Review By: **December 2023**
~~December 2017~~

POLICY

It is the policy of the Superior-Greenstone District School Board to expect its employees to adhere to the highest standards of personal and professional competence, integrity and impartiality.

PROCEDURES

1.0 Policy Manual

The Board's Policy Manual and supporting Management Guidelines shall serve as the basic guideline for employees in their day-to-day discharge of their duties.

2.0 Scope

2.1 General Standard

This Employee Code of Conduct represents general standards.

2.2 Other Professional Codes

It is understood that some employees will also be governed by a professional code of ethics.

2.3 Minimum Expectation

The expectation for any employee shall never be less than is outlined in this Code.

2.4 Extension

Individual administrators may, with the approval of the Director of Education, augment the standards contained herein with specific procedures which are more stringent and that will apply to individual employees or groups of employees under their authority (i.e. requirements for Student Field Trips). When this is done, it shall be in writing with a copy to the Director.

2.5 Application

This Code applies, with appropriate changes and modifications, to all employees.

3.0 Confidential Information

3.1 Access

An employee may have access to confidential information by reason of his/her employment with the Board.

3.2 Confidentiality

Any employee with access to confidential information must not make such information available without the authorization of a supervisor.

To ensure the status of information, a supervisor must make every effort to consult within management to assure himself/herself concerning release.

3.3 Caution

Particular care and caution should be exercised when dealing with information that involves:

- a) Items under litigation,
- b) Personnel matters,
- c) Information about suppliers that might be useful to a competitor,
- d) Information that infringes on the right to privacy of others, including but not limited to staff and students,
- e) Information dealing with complaints where the identity of the complainant is given in confidence,
- f) Any items under negotiation,
- g) Any schedule of prices in a tender,
- h) Information relating to progress, conduct, disabilities or curriculum of a student.

3.4 Freedom of Information

The Freedom of Information and Protection of Privacy Regulations and other Board policy pertaining thereto must also be consulted to ensure compliance.

4.0 Media Relations

4.1 Authorization

Only the Chair of the Board and the Director of Education (or their designate) are authorized to comment publicly to the media.

Staff should follow the specific provisions developed for special projects, etc. which operate outside of normal structures but are Board-sponsored.

4.2 Distinction

This Code is not, however, intended to restrict the ability of any employee to express an opinion on non-Board matters, where the employee makes it clear that he/she is commenting as a private citizen and not in his/her professional capacity.

5.0 Conflict of Interest

5.1 Financial Interest

An employee will be considered to have a conflict of interest where he/she or a member of his/her immediate family has a direct or indirect financial interest in a contract or proposed contract with the Board, and where the employee could influence the decision made by the Board with respect to the contract.

5.2 Requirement of Employees

If a potential conflict exists because of an employee's personal or family interest in a property matter, a business dealing with the Board, or similar circumstance, the employee must advise his/her Supervisor of the situation, in writing, and the Supervisor will, if a conflict of interest is deemed to exist, make appropriate alternative arrangement to handle the matter.

5.3 Employee Suppliers

Employees shall not directly sell goods, materials or services to the Board. An exception can be made, with the approval of the Director, to secure services from an employee outside regular hours of employment on a fee for service basis. An

employee-developed material for use in school is covered elsewhere in Board policy.

6.0 Use of Board Property

6.1 Loans

Board policy applies specifically to the loaning of Board property for off-school premises use.

6.2 Personal Use

Board property shall not be used by Board employees for personal use unless prior, written approval is secured from one's immediate Supervisor. A copy of the approval, including terms and conditions for loan, shall be retained by the approving Supervisor.

7.0 Gifts and Benefits

7.1 Parameters

In order to preserve the integrity and image of the Board, acceptance of gifts by individual employees shall be discouraged.

7.2 Exceptions

The Board recognizes that moderate hospitality is an accepted courtesy of a business relationship. Recipients of such courtesies should not allow themselves to reach a position whereby they might be, or might be deemed by others to have been, influenced in making a business decision as a consequence of accepting such hospitality.

7.3 Frequency and Scale

The frequency and scale of hospitality accepted should be no greater than the employee's Supervisor would allow to be claimed on an expense account, if it were charged to the Board.

7.4 Acknowledgement

Where gifts are accepted, their acceptance must be publicly acknowledged.

7.5 Consultation

Employees are under an obligation to consult with their Supervisors regarding accepting specific gifts and benefits.

7.6 Non-Biased Purchasing Policy

In order to preserve a non-biased purchasing policy, Board staff should not be able to benefit personally from Board purchasing, unless a specific exception is made in the interests of the Board.

7.7 More Stringent Rules

Each Supervisor may prescribe a more stringent set of rules to cover employee conduct. Should this be undertaken, it should be in writing and made available to the employees affected.

8.0 Hiring Relatives

The hiring practices of the Board are governed by Board Policy and supporting Management Guidelines.

In general, the fact that a potential employee is related to an existing employee neither prejudices nor advances that person's hiring prospects.

9.0 Personal Behaviour and Decorum

9.1 Behaviour

Every employee should at all times behave in a manner that will not bring discredit upon himself or herself or the Board.

9.2 Decorum

Employees are expected to report to their duties in a work attire suitable to the work being undertaken and this should allow the employee to present himself/herself in a professional manner.

10.0 Enforcement

10.1 Reporting a Supervisor

Where an employee has reason to believe that a Supervisor is committing a serious breach of this Code, that employee may report the concern to the next level of management in total confidence.

10.2 Enforcement

It is the responsibility of every Supervisor to insure to the best of his/her ability that this Code is being adhered to by his/her subordinates.

10.3 Awareness

The Code of Conduct applies to all employees and Supervisors are to ensure that all employees are aware of the contents and expectations contained therein.

10.4 Reporting an Employee

A Supervisor who is of the opinion that an employee is breaching this Code should bring this to the attention of his superior as soon as possible.

11.0 Severability

The provisions of this Code of Conduct are severable and if any provision, section or word is held invalid or illegal, such shall not affect or impair any of the remaining provisions, sections or words.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

| | | |
|--------------------|---|-----|
| <i>Section</i> | PROGRAM | |
| <i>Policy Name</i> | PRIOR LEARNING ASSESSMENT AND RECOGNITION | 609 |

| | | |
|--|--------------------------------------|--------------------------------|
| <i>Board Approved:</i> | <i>Reviewed:</i> | <i>Review By:</i> |
| September 18, 2012 December 4, 2007 | January 8, 2019 September 4, 2012 | December 2023 December 2017 |

RATIONALE

The Superior Greenstone District School Board recognizes that students acquire important knowledge, skills and competencies in a variety of settings outside, as well as inside, the formal education setting. Prior Learning Assessment and Recognition (PLAR) allows students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

POLICY

It is the policy of the Superior Greenstone District School Board to evaluate a student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a challenge and equivalency process.

GUIDELINES

- 1.0 In accordance with provincial Policy/Program Memorandum (PPM) No.129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, students may challenge for credit only Grade 10, 11, and 12 courses in provincial curriculum policy documents, (See Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2011, Section 7.2.5.1)
- 2.0 Each secondary school course calendar shall contain information regarding challenges for credit and opportunities for challenge. Schools may not charge students any fee for undergoing the challenge process.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
- 3.0 Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the

course without taking the course. Students with music certificates that are accepted for credits in Ontario Schools, Kindergarten to Grade 12 Appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, Appendix 4.

- 4.1 Students may challenge for credit for a course, only, if they can provide reasonable evidence to the school principal that they would likely be successful in the challenge process. The responsibilities of the student include:
 - a) initiating the PLAR challenge by approaching the school principal for information regarding the process;
 - b) completing the application process by gathering “reasonable evidence” to support the application;
 - c) completing the formal tests and other assessments as determined by the school.
- 5.0 Arrangements may be made with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the Board.
- 6.0 A record of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade, shall be included in the Board’s September and March Reports to the Ministry.
- 7.0 The responsibility for PLAR shall be carried out under the direction of the school principal in the school in which the student is registered. A student must obtain permission from the principal of the school in which h/she is registered if h/she intends to apply for a PLAR at any other public school or inspected private school.
- 8.0 In cases where, a student who is an adult or the parent of a student who is not an adult, disagrees with the decision of the principal to allow or disallow the challenge, the parent or adult student may ask the appropriate supervisory officer to review the matter.
- 9.0 The challenge process is an evaluation process and shall not be used as a way for a student to improve a final course mark in a previously earned credit. Nor is it a way to obtain a credit for a course, h/she has failed.
- 10.0 Students who are eligible for equivalency credits are those who transfer to Ontario Secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement purposes only.
 - 10.1 The principal of the receiving school shall, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned.
 - 10.2 In cases where, a student who is an adult or the parent of a student who is not an adult disagrees with the principal’s placement decision, the adult student or

the parent may ask the appropriate supervisory officer to review the matter.

10.3 Principals shall ensure that equivalency is recorded in accordance with the Ontario Student Transcript (OST): Manual, 2010.

11.0 The Director of Education is authorized to issue such procedures as may be necessary to support this policy.

DEFINITIONS

“Prior Learning Assessment and Recognition (PLAR)” is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency”.

“Challenge” means the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

“Equivalency” is the process of assessing credentials from other jurisdictions.

“Credits” Challenge for credit for courses based on provincial curriculum policy documents will be available to students only in courses that are actually taught in schools operated by the Board. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

“Reasonable Evidence” means documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the challenge process.

“Mature student” means a student who is 18 years of age or older and out of day school for a minimum of one full year. Mature students who entered secondary school in September 1999 or after will have their credit status assessed using PLAR for Mature Students. Students who entered an Ontario secondary school after 1984 and prior to 1999 will continue to have their placement determined according to the requirements set out in Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.

OBJECTIVE

~~To provide guidelines for the implementation of the Prior Learning Assessment and Recognition (PLAR) process for students enrolled in secondary schools in the Superior Greenstone District School Board. The guidelines for the implementation of the Prior Learning Assessment and Recognition process for “mature students” is distinct and separate. Please see Prior Learning Assessment and Recognition for Mature Students.~~

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| References |
| Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements 2011 |



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

Report No: 24

Date: March 25, 2019

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Director's Monthly Report: March

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.

- Minister Patty Hajdu visited both Manitouwadge High School and Manitouwadge Public School. She spoke with MNHS Grade 12 Politics class and MNPS grade 6/7/8's.
- Marathon High School's Outdoor Education class began its second year in February; providing authentic learning experiences through experiential learning every day. The class takes an inquiry approach to learning, drawing on students' interests and curiosity, asking questions and then going out and discovering answers. So far, the class has been snowshoeing and ice fishing; after March Break, they will start a trapping course. Thank you to Pic Mobert First Nation for the generous funding of this program.
- Margaret Twomey Public School students have been enjoying the snow. Students have been out cross-country skiing and snowshoeing!
- At the Nipigon-Red Rock District High School, student travelled to Mount Baldy to participate in downhill skiing, the Lakers on the Land snowshoed at George Creek Falls, and students from the Native Studies course travelled to the Thunder Bay Art Gallery.
- There are some very talented artists at Terrace Bay Public School! Students did an amazing job painting windows downtown for the Terrace Bay Winterfest. Their masterpieces can be viewed at Brokerage Insurance, Thunder Pet, Mo & Joe's Variety and the TBPS library.
- Geraldton Composite High School had their Valentine's Dance organized by the Students' Council who are now planning their "March Madness" event with the continuation of their Clash of Kingdoms activity to promote school spirit and student wellness.
- Students in the Change Makers Club at Dorion Public School spent the month of February raising money and spreading awareness for animals in need! Student leaders led a student information session on the importance of caring for animals and held a Valentine's Day Store where they raised \$400.00 for Paws for Love (a local dog rescue)!
- At the Beardmore Elementary School, February was the beginning of the registration for all of the new JK's. Parents and students were invited for personal sessions to fill out registration forms and discuss schedules, bussing and answer any questions. As part of the Welcome to Kindergarten, all registering JK's were invited to the Valentine's activities in the Kindergarten room. Students were excited to visit the classroom, meet their teacher and classmates as well as engage in hands on learning.

- The Kindergarten-Grade 1 class at Marjorie Mills Public School celebrated the 100th day of school with 100 snacks, creating what they would look like at 100 years old and attempting to collect 100 random acts of kindness from across the school.
- Nakina Public School's FSL class participated in some experiential learning recently. The group engaged with a cooking activity, they made pizzas and were required to communicate throughout the collaborative exercise speaking French to the best of their ability.
- Lake Superior High School Students' Council hosted a dance for students from Kindergarten to Grade 8 from their community and then wanted to #PayItForward by gifting the funds raised to their local Students' Councils to be used in a positive ways within their schools. Mr. Martin participated in the "Shadow a Student Challenge" as a way to celebrate the great things happening at LSHS while observing what might need to change to make the school experience better for their students.
- BA Parker has been engaging in two focus areas this month: numeracy work, which is supported by their School Learning Plan and implemented by teachers and our Numeracy Facilitator; and Well-Being, which is an important consideration given the long, cold winter we have been experiencing. To that end, the Grade 5/6 class spent half a day learning Power Off and Play with the Thunder Bay District Health Unit.
- Schreiber Public School kicked off their Kindness Club with random acts of kindness for all students on Valentine's Day as well as having their Kclub leaders host activities to build confidence and school spirit at SPS. Two of the leaders are hosting basketball skills at lunchtime for students in grades 2 -4, while 3 of the other members are starting a new scrap booking craft for students in grades 5-8. Grade 6/7/8 Students hosted a Book and Bake Sale to raise funds for Grade 8 trip and are also making a donation to a 'We Charity'. They also had a visit from OPP Constable Buchan and Grieves to present to grade 5/6/7/8 SPS students and grade 7/8 class from TBPS. The focus of the discussion was "you are responsible for your actions and words" and also a conversation around internet safety. They have also started a Breakfast Club with the support of staff that occurs two days a week.

Learning and Well-Being: Autism Spectrum Funding

The Ministry of Education has announced funding that is specific to improving the educational experience for students who are on the Autism Spectrum. This funding will help to provide support for the work that Superior-Greenstone District School Board has been previously engaged in. This funding will:

- Promote additional professional learning for school leaders, teachers and educational assistants through subsidizing the cost of the Additional Qualification course entitled, *Teaching Students with Communication Needs*;
- Provide additional training opportunities through the Geneva Centre for Autism, including access to the Registered Behaviour Technician course;
- Require school boards to include Autism Spectrum Disorder as a topic on Professional Development Days, beginning in 2020-2021;
- Continue the funding for the Positive Behaviour Support Lead and the Multi-Disciplinary Team; and
- Continue the funding for the *Before and After School Social Skills Program* (currently in our second year).

We look forward to continuing our programs and to the enhancements that the funding will bring to the professional learning of our staff.

Learning - Mathematics

We are excited to have a team of 9 educators from within Superior-Greenstone District School Board attending the Ontario Association for Mathematics Educators (OAME) Conference to take place in Ottawa from May 16th - 18th. This annual conference is always an exciting time for educators passionate about math education as there are many featured guest speakers as well as great sessions to attend that help to enhance math teaching practices. This year, the participants will be coming back to share their learning with other grade 7 - 10 math educators as we bring them together on Tuesday, June 4th at the Superior-Greenstone Learning Centre.

Learning and Well-Being: Minecraft Build Challenge

On February 12, 2019, Superior-Greenstone District School Board kicked off a new learning event that is the first ever of its kind for us! Students from Manitouwadge Public School, Dorion Public School, Schreiber Public School, Lake Superior High School and Marathon High School participated in a board-wide virtual Minecraft PD and Build Challenge session. This was an opportunity to further learn how Minecraft Edu can be used to support strength based learning, 21st century competencies and a variety of curriculum connections with our partner in learning, Coulter Lewis, from Microsoft Canada. By leveraging the technology of Google Hangouts, we overcame geography to come together to enhance our relationships as a community of learners.

The finished product of the Build Challenge must maintain the best aspects of their current school with new design features for their dream school. They are asked to incorporate sustainable food sources, consider their environmental impact and include community partnerships. Curriculum being accessed is literacy, mathematics, and science. Students will present their final project on April 2.

Well-Being and Stewardship: Niigaan Gdizhaami Forum

Niigaan Gdizhaami forum took place in Toronto at the end of February. SGDSB was represented by two Superintendents and the Indigenous Education Lead. This work is tied to the Strategic Plan through the pillars of Well-Being and Stewardship. The objectives of this forum included: sharing information on the implementation of the Master Education Agreement, securing input from participating Communities and School Boards, sharing of best practices, hearing from Anishinabek youth, and supporting First Nations and School Boards to advance regional educational priorities. Highlights include the sharing from Key-note speaker Alan Corbiere about Language and Culture and Its Effect on Student Well-being, and Neil Debassige and the Confident Learners Program. Both of these speakers touched on the importance of connecting with students and culture to move forward with metrics like attendance, achievement, and well-being, all of which are identified in the SGDSB Strategic Plan. We hope to hear more from these amazing speakers at our Leadership Conference in August!

Learning and Relationships: Community Engagement Session at Aroland First Nation

A Community Engagement session in Aroland First Nation was well attended by parents and Board staff to discuss the importance of attendance and to discuss how school and community can work in collaboration

to support student success. This work ties in to the pillar of Learning and Relationships of the SGDSB Strategic Plan. The Principal from Geraldton Composite High School and the Attendance Counselor from the Greenstone region, along with Matawa Education Council were on hand to support the discussion around increasing daily attendance and the development of a communication plan with parents and the school. Our next steps forward will be to keep open communication between school and community through the Education support worker that has been recently added to the staff at Geraldton Composite High School.

Well-Being: Mental Health Assist

After a brief hiatus, School Mental Health ASSIST, the group that advises and supports Mental Health Leads in the Province, met in February. Included in the renewed mandate for Mental Health Leads by the Ministry of Education is learning and training for those providing mental health oriented services in our schools, focused learning and training for educators in special roles (e.g. guidance, CYW's), parent and family engagement for mental health awareness, progress monitoring and impact. Much of this we have already been doing through our ongoing professional development these last few years, including strength based resilience, trauma informed education, restorative practices, violence and threat risk assessment, our suicide awareness and intervention training, behaviour management training, third path, our psychological and psychiatric consultations. We are always measuring and monitoring the impact of these professional developments with a view to continued quality improvement.

An important component in the delivery of these kinds of professional development opportunities is the importance of collaborating with our community partners including North of Superior Counselling, Dilico, OPP, as well as ensuring that our offerings are culturally relevant for our First Nation students. To this end, our Mental Health Lead attended "Two-Eyed Seeing: Bringing Indigenous and Western Technologies and Ways of Knowing Together" hosted by Lakehead University. More cross-cultural exchanges are being done in our Board and this is an important component in our continued strategic directions to support the mental health and well-being of all of our students in an equitable and culturally informed way. Similarly, through our participation with the Rural Service planning for children and youth mental health, we are able to collaborate and coordinate our work with our community partners to ensure that pathways for care are accessible and available for our students.

Finally, we are also working closely with our Attendance Counsellors, Graduation Coaches, Attendance Secretaries, Principals, and Teachers as we implement our Attendance procedures. We have been working with schools identifying marker students for us to focus on and starting with a "student first" philosophy with a view to activate their motivation by conveying that they are wanted and needed and that their attendance and contribution matters. We are also ensuring that we are proceeding in a manner consistent with our shared values and our restoratively oriented and culturally informed practice of addressing attendance. Since the initial roll out of attendance the beginning of February, we have already met with two high schools and two elementary schools, and our attendance counsellor and principal was able to present at one of our First Nation communities. We are planning on working with every school by the end of April getting feedback, collecting data, and capturing those innovative practices staff are already doing that is making a difference with our students when it comes to attendance.

Learning: Sandra Herbst

Assessment for learning practices were the focus of our learning on March 1st. Grade 7 and 8 teachers, secondary Learning Leads, Principals, Leads, Superintendents and our Ministry partners had the absolute pleasure of learning from Canada's own, Sandra Herbst. Sandra is a system leader with a wealth of knowledge and experience with assessment that uses practical and relevant examples to connect to her learners. Her powerful words and presence challenged all of us to reflect on our current practices as she modelled many strategies for us to add to our assessment and leadership toolkits. The deep passion of her student-centered work was evident throughout the session and from feedback already received, has inspired and energized many. We are very excited and fortunate to be continuing this work with Sandra in May and will be digging deeper into our understanding of assessment, equity and well-being. You can learn more about Sandra's work through her blog at <http://sandraherbst.blogspot.com/>.

Stewardship: Early Years

Exciting things have been happening in our Kindergarten classrooms over the last few months. In the Spring of 2018, funds were designated to enhance our learning environments. Educators have been intentional and responsive to the needs of their students when making decisions regarding what to purchase. Some schools now have fully equipped all season wonder wagons, some have chosen light tables and manipulatives, others have chosen manipulatives/tools to support mathematics, imaginative play and inquiry. These new enhancements will be well used by our Kindergarten students for years to come!

Learning: Multi-Disciplinary Team

In January, members of the Multi-Disciplinary Team had the privilege of attending the Regional Special Education Conference in Thunder Bay. The participated in two days of leaning with School Boards from across North-Western Ontario. Our focus during the two days was on learning more about Confederation College and the programming they offer in support some of our most vulnerable students. One key area of learning was around The Community Integration Through Co-operative Education Program (CICE) which is designed to help students with learning, social, and intellectual difficulties experience success at the post-secondary level. This personalized learning program is tailored to fit each student's academic needs with supports in and out of the classroom. Our ongoing work with agencies like Confederation College and other school boards across the region has a significant impact on our relationships with our students. Fostering connections and building capacity enables us to create opportunities for our students allowing them to grow academically, socially, and emotionally.

Learning: Special Education

Our team has been working diligently to support the learning of all special education teachers as well as principals. "Hot Topics" sessions have been created in order to inform and collaborate on some of the most important topics in special education. Amanda Gyori and Sara Curtis have been leading this learning and will facilitate a session per month.

We have been working hard to ensure that students are receiving the support necessary in order to flourish at school. Sometimes this requires outside agencies to provide assessments. We are happy to say that SGDSB students requiring an assessment wait less than 6 months.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 24, Director's Monthly Report: March, 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: 25

Date: March 25, 2019

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

FROM: Nicole Morden Cormier, Interim Director of Education

SUBJECT: The Stewardship Strategic Priority: Baseline Data Report

**STRATEGIC
PRIORITY:** Stewardship

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. The following report and attached appendix constitute the measurement report for the strategic priority of Stewardship.

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 Stewardship Strategic Priority. This report will outline planned next steps to ensure that Superior-Greenstone District School Board maximizes the support for students as they work to give back to their communities and the world, and as the organization continually develops and adjusts operational practices to achieve efficiency, while keeping the priorities of Well-Being, Learning and Relationships at the core of our work.

While the development of identity plays a key role in each of the Strategic Priorities, it is quite significant within the Stewardship Strategic Priority. Our Aim for this priority is to have our students "make a difference" by contributing to the social, environmental and digital fabric of our society. To achieve this Aim, students must engage in learning opportunities both within and outside of the school and classroom that will allow them to develop their identity. In addition, student leadership experiences are crucial as we help all students to develop the belief that they can inspire positive change. We must make it a priority to search out opportunities for students to exercise social, environmental and digital responsibility in order to exercise their voices in positive and productive ways that result in change. This will foster the belief that all students have the ability and can contribute to society and to the culture of their local and the global community. This complex work also involves explicit attention given to the development of the 21st Century Competencies within every student, including critical thinking, communication, collaboration, and creativity and innovation (Ontario Ministry of Education, 21st Competencies, 2016). These are key competencies that can make a measurable contribution to the objectives that we have for our students in the area of Stewardship.

Responsible stewardship is also organizational in nature, as we achieve "Our Beliefs" of providing "quality programs and service delivery to ensure an outstanding and rewarding experience for students" (SGDSB, Strategic Plan, 2018). This depends upon the organization continuously improving in response to an ever-

changing world. When applied to an organization, the term Stewardship refers to the belief that leaders must embody responsible planning, management and oversight, as this “allows the organization to continually develop and adjust to an ever-changing world” (SGDSB, Strategic Plan, 2018). The objective that we will be explicitly planning for, monitoring and measuring involves the enhancement of operational practices that will increasingly allow us to efficiently and effectively manage human, material and financial resources with the ultimate goal of supporting students.

Next Steps

The attached appendix provides the required baseline data in the areas of how our students are making a difference, including Experiential Education and Student Leadership. In addition, an overview of the Operational Enhancements that have been made has also been provided. We have recognized the need to engage in writing detailed Operational Plans for 2019-2020, as well as implementing several new monitoring structures that will allow us to measure our growth for each Objective.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 25, The Stewardship Strategic Priority: Baseline Data Report, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education

Sources Cited

Ontario Ministry of Education, *21st Competencies: Foundation Document for Discussion*, 2016.



Appendix to Board Report No: 25 - Strategic Plan Baseline Report

The Stewardship Strategic Priority: Baseline Data Report

Background

Stewardship recognizes the importance of Superior-Greenstone District School Board's unique role in making a difference in the communities it serves, in developing a broader understanding of societal issues and inspiring action for thoughtful positive change. Good stewardship allows an organization to continually develop and adjust to an ever-changing world.

(SGDSB, Strategic Plan, pg. 16).

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) from 2017-2018 and 2018-2019 that supports the Aim and Objectives of the Stewardship Strategic Priority. This report will also outline planned next steps to continue to optimize learning opportunities that will make a significant contribution to improving the social, environmental and digital fabric of our environments and society through responsible stewardship.

Stewardship Strategic Priority Aim:

We will optimize learning opportunities that will make a significant contribution to improving the social, environmental and digital fabric of our environments and society through responsible stewardship.

Strategic Plan Metric: Experiential Education That Promotes Identity and Belonging

Superior-Greenstone District School Board has articulated the belief that we are responsible for educating the whole person, as we endeavor to create environments that truly allow students to develop and build their individual and collective identities. This means that students must have learning experiences that reach beyond the walls of the school and classroom that provide them with opportunities to explore the world. This connection can involve being physically present (an *on-site* experience), being present through the use of various communication technologies (a *virtual* experience), or a combination of the two (a *blended* experience). By doing so, students are able to further understand their strengths, needs, interests, passions, and consequently, further develop their own identity. Students reflect on their experiences to learn from them, so they can apply this learning to decisions and actions in various aspects of their lives.

The Ministry of Education is now increasingly supporting community-connected experiential learning opportunities, as these enhance the already rich learning environments of our schools. Community-connected experiential learning opportunities allow students to develop and to demonstrate Stewardship as they:

- Deepen their understanding of the knowledge and skills within the curriculum and of their life experiences beyond the curriculum;
- Acquire the knowledge and skills needed to make informed education and career/life choices;
- Develop their capacities for deeper learning, including transferring their learning to their everyday life, and helping them to acquire important 21st century competencies (such as critical thinking and problem-solving, communication, and collaboration) so that they have the talent and skills they need to succeed and lead in the global economy; and
- Contribute to a local, national, or global community and developing a sense of their identity as individuals and as members of their community, society, and the world.

(adapted from

<http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/experientialSummary.html#What>)

It has been recognized that we must continue to work to intentionally plan for these opportunities, embedding them carefully into our long term planning as we engage with the Ontario Curriculum Documents and Kindergarten Program Document, and the Truth and Reconciliation Calls to Action. Further to this, we must determine and establish processes to engage in ongoing outreach activities with our partners, particularly in the community, and to ensure that these partnerships are seen as mutually beneficial (e.g. through student volunteerism). Superior-Greenstone District School Board has modelled this by providing students with opportunities within the school board to make a difference, through our schools, but also through the Plant and Information Technology Departments, where there are co-operative education students, and where students have a voice in moving us forward.

Experiential Learning in the Early Years

Play-based, inquiry learning has been recognized as a powerful philosophy for learning, particularly in the Early Years classrooms. Educators in the Early Years are beginning to expand the walls of the classroom, and learning in the outdoor environment is beginning to be a priority in planning. Margaret Twomey is the first school to have an Outdoor Classroom, which is a formal learning environment that has been designed and constructed by the Plant Department. The Kindergarten programs in two additional schools are now actively engaged in a largely outdoor-based experiential learning program. Based upon the planning from the 2017-2018 school year, Manitouwadge Public School is now following a Forest School model where learning, inquiry and exploration happen through land-based learning with connections being made to Indigenous culture and language. Dorion Public School spends several hours a day outdoors where they are engaged in authentic inquiry, environmental stewardship themes and learning that encompasses all Four Frames (Problem Solving and Innovating, Belonging and Contributing, Demonstrating Literacy & Numeracy Behaviors, Self-Regulation and Well-Being) of the Kindergarten Program. Other elementary school programs have the students outside for shorter period of time as they implement the full philosophy of the outdoor learning environments. As we continue to engage with educators regarding outdoor experiential opportunities and support them in expanding their outdoor experiential programs, we expect the number of Kindergarten classrooms with formal programs to increase.

Outdoor Education

In the second semester of the 2017-2018, Marathon High School piloted a two credit Outdoor Education course. Students were engaged in outdoor activities including: fishing, camping, hiking, and hockey. The course is still in its development stages, but integral to the course offering is the partnership with Pic Mobert First Nation and Biigitigong Nishnaabeg. Students

were fortunate to participate in visits to these communities, and to have members from these communities take part in learning with the students. Learning activities for students included participating in and assisting with Biigitigong Nishnaabeg's Fish Camp, taking a chainsaw course with a community member, and learning how to make a forest shelter from a community Elder. The course is running again in semester two of 2018-2019, with refinements such as a trapping course. The goal is to have similar courses running in other schools, as well as expanding the scope of the course at Marathon.

Apprenticeships and Skilled Trades

In November of 2018, 27 young women and 4 staff members from Superior-Greenstone District School Board (Marathon High School, Lake Superior High School, and Nipigon Red Rock High School) participated in the "Skills Ontario Career Exploration Event for Women" held at the Carpenter's Union in Thunder Bay. This event fostered a positive environment in which young women in grade 9 through 12 had the opportunity to meet, network, and be inspired by tradeswomen who are eager to share their stories and experiences. Through this event, students were engaged in hands-on activities and learned about a variety of careers in the skilled trades and technologies. In addition, students gained clarity and confidence that skilled trades can offer women high pay, good benefits, flexibility, and rewarding work with unlimited opportunity.

Grades 7-12 students have received or will receive the 'What's Out There in the Skilled Trades and Technologies?' presentation by a Skills Canada representative who will educate students on the hundreds of career opportunities available in the construction, motive power, service, industrial and technology sectors. During the presentation, students and teachers have the opportunity to:

1. discover the benefits of careers in the skilled trades and technologies;
2. take a visual tour of the skilled trades and technologies that interest them: with topics such as median salary, description of the role, what qualities, education and training a worker should have; students are encouraged to look for a career that fits their desired lifestyle, personality and interests (regardless of gender);
3. learn about the steps to apprenticeship, as well as other pathways to a career in the skilled trades;
4. find out how to acquire skills and experiences;
5. understand the importance of employability skills in the workplace and how these skills can easily make or break a job opportunity; and,
6. access further resources and determine how to get started on a path that is right for them.

Upcoming activities/events showcasing and promoting non-traditional trades/apprenticeships to girls/young women, and indigenous students include:

1. Provincial Cardboard Boat Competition
2. Industry Tours
3. Guest Presentations including Jamie MacMillan (ironworker and boilermaker who acts as a mentor at networking events to encourage young women to consider careers in the skilled trades)
4. Senior Elementary Trade and Technology Career Exploration Activities
5. Qualifying Skills Competitions
6. Ontario Technological Skills Competition
7. First Nations, Metis, and Inuit (FNMI) Student Conference

8. Grades 7&8 Skills Summer Camp (FNMI)

In the upcoming years, we want to increase the number of female and Indigenous students opting for apprenticeships and careers in the trades, as well the level of exposure to the trades for our grade 7 and 8 students.

Strategic Plan Metric: **Student Leadership Opportunities Provide Voice for Students to Make A Difference**

Student Leadership is the highest level of 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 leadership opportunities are defined by the view of youth as problem solvers, working alongside one another to affect positive change, with the skills and insights communities require in order to move forward. The level of influence, responsibility, and decision-making authority gradually increases for students as they work alongside adults to affect change. Students convene meetings, direct actions, write proposals, design websites, and recruit peers. Students are aware of and carefully manage their digital footprint. As with the other forms of student voice, adults are often highly involved as mentors, guides, and resource providers, but when it comes to making most decisions, the students (eventually) take charge.

Technology Enabled Learning and Teaching Opportunities

For the past three years, we have provided direct computational thinking opportunities for our Technology Champions throughout the school year using both face-to-face instruction with our learning partner, Fair Chance Learning, virtual professional development and at the elbow support. The intention was to not only provide support and build capacity, but to spread the integration of computational thinking throughout the system. Working alongside the Early Years and Numeracy Leads helped contribute to the cross-panel and cross-curricular aspect of integrating this learning into our classrooms. Pockets of implementation occurred but the implementation of computational thinking and specifically coding in our classrooms was not equitably distributed for all our learners. To address this, starting in 2017, we offered co-learning coding professional development for all schools in our Board. The students and the educators came together to learn together, to share their passion and to flip the model of the teacher as expert so that student voice and leadership in this area could be honoured and leveraged.

Coding and now, Minecraft EDU learning opportunities year have provided students with another way to demonstrate their critical thinking and 21st Century Competencies. Opportunities such as the annual Beyond the Hour of Code and Minecraft Build Challenge not only make explicit curriculum connections to numeracy, science and literacy, they create joyful learning opportunities as learners come together and apply their experiences while supporting the learning of others. The capacity building of our educators in terms of coding and the authentic, co-learning opportunities help ensure that we are meeting the learning demands of a rapidly changing and digital world that all our learners need to be prepared for.

For the 2019-2020 school year, ongoing, cross-portfolio, 21st century learning opportunities need to be facilitated as well as ongoing classroom learning opportunities. Providing such

learning not only supports our stewardship goals but the goals of the Ministry of Education as outlined in the “Achieving Excellent: A Renewed Vision for Education in Ontario” (April 2014).

Of ongoing concern for our school communities is the safety of our students in online spaces. To be successful in our society, our students need to be able to navigate various online platforms and demonstrate digital citizenship. It is also important in our online and increasingly connected society that students understand the value of online learning communities to support their passions, challenge their thinking and assist in making change.

For the past 3 years, all students in grades 6,8,10 access the Brightspace online learning environment to support the goals of blended learning in our classrooms. Blended learning allows students to learn to navigate online learning in a safe, and secure platform while practising 21st century skills in a face to face classroom environment.

We have also extended the opportunity on how to share our ideas and to connect with other learners using social media via the monthly #ONedSsChat to discuss relevant and authentic challenges and opportunities. These monthly twitter chats and live panels allow our students to share their unique experiences with other students from across the province. These learning opportunities allow them to connect and share, regardless of their geography while learning key ways to be respectful digital citizens. It also models for educators that learning beyond our walls, and building an online network of learners is important in enhancing our best practices. All SGDSB classes can participate and Student Senators have had explicit opportunities. Our Student Trustee, Logan Furoy, has been a guest panelist twice this year and provided positive feedback to the Student Senate as to why this “risk” was worthwhile to his learning as a student and as an individual.

For the 2019-2020 school year continued efforts of the Student Senate to model this learning will occur so that students can begin to build and leverage an online learning community so that they can impact change not only within their schools, but across the province.

Student Voice and Mental Health

One way we capture student experience is through Photovoice. Photovoice is a process that encourages critical consciousness. Through choosing, discussing, and reflecting on their photographs, the students come to a clearer understanding of themselves, their school, and their community. Since Photovoice is essentially a type of participatory action research, it is also used as a qualitative research method, as an assessment tool, as a way of gathering data, and as an evaluation tool. We use it for many purposes.

This year our photovoice project ran in conjunction with the Contemporary Aboriginal Voices course at Geraldton Collegiate High School in the first semester and concluded in February. The curriculum objectives were how to explore themes of identity, challenge and relationship. The question they wanted to explore was “who we are, where we are from, and where we are going”.

The final product is completed and in draft form, we will share one more time with the students who have all provided written consents to share their project. We expect that we should be able to share it publicly in March or April.

This year we will also be running our bi- annual “Tell Them From Me Survey”. We have been using this school climate survey for the last six years. This survey allows students to share their feedback anonymously on their environment and program experiences at school.

Survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health. Schools and system leads use this data to make quality improvement to our programming in order to support students through their entire elementary and secondary school experience.

Next Steps

To date, we know that students are provided with many opportunities to engage in experiential learning opportunities within their schools that require the exercise of the 21st Century Competencies and that result in a positive impact on the community and/or world. These opportunities are dispersed throughout the year; however, evidence indicates that they often occur around the holiday season, may be linked to culminating assessments, and often involve giving back to the local community. The next step is to create specific monitoring tools for schools to utilize in order contribute to the formation of system-level data that not only tracks the occurrence of the events, but the emphasis on the 21st Century Competencies, degree of student leadership, and the nature of the impact.

Further to this, we recognize the need to shift towards supporting schools to increasingly embedding character education into our instructional tasks and into the daily experiences and culture of the school and classroom, rather than relying on purchased programs that provide activities designed to have students complete tasks without meaning. Character education instead must be embedded authentically and occur in a responsive manner.

Strategic Plan Metric: Organizational Improvement - Enhancing Operational Practices

Organization Improvement is a key Metric that is just being more deeply understood, however it is recognized that “Good stewardship allows an organization to continually develop and adjust to an ever-changing world” (SGDSB, Strategic Plan, 2018). At this time, awareness is being created around the need to formally document areas for growth and responsive next steps through the development of Operational Plans. Key to an organization achieving effective stewardship is the achievement of Objectives from the Relationship Priority, specifically those that promote collaboration, and from the Well-Being Priority, as when staff must feel that they work in environments that foster well-being. In addition, “effective leadership always involved some level of stewardship” (New York Times, *What is Good Stewardship?* 2019). The following areas were of particular focus during the 2017-2018 and 2018-2019 school year.

Our Organization Reflects Our Demographics

We currently have several permanent and casual staff who reflect our East Indian and Indigenous student demographics. Eight staff have voluntarily self-identified as First Nation, Metis or Inuit. We will continue to provide this opportunity to all new staff through our hiring process, while also making it available to current staff who may choose to do so. The understanding that our staff need to increasingly reflect our student demographics as a key lever in improving a sense of belonging will continue to be reinforced as we review managerial practices such as staff recruitment.

Staff Recruitment

Over the last two school years, Superior-Greystone District School Board has attended the Lakehead University Education Career Fair held in January of each year. Enhancing

recruitment practices was recognized in 2017-2018. The following practices were put into place, each of which demonstrate our commitment to operational efficiencies:

- We conducted interviews on site for students in their final year of the Education program. In 2017-2018, we hired eleven graduates, three of whom did student placements in our schools that year and obtained permanent positions in September 2018. We will continue to engage with the local university and college in an effort to not only recruit staff, but to recruit current community members.
- Attendance at the Lakehead University Education Career Fair where new Grads and current students have the opportunity to meet school boards and learn more about what they have to offer as a new teacher.
- Promotion prior to the Career Fair that we are hiring Occasional Teachers, collecting resumes, and completing interviews within the following days.
- Hired Occasional Teachers (new graduates prior to their final placements were completed) with an Orientation taking place in May.

As we increasingly recognize the urgency around recruitment, the following enhancements were made in 2018-2019:

- Ongoing postings on the SGDSB website for Occasional Teachers as well as posting on the SGDSB Facebook page;
- Facilitated a seminar on hiring, interview skills and SGDSB in January to a group of LU second year students;
- At the LU Education Career Fair we highlighted to first year students that we had many wonderful opportunities to do their placements during their second year; and
- Moved the new staff orientation to before students complete their final placement so they can become unqualified supply the day after they have completed their placements.

Multi-Disciplinary Team

The Multi-Disciplinary team was created in order to build special education capacity with our staff in all our schools in order to better understand and respond to the unique needs of our students. Our focus this year has been on educating New Teacher Induction Program staff on “Learning For All”, and knowing their learners, hot topics session for administration and special education staff. Having individuals with specific expertise in each of our regions allows for greater efficiencies and coordination of services for students. This team has also been responsible for accessing Special Incidence Portion funds that will support the student needs in our classrooms as well as coordinate out of school referrals and Special Equipment Amount requests. Being able to have these resources in a timely manner creates greater outcomes for our students. We currently have a wait list for out of school referrals of 3-6 months and special education equipment arrives within 6 weeks of being requested. We will continue to measure our efficiencies in the years to come. It also must be understood that much of these services are dependent on the availability of service providers and specific funding that we have received from the Ministry of Education.

Partnership that Make a Difference in Communities

Making a difference in our communities, in response to the needs of stakeholders, is a key aspect to achieving the Objective for partners, as articulated in the Multi-Year Strategic Plan. This Objective requires us to increasingly “establish processes to engage in ongoing outreach activities to establish mutually beneficial partnerships” (SGDSB Strategic Plan, pg. 16).

A team of leaders from the Superior-Greenstone District School Board is working alongside the Superior Greenstone Association for Community Living to engage in collaborative planning on how we could better support smooth transitions for students leaving high school and entering into assisted living and assisted job opportunities. This partnership will result in learning and collaboration as we engage together to support families and children with unique learning needs across our district as they transition which will make a difference in our communities.

Also in February, we met with Colleen Kjellman, Executive Director of EarlyON, to plan the rollout of our after school program for the 2019 school year. The program will continue to build capacity in enhancing and facilitating a sustainable process that will support transitions from preschool to Kindergarten and will focus on the development of emotion regulation, executive functioning, and social/communication skills consistent with best practices for early years. The program will run at George O'Neill and Manitouwadge Public Schools.

During the 2017-2018 school year, significant learning occurred around the shift from Tuition Agreements with First Nations, to understanding Education Service Agreements (ESA). As an ESA addresses the programs, services and equipment to be provided by the board to meet the needs of the First Nation students, it is critical that there be a transparent and equitable process in place to discuss the content of the ESAs. This process is called the "First Nation Advisory Committee" (FNAC). This structure exists for each First Nation who has an ESA. Senior Administration, representatives of the First Nation, and school principals are tasked with following the ESA. To date, the ESAs are in the initial stages of being discussed and signed off through the FNAC process. While each ESA has differences that reflect the needs of the First Nation, a priority for Superior-Greenstone District School Board is to ensure that a regular meeting schedule is agreed upon to share information and progress.

In addition, in 2017-2018 it was also recognized that the "Native Education Advisory Committee" (NEAC) needed to be enhanced in order to be increasingly reflective of a larger number of community organizations who represent and can advise on the programs and services for Indigenous students. Thus, at the close of the school year, it was decided that the "Indigenous Education Advisory Committee" (IEAC) was formed and our policy would be enhanced to reflect this change.

Environmental Committee

"Schools have a vital role to play in preparing our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country, and our global environment." *Ontario Ministry of Education, Shaping Our Schools, Shaping Our Future (2007), p. 1*

Within Superior-Greenstone, we recognize that our activities, through educational programs, routine operations and infrastructure development, impact the sustainability of environmental programs. To date, we have worked to encourage employees, students and school communities to develop and support programs and practices in the areas of environmental literacy, recycling, waste management, energy efficiency and conservation.

- In June 2018, we held a Board-wide Climate Change Professional Development Day where 12 teachers, 6 administrators, and 2 leads attended in partnership with members from Learning for Sustainable Future (LSF) as well as from Eco-Superior. This was our most recent step in bringing together passionate educators who have been engaging in environmental work within their schools/classrooms. Participants worked to develop action projects, integrating environmental sustainability into the work.

- In September 2017, EcoSuperior presented to the group of students at the Student Leadership camp.
- The 2017-2018 and 2018-2019 school calendar was prepared, highlighting important environmental dates, to help to bring awareness to how a few small steps can make a big difference.
- Towards the end of last year, a more formal committee was revitalized as the need was recognized to move from passion to action, system-wide.

We have recognized that the metric of 'increasing the number of schools achieving Ontario EcoSchools accreditation' is not suitable for our small schools. Next steps involve working with our established committee to:

- Enhance the integration of environmentally responsible practices into the management of resources, operations, and facilities and increase the capacity of all employee groups to implement evidence-based environmental practices and operations into our Environmental Stewardship Policy.
- Develop our own criteria for schools/sites to meet within our Board, to then recognize them for their efforts based on that criteria.
- Develop a board wide environmental action plan to be annually reviewed, renewed, and communicated to all school board employees and trustees.

Human Resources

Superior-Greenstone District School Board believes in the mentoring and internal development of all staff, as the board continues to enhance their human resources. We continue to, where appropriate and suitable, provide leadership and promotional opportunities for internal staff. We are committed to ongoing, professional learning, as a vehicle to promoting continuous growth and improvement in every school and within the system.

As we commit to enhancing our operational practices, the next steps will be:

- Optimize resources through innovative and creative opportunities and partnerships to allow internal staff to accomplish the responsibilities of their jobs and to reach the goals that are set with them for professional and personal growth;
- Continue to strive to create a respectful, healthy and positive work environment that will foster creativity, collaboration and productivity among staff;
- Continue to learn, follow and uphold Superior-Greenstone District School Board's policies in human resource management, as well as applicable external policies, and governmental and regulatory requirements;
- Seek ways to continuously improve work processes, including openly sharing improvement strategies to help others learn from experiences;
- Provide leadership support for wellness programs, services and resources, while promoting a culture of health to encourage positive behaviour change and health risk improvements through shared responsibility with employees; and
- Continue to enhance partnerships that contribute towards hiring and retaining qualified and productive employees that meet the diverse needs of our staff and students.

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 |

Information Technology

Information technology is at the forefront of complex change in our world. The rapid rate of change has been recognized and efforts are being made to respond to it through rational planning and operationalizing a plan with specific intent.

The information technology department has done this with collaboration from every department across the board using a revamped and revitalized Technology and Learning Advisory Committee as the hub:

- Committee
 - Representation from elementary and secondary panels
 - Participation by front line technicians who are most in contact with the impact of our plans
 - Setting achievable goals by focusing of resources towards identified needs
- Purchases & Planning
 - made with focus on greatest needs and best value for money
 - calculation of student: computer ratios, seeking equitable access across the district
 - in-person meetings of Plant, Spec-Ed, Admin, and I.T. school by school
 - Use of OECM or other purchasing consortiums (reduced administrative work – RFPs, quotes, etc., better pricing being part of a larger group)
 - Standardization of items (simplified selection, more efficient support)
 - Maximization of Internet at all locations, seeking the best available access toward the ministry goal of 1Mbps per student.
- Support
 - recognition of overlap between Plant and I.T. (initial planning to collaborate and communicate more effectively)
 - migration some systems to the cloud for increased reliability (Video Conferencing Bridge, Authentication mechanism for O365/Google/other)
 - Assisting departments with investigating or implementing automation or streamlining processes
 - Centralization of Surplus inventory, disposal of obsolete equipment freeing up space and increasing knowledge of the condition of resources.

Building/Operational Efficiencies

A new process to the Plant Department annual budget process includes the addition of representation from the Information Technology and Education Department. Having the three groups discuss the schools' building requirements with the site administrators allows a more in depth look at the school needs for student achievement and well-being.

Our school communities have collaborative cultures in which custodial, maintenance, teachers, support staff and administrators work as a team with the Plant Department to establish building and design initiatives that will ensure success for all. The design of the board's first outdoor classroom, learning both inside and outside the classroom allows schools the opportunity to teach children that learning occurs everywhere, at all times. The Plant Department worked closely with school and child care centre staff to develop and design an outdoor classroom at Margaret Twomey Public School. This pilot project was the first outdoor classroom in our board which encompasses outdoor rich learning experiences that are a welcome change to the four walls of the classroom for both students and teachers.

The conversions of three libraries to multipurpose/makerspaces rooms in two elementary schools and 1 secondary school was completed. A makerspace is a place where students can gather to create, invent, tinker, explore and discover using a variety of tools and materials.

Environmental Stewardship

Green Certified cleaning products are used in our schools and board facilities, thus changing our school culture and reducing our carbon footprint. These products, that work to sanitize students' desks and clean hallway floors, are developed using renewable resources that are non-toxic and biodegradable. The Plant Department introduced the cost-effective products to help promote a healthy work environment for staff and students, and address the many individual and systemic concerns related to chemical use in society. Eco-friendly cleaning practices benefit the earth. This type of eco-friendly cleaning program will reduce the negative impact that cleaning and sanitation has on the environment. Eco-friendly cleaning products will decrease water pollution, ozone depletion, air pollution, and global climate change.

Energy Management has become a high priority to minimize the cost of energy needed to operate the schools. Superior-Greystone District School Board was named in the top 10 performing school boards in Ontario over the past 4 years. A strong commitment on the part of the Board, administration, staff, and students is key to the successful energy conservation, as we promote energy awareness, reduce utility usage and reduce carbon emissions.

The Plant Department implemented and designed an energy conservation software program to monitor and compare utility usage and cost. The information is displayed at each school and students, staff and school visitors have the opportunity to navigate on the interactive monitor and compare utility usage trends from other schools.

Focussing on the environment and the ability to harvest renewable resources allows SGDSB to reduce the board's carbon footprint and utility cost. The Plant Department worked on the design of five (5) new photovoltaic "Solar" systems. Design work of the photovoltaic systems took place in 2017-2018 which included selecting the best facilities for harvesting and the calculation of the roof structural design to ensure weight and wind load could support the solar system. Installation is scheduled in 2018-2019. Although the cost savings is often what spurs administrators to look into the use of solar energy, solar energy in schools presents a great

teaching opportunity that can enrich classroom content with real-world examples of the benefits of renewable energy.

Although the cost savings is often what spurs administrators to look into the use of solar energy, solar energy in schools presents a great teaching opportunity that can enrich classroom content with real-world examples of the benefits of renewable energy. Since solar panels are a highly visible addition to a school, they provide an ideal starting point for showing students how their studies apply to everyday life. Solar energy systems installed in the five schools will allow schools to incorporate the data into classroom lessons for students of all ages.

Students who attend school with photovoltaic systems will have the opportunity in 2019-2020 to use system performance data to calculate how much electricity is being produced and how much money their school is saving. Teachers will be able to use the information to provide problem solving skills by investigating questions such as how system tilt angles and orientation affect energy output. Research projects can explore topics such as the physics of solar energy as compared to traditional sources of energy.

Community Use of Schools (CUS)

Community use of School space continues and efforts to share our school facilities with outside community partners. This benefits students and the community, as well as optimizes the use of public assets owned by SGDSB. In 2017-2018 a total of 607 external permits were issued with 165,128 participants accessing the facilities after hours.

Health and Safety in the Schools

Ontario schools have been described as some of the safest in the world. When accidents do occur in schools, we are reminded of our obligations and ongoing commitment to safety mindedness as well as to compliance with relevant federal, provincial and municipal health and safety legislation and by-laws. This requires school boards to undertake activities that ensure injury prevention is the highest of priorities in schools.

SGDSB Policy 706 states 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 and technology. In order to strengthen the safety for all staff and students, the SGDSB Board Wide Occupational Health and Safety Committee created a written board safety procedure for technological education safety.

This new SGDSB Technological Education Safety Guideline includes information and procedures to help ensure the physical safety of the teaching environment through regular technological education facilities inspections, machine guarding, lock-out procedures, appropriate use of effective personal protective equipment; and materials to assist teaching staff to work with school administration to establish and maintain a safe working environment.

There are materials within the document to assist teaching staff to establish an effective safety program that includes setting and enforcing classroom safety rules, policies and procedures to prevent and control incidents, support for the development of safety skills, knowledge and a safety-first attitude in students to keep them free from injury in both their classrooms and any outside employment. The intention is that these lessons learned will keep students injury free as they pursue their future careers.

Questions That We Now Have:

Stewardship is a foundational belief that our students, staff and school board will make a difference. Once again, several questions have surfaced as we 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:

- To what extent do all staff share a common understanding of what Stewardship means?
- What tools need to be designed to collect data relating to Stewardship?
- What targets can we set as we strive for future improvements each year, to ensure that we reach our objectives by 2023?
- How does the work within our Stewardship Priority impact the progress we are making on the other strategic priorities?



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

Report No: 26
Date: March 25, 2019

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

FROM: Hillary Freeburn, Early Years System Principal

SUBJECT: Early Years Update

STRATEGIC
PRIORITY: Learning, Relationships & Well-Being

Background

Guided by our 2018 – 2023 Multi-Year Strategic Plan and working primarily within our pillars of Learning, Well-Being and Relationships, we strive to ensure that our youngest students and their families feel welcome, supported and safe within our Kindergarten programs and our schools. We work to achieve this vision through the implementation of the Kindergarten Program Document (2017), the "How Does Learning Happen Framework" (2014) and the SGDSB "Shared Spaces" Framework

Collective Vision: The Superior-Greenstone District School board advocates for an integrated early years/child care system in which school board and early years staff work in partnership to provide seamless, high quality programs and services for children and families. In these community hubs, we focus on learning, foster well-being, establish positive relationships and make a difference... beginning from birth.

Current Situation

Currently we are working towards several main priorities:

1. Relationships based upon the common goal of improving outcomes for children and families are critical to our work. The recognition that all stakeholders share this goal and that all decisions are made based upon this goal are essential in moving towards full integration across our system.
2. We value developing positive, foundational relationships with our new Kindergarten students and their families. Our Welcome to Kindergarten Season provides opportunities for us to meet, understand and be ready for September when this new group of students enter our classrooms and join our school community.
3. We continue to seek and provide opportunities to embed Indigenous perspectives and materials into our Early Years environments and in the 2018-2019 school year we have utilized art, culture and language to share with our students.
4. To ensure that we continue to move towards play-based learning that follows the Kindergarten Program, each Kindergarten classroom has been allocated funds to enhance their classrooms. These new materials will have a lasting impact on promoting imaginative, rich, play-based learning opportunities for our youngest learners.

Next Steps

1. Enhance and extend our relationships and partnerships with our Early Years partners and stakeholders (TBDDSB, Municipalities, child and youth service agencies etc.), through ongoing work with our Shared Space partners, being an active member on district and regional Early Years committees, as well as seeking opportunities for collaboration on projects and initiatives that will positively impact our students and their families.
2. Implement the use of the Ages & Stages Questionnaire (Parent Completed Child Monitoring System). This tool will be used to help identify children who may require further support or future referrals for service. This tool will ensure we are following our requirement of PPM 11 (Early Identification of Children's Learning Needs). By understanding and supporting the current developmental needs of our students, we can ensure that they have the opportunity to grow and thrive and are connected with the appropriate service providers (OT, PT, SLP, Psychology etc.)

3. Ongoing professional learning for K-3 educators, ECEs, EAs and Administrators in the areas of play-based learning, self-regulation and well-being, trauma informed practices and embedding Indigenous perspectives into our early year environments.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. Early Years Update for information.

Respectfully submitted by:

Nicole Morden-Cormier,
Interim Director of Education

Hillary Freeburn,
Early Years System Principal



Small Schools Make a Difference

March 5, 2019

Emailed To:

Honourable Lisa Thompson
Minister of Education
Mowat Block 22nd Floor, 900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Thompson,

We are writing this letter of support for the correspondence received by Peel District School Board, which was sent on January 16, 2019 with regards to Special Incidence Portion funding changes.

Superior-Greenstone District School Board currently has 27% of our student population accessing special education support. Many of these students require additional supports through the SIP funding.

On August 24, 2018, Deputy Minister Rodrigues informed school boards of significant changes in funding for special education. Of particular concern was the decrease in the Special Incidence Portion (SIP) maximum claim amount from \$38,016 to \$27,405. Although the memo states that, "savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding," this has resulted in a loss of over \$300,000 for students with special education needs in our board.

As this funding provides support for some of our most vulnerable students, it is our hope that you will re-visit funding for special education programs in your planning for the 2019-2020 budget year. We urge you to increase the SIP maximum claim amount so that Superior-Greenstone students will be funded appropriately.

Yours in education,

Margaret McIntyre
Chair, Special Education Advisory Committee, SGDSB

cc: Pinky McRae, Chair, SGDSB
Nicole Morden-Cormier, Director, SGDSB



**ONTARIO PUBLIC
SCHOOL BOARDS'
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Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

February 26, 2019

Minister Lisa Thompson

Minister of Education

Minister Lisa MacLeod

Minister of Children, Community and Social Services

Dear Ministers Thompson and MacLeod:

I am writing to you on behalf of the Ontario Public School Boards' Association (OPSBA) to express our concerns about the planned changes to the Ontario Autism Program (OAP) and the potential impact of those changes on the supports that school boards will be able to provide for autistic students.

This was a major discussion topic at our recent February Board of Director's meeting. Our members have questions as to the impact of the OAP reforms at the local school level. They have questions about how many students will now require additional supports in school who were previously off-site and receiving intensive therapy. There is concern regarding the impact of this transitional change for these children from a clinical service model to an integrated school setting, which does not provide this type of specialized service. For students, this type of change can be unsettling. Having sufficient numbers of qualified school staff to ensure safety and support for students is essential.

Special education continues to be an area in which boards request more supports and resources given the complexities of student needs. Year after year, most school boards exceed their Ministry allocated special education budget in an effort to try to provide the best possible learning experiences for students, regardless of exceptionality. We continue to advocate for sufficient funding to meet the needs of all of our students.

With the impending April 1 changes to the funding model, ensuring a shared understanding and clear expectations on the part of parents and school personnel will lead to better planning and outcomes for children and their families.

We recognize the shared commitment of the government to work toward supports for these students that are equitable and adequate and look forward to additional information for planning purposes, recognizing that in many cases this will be at the local school or Board level.

OPSBA extends the offer to collaborate with the government in an effort to ensure smooth transitions for all students in our care.

Sincerely,

A handwritten signature in black ink, reading "Cathy Abraham". The signature is written in a cursive style with a large, stylized "C" and "A".

Cathy Abraham
President



Michael Mantha MPP/député
Algoma—Manitoulin

February 28, 2019

Nicole Morden Cormier, Interim Director of Education
Pauline McRae, Chair, Board of Trustees
Superior Greenstone District School Board
12 Hemlo Drive, Postal Bag 'A'
Marathon, ON
P0T 2E0

Dear Ms. Morden Cormier and Ms. McRae:

As you are undoubtedly aware, the Government of Ontario is in the process of making sweeping changes to a wide variety of legislation and policies, many of which directly affect the students and families that the Superior Greenstone District School Board (SGDSB) serves.

To be certain it is the mandate of school board officials, various government ministries and the Ontario Legislative Assembly to work together to ensure that Ontario students have access to the best possible education programs that meet their needs now as they prepare to embrace the future. It is equally essential that we meet the needs of not only the general mainstream students but also those who have special needs.

Ontario families who have children who fall within the Autistic Spectrum have expressed some very serious concerns in regard to changes to funding and support through the *Ontario Autism Program*. Parents and officials have long complained that families needing such support languish for years on waiting lists. This clearly is a most unsatisfactory situation and officials need to act now to resolve this dilemma; however the Government's current solution will have the effect of leaving children with ASD without the support they need. Indeed, we know that many will be without any therapies after April 1st, 2019.

In addition to these changes, there appears to be considerable mixed messaging in terms of what information parents, assessment and service providers and school boards are receiving. As such, it is essential that such confusion is resolved and greater clarity provided by the government.

At this time, we know that educators and school boards are already struggling to meet existing needs due to underfunding to education. There is concern that a sudden influx of students to local schools from families who are unable to access the services their child needs. It is essential that detailed plans, including necessary increased


funding for these special needs students, be in place long before changes are implemented.

We know that Boards already struggle to provide the kind of support our special needs students require. Government funding has been inadequate and many Boards have had to supplement with funding from other programs. We have heard from the Ontario Public School Board Association that Boards are anticipating increased pressure on an already under-resourced school system, as students with ASD lose their important and intensive therapies. Families have shared with me their concerns and worries.

In an effort to shed clearer light upon this matter, I am contacting school boards within Algoma-Manitoulin to ask them to share any general communications they have received from various government ministries with regard to this issue. Has the government communicated any changes in terms of services and funding for children with ASD, in light of the Ontario Autism Program changes? How do you anticipate these changes will affect your Board?

I thank you for your consideration of this important matter and look forward to your response.

Sincerely,

A handwritten signature in black ink, appearing to be 'Michael Mantha', written over a large, loopy, oval-shaped scribble.

Michael Mantha, MPP
Algoma-Manitoulin

MM: gb

From: [Ministry of Education \(EDU\)](#)
To: [Ministry of Education \(EDU\)](#)
Subject: Supporting Students with Autism Spectrum Disorder/Mesures de soutien pour les élèves atteints de troubles du spectre autistique

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Nancy Naylor
Deputy Minister

DATE: March 11, 2019

SUBJECT: **Supporting Students with Autism Spectrum Disorder**

The Ministry of Education recognizes that as a result of the recently announced changes to the Ontario Autism Program (OAP), children and youth with ASD will be entering school and/or transitioning from part time to full time school, beginning in April 2019 and into the 2019-20 school year.

To support school boards in responding to the needs of these students, the ministry intends to provide additional funding for the remaining months of the 2018-19 school year. The ministry will also provide a range of new and ongoing supports for the 2019-20 school year.

Please note that hiring of staff with expertise to support newly enrolled students with ASD, or students with ASD transitioning from part time to full time school, should proceed in order to support these students.

2018-19 School Year

To address school boards' in-year needs, the ministry intends to provide for an extended count date for those students who have been receiving OAP services and are newly enrolling in the April to June 2019 school months. School boards will report enrolment as of March 31 as usual. However, an extended count date will allow school boards to receive full school year funding for eligible, newly enrolled students for the remaining months of the 2018-19 school year. This mechanism will provide an average of \$12,300 per pupil to allow boards to plan supports for the remainder of the current school year.

The ministry will propose a change to the 2018-19 GSN regulation to support this funding and will further advise school boards about the proposed regulation change.

2019-20 School Year

For the 2019-20 school year, the ministry intends to provide additional funding, and continued funding, to support school boards and students with ASD. The supporting initiatives are outlined below.

The ministry will propose a 2019-20 GSN regulation to support this funding and will further advise school boards about this proposed regulation.

Promoting Professional Learning

The ministry is committed to supporting school boards, school leaders, teachers and educational assistants (EAs) to be well prepared to support students with ASD.

Currently, over 70,000 of Ontario's teachers have additional qualifications in special education. Over 1,000 have additional qualifications for Teaching Students with Communication Needs (Autism Spectrum Disorder). The ministry will provide \$1 million in annual funding to fully subsidize teachers who wish to acquire the Teaching Students with Communication Needs (Autism Spectrum Disorder) additional qualification. The ministry anticipates that this support would allow up to 4,000 teachers to acquire this qualification over the next three years.

The ministry will also increase training opportunities available to school boards by doubling annual funding for the Geneva Centre for Autism to \$2 million to provide training opportunities for educators, including teachers and EAs. Training will include access to the Registered Behaviour Technician (RBT) course. The ministry anticipates that up to 4,400 educators could be trained annually through this new investment.

In 2019-20, the ministry will request that school boards focus the special education topic on the list of Professional Activity Day permitted topics on supporting students with ASD. Policy/Program Memorandum 151 will be amended to include this direction.

In 2020-21, the ministry will mandate that school boards support learning opportunities for all educators in supporting students with ASD, within a professional activity day.

The ministry will support new teachers by revising the New Teacher Induction Program (NTIP) Induction Elements Manual to include increased ABA-based training opportunities.

Funding for Student Supports

The ministry will continue all aspects of Grants for Student Needs (GSN) special education funding in 2019-20, including key allocations that are intended for students who require significant supports. Special education funding is projected to be \$3.01 billion in 2018-19, which will continue in 2019-20.

A number of components of special education funding are claims based and responsive to changes in enrolment of students with high needs. School boards are encouraged to access these allocations and to engage the ministry if additional flexibility is required to ensure this funding is fully available for students with ASD.

In particular, school boards are reminded of existing components of special education funding, which may be particularly relevant in supporting newly enrolled students with ASD:

- The Behaviour Expertise Amount Allocation (BEA) provides funding for school boards to hire board-level ABA expertise professionals. These professionals support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources. They are also intended to support transitions, collaboration and information sharing between community-based autism service providers, school staff and families. This funding also provides for training opportunities to build school board capacity in ABA. The BEA allocation will be \$15.2 million in 2018-19 and will be continued in 2019-20.
- The Special Incidence Portion (SIP) provides up to \$27,405 for students who require more than two full-time staff to address the health and safety needs of both the high-need student and others at their school. School boards may submit SIP claims to the Ministry of Education regional offices for approval. The SIP allocation is projected to be \$105.3 million in 2018-19 and will be continued in 2019-20. Administrative dates for SIP claims will be extended in 2018-19 for eligible students.
- The Special Equipment Amount (SEA) provides enrolment-based and claims-based funding for school boards to support high need students. This funding can be used for computers and communication technology, and non-computer based equipment including sensory equipment. The SEA allocation is projected to be \$106.6 million in 2018-19 and will be continued in 2019-20. Administrative dates for SEA claims will be extended in 2018-19 for eligible students.
- Multi-Disciplinary Team (MDT) funding was introduced in 2018-19 to support high need students, including students with ASD. School boards are continuing to recruit staff with appropriate credentials to fully benefit from this funding. The ministry will work with MCCSS and school boards to facilitate the recruitment of staff with appropriate expertise. The MDT funding allocation will be \$50.8 million in 2018-19 and will be continued in 2019-20.

Expanding After School Skills Development Programs

The ministry has been supporting a pilot program in many boards to allow the provision of the After School Skills Development Program. The ministry will make an investment of \$6.1 million to allow this successful pilot to be extended to all school boards across the province in the 2019-20 school year.

Supporting Transitions

The Ministry of Education and the Ministry of Children, Community and Social Services will continue supporting transitions of children with ASD to school through the *Connections for Students* model, during the transition to the redesigned OAP.

The ministry will also host a series of virtual sessions about exclusions and modified days to engage parents, educators, administrators and others in a dialogue about these complex issues. The details will be communicated at a later date.

The ministry will survey school boards regularly to assess the impact of increased school enrolment and attendance by children and youth with ASD as they transition into the school system. The ministry will also ask boards to provide information on their websites for families seeking to enrol their children and youth.

If you have any additional questions, please reach out to your local EDU regional offices. A list of regional offices can be found by visiting www.edu.gov.on.ca/eng/parents/offices.html

We want to thank school boards for their ongoing dedication to providing programs and supports to all students, including those with ASD. We remain committed to safe and healthy learning environments for all students and staff.

Nancy Naylor
Deputy Minister

c: Council of Ontario Directors of Education (CODE)
School Business Officials

NOTE DE SERVICE

DESTINATAIRES : Directrices et directeurs de l'éducation
Secrétaires-trésorières et secrétaires-trésoriers des
administrations scolaires

EXPÉDITRICE : Nancy Naylor
Sous-ministre

DATE : Le 11 mars 2019

OBJET : Mesures de soutien pour les élèves atteints de troubles



2019: B06

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Nancy Naylor
Deputy Minister

DATE: February 28, 2019

SUBJECT: Budget Planning Information for 2019–20

The ministry recognizes that school boards are beginning to prepare for the 2019-20 school year.

I am writing to you today to recommend that school boards exercise prudence in making hiring decisions in light of the upcoming Ontario Budget and the recent consultation on class size and hiring practices.

The government will be carefully reviewing the feedback received in the coming weeks and will continue to engage boards and labour partners on any plans and next steps.

School boards are advised to defer the annual processes of filling vacancies for retirements and other leaves related to teachers and other staff until the Minister of Education provides an update to the sector on or before March 15th.

As you are aware, in June 2018 the Ontario government implemented a hiring freeze. School boards may wish to institute similar measures.

The Ministry looks forward to working closely with you to facilitate planning for the next school year once further details are available.

Original signed by

Nancy Naylor
Deputy Minister

c: Chairs of Ontario District School Boards and Isolate Boards
School business officials



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SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

OPSBA Board of Directors Meeting – February 22 and 23, 2019

The OPSBA Board of Directors held a meeting on February 22 and 23, 2019, in Toronto. Elaine Johnston, Chair of OPSBA's Indigenous Trustees' Council (ITC) and OPSBA's First Nations Board of Director member, gave an acknowledgement that the meeting was being held on the traditional territory of the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nation and the Métis Nation.

Education policy and program issues that were discussed in public session at the meeting are summarized below.

Legislative Update

MPPs returned from Winter Recess on February 19, 2019. Board of Director members received updates on several pieces of legislation including:

[Bill 48, Safe and Supportive Classrooms Act](#)

[Bill 56, Keeping Students Safe on School Buses Act](#)

[Bill 66, Restoring Ontario's Competitiveness Act](#)

Special Advisors Appointed to Begin Governmental Review

Municipal Affairs Minister Steve Clark has enlisted Michael Fenn and Ken Seiling to lead a review of regional governments. The special advisers are tasked with providing expert feedback on local decision-making and service delivery, and will zero in on Halton, York, Durham, Waterloo, Niagara, Peel, Muskoka District, Oxford County and Simcoe.

Current Party Standings – 124 seats

- Progressive Conservative Party of Ontario - 73
- New Democratic Party of Ontario - 40
- Ontario Liberal Party - 7
- Green Party of Ontario - 1
- Independent - 3

Federal Legislation

Bill C-369, An Act to amend the Bills of Exchange Act, the Interpretation Act and the Canada Labour Code (National Indigenous Peoples Day)

This federal bill was first introduced on October 16, 2017. It proposed to amend certain Acts to make

National Indigenous Peoples Day a holiday. Debate has included which date to choose: the summer solstice of June 21 or September 30. The former is already observed as Indigenous Peoples' Day in the Northwest Territories, where it's a territorial statutory holiday. The September date is already Orange Shirt Day, which commemorates the victims and survivors of residential schools. The legislation was referred to the Standing Committee on Canadian Heritage on September 26, 2018. On February 5, 2019, the Committee amended the bill recommending the federal holiday be called The National Day for Truth and Reconciliation and be observed on September 30.

Bill C-91, An Act respecting Indigenous Languages

This federal bill was first introduced on February 5, 2019. Included in its summary of proposed changes is that the Government of Canada recognizes that the rights of Indigenous peoples include rights related to Indigenous languages. The enactment also establishes the Office of the Commissioner of Indigenous Languages and sets out its composition.

Finance

Updates were provided on the following issues related to education funding:

2019-20 Education Funding Consultation

OPSBA [sent a submission](#) outlining current funding pressures, informed by feedback from member school boards, to the Ministry of Education in December.

Education Development Charges

On Oct. 15, 2018, the government announced its intention to undertake a review of the Education Development Charges (EDC) policy framework, as well as recent amendments to [O. Reg. 20/98](#): Education Development Charges – General. The amendments include four key elements:

- Maintain EDC rates at the levels in existing by-laws as of Aug. 31, 2018
- Limit the ability of school boards to change areas in their by-laws that are subject to EDCs
- Restrict additional school boards from becoming eligible to pass a new EDC by-law
- Streamline some of the requirements to be included in the required background study.

The Ministry has asked the Council of Senior Business Officials (COSBO) to form a working group to work with the ministry to review the EDC issue. OPSBA staff continue to work with senior business officials to identify and collect specific data regarding the impact of the EDC freeze.

A summary of B and SB memoranda is available on [the OPSBA website](#).

Indigenous Education

Elaine Johnston delivered an update on Indigenous Education. The Indigenous Trustees' Council (ITC) last met at the Public Education Symposium in January with a number of new members and many "non-Indigenous" trustees in attendance. ITC Member Lucille Kyle of Hastings and Prince Edward District School Board was appointed Alternate Chair and representative to the OPSBA Board.

Cancellation of TRC curriculum writing sessions was noted in discussion. Many relevant provincial advisory committees have been halted so little progress is being made at the moment. It was also noted that one committee, the Education/Reciprocal Education Service Agreements Committee, has begun work again. Discussion about tuition and reverse tuition agreements is occurring with a sense of urgency.

Communications and Media Relations

Updates on recent OPSBA communications issues were provided. There has been some media activity involving OPSBA since the December Board of Directors meeting, including on the issues of class sizes, Regulation 274 and Ontario's autism policy changes:

[Ontario's New Autism Policy Will Overwhelm Schools, Advocate Says](#)
[Canadian Press, February 11, 2019](#)

[Ontario's education minister won't commit to keeping class sizes capped](#)
[CBC News, January 24, 2019](#)

OPSBA [released a media statement](#) regarding rumoured school board mergers on February 15.

Communications support was also provided for issues and projects including:

- [Production of OPSBA's Guide to Good Governance: 2018-2022](#)
- Production of Education Today's Winter 2019 issue
- Collective bargaining preparations
- [The 2019 Public Education Symposium](#)

Program Policy Update

A summary of Ministry meetings, workgroups and program-related announcements was provided. Information shared included updates on the following:

Ministry Initiatives Committee

The Ministry has announced that the first 2018-2019 meeting of the Ministry Initiatives Committee will be held on March 6.

EQAO

EQAO has sent an orientation *Frequently Asked Questions* document to all trustees, which was followed up with an invitation to attend an online/teleconference information session in March to learn more about EQAO and to ask any questions of clarification. OPSBA's Education Program Work Team is supportive of this opportunity.

Ontario Coalition for Children and Youth Mental Health

The Coalition met on January 22, 2019, to finalize the format for the Summit on April 16 and 17, 2020, and discuss strategies for government engagement. This was the Ontario Provincial Advocate's final meeting with the Coalition and discussion regarding next steps and how to support continued proactive advocacy was discussed.

OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council

In our continuing partnership discussions with the Ontario Association of Children's Aids Societies (OACAS), OPSBA has been asked to join the OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council. The second meeting was held on December 10, 2019.

FSL Labour Market Partnership Project

OPSBA is leading a labour market partnership project, [Meeting Labour Market Needs for French as a Second Language Instruction in Ontario](#), for English and Catholic public school boards. This is a three-year initiative and the ultimate goal of this project is to uncover workable solutions to the

current worsening imbalance between the growing demand provincewide for qualified French language teachers and support staff and the related supply pipeline. The FSL Labour Market Partnership Committee has held two meetings this school year, focusing on finalizing action plans, reviewing research and education worker/HR survey plans and reviewing pilot project proposal submissions.

French as a Second Language

Bilateral agreement discussions that determine the amount of federal Department of Canadian Heritage funding to support FSL programs in schools are still in process. After 10 years, there has been no increase in funding despite much advocacy. Funding flows through the Grants for Student Needs to school boards. Given the national concern regarding attracting and retaining language proficient French as a Second Language teachers, the Department of Canadian Heritage will be providing supplemental funding to support applications for initiatives and research to increase the supply pipeline.

New Ontario Autism Program

On February 7, 2019, the provincial government announced a change in the way that autism supports and services would be funded. The stated government intent is to clear the current 18-month wait list of 23,000 children in order to provide more timely access to support. Parents will receive the funding directly for children up to the age of six and then be able to purchase the autism support of their choice to a lifetime maximum of \$140,000. The total funding remains at \$321 million. There is significant concern by parent groups regarding the efficacy of this approach, the age cut-off, the total funding provided and the ability to provide sufficient access to professional autism supports.