



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 2019/11

A G E N D A

Monday, November 18, 2019 – 6:30 p.m.

Designated Site: 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

Director: Nicole Morden Cormier

VC Sites: Board Office / GCHS / MNHS / LSHS / 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
Cormier, Dr. Paul						Nesbitt, Jason					
Groulx, Michael						Pelletier, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Rathwell, Stephanie (Student)					
McIntyre, Margaret						Schwantz, Sydney (Student)					
McRae, Pauline (Pinky)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Harris, Brent: <i>Manager of Financial 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>					
Renaud, Deana: <i>Mental Health Manager</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, November 18, 2019 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/11 Regular Board Meeting, November 18, 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 2019/10: October 21, 2019

[\(Attached\)](#)

5.2 Board Policy Review Committee: November 5, 2019

[\(Attached\)](#)

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

- P-610 Prior Learning Assessment and Recognition for Mature Students
- P-202 Control and Release of Information
- P-212 Observer Comments at Board Meetings
- P-305 Internal Audits
- P-406 Snow Removal and Ice Control
- P-516 Safe Arrivals Program
- P-714 Criminal Background Check

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of November 19, 2019, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Summer Literacy Program**

(Video Presentations- Heidi Cloutier)

7.2 Excellence in Education: Manitouswage High School Presentation Entitled: MNHS Celebration of Excellence In Learning, Relationships and Well-Being

(Presentation- Principal Jody Kuczynski, Students Chelsea Bouchard, Cameron Ormston Tamara Lauzon & Mia Belanger)

7.3 Report No. 69:

Student Trustee Report: November 2019

[\(Attached\)](#) - Trustees, S. Rathwell & S. Schwantz)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

8.1.1 Board Policy Review Committee (BPRC)

(M. McIntyre/ 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

- 9.1 Report No. 70:
Enrollment Summary for 2019/2020 as of October 31, 2019: ([Attached](#) – C. Tsubouchi)
- 9.2 Bylaw 146 – 2020 Tax Levy: ([Attached](#) – B. Harris/C. Tsubouchi)
- ✓ *That, the Superior-Greenstone DSB approves Bylaw No. 146 being a bylaw to levy taxes for 2020 as per the attached*

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 71:
Director's Monthly Report – November 2019 ([Attached](#) - N. Morden Cormier)
- 10.2 Report No. 72: ([Attached](#) - N. Morden Cormier)
Operationalizing the Multi-Year Strategic Plan:
Stewardship Goals

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. 73:
Transition Vice-Principal at Nipigon-Red Rock District High School ([Attached](#) – W. Goodman)
- ✓ *That, the Superior-Greenstone DSB having received Report No. 73, Transition Vice-Principal at Nipigon-Red Rock District High School, approves the staffing as presented.*
- 11.2 Report No. 74: ([Attached](#) – C. Bishop)
Exemption from Instruction Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum:
Health and Physical Education, Grades 1-8
- 11.3 Report No. 75: ([Attached](#) – C. Leroux/ W. Goodman)
Student Success Portfolio for 2019-2020: An Overview
- 11.4 Report No. 76:
Elementary Staffing Increase ([Attached](#) – W. Goodman)
- ✓ *That, the Superior-Greenstone DSB having received Report No. 76, Elementary Staffing Increase, approves the staffing as presented.*

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.2 Trustee Associations and Other Boards
- 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 2019/10: October 21, 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 2019/11 Regular Board Meeting, Monday, November 18, 2019 adjourn at _____, p.m.

2019 - Board Meetings

Designate Site: Marathon Board Meeting Room / Time 1:00 p.m.

Monday, December 2, 2019 (1:00 p.m.)

*Organizational meeting

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/11

Committee of the Whole Board: Closed Session.

Monday, November 18, 2019

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

A G E N D A

Board Chair: *Pinky McRae*

Director: *Nicole Morden Cormier*

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session *(P. McRae)*
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) *(P. McRae)*
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2019-09: September 23, 2019 [*\(Attached\)*](#)
- 4.0 Personnel Item A *(N. Morden-Cormier)*
- 5.0 Personnel Item B *(C. Tsubouchi)*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2019/10

MINUTES

Monday, October 21, 2019 – 6:30 p.m.

Designated Site: 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

Director: Nicole Morden Cormier

VC Sites: Board Office / GCHS / MNHS / LSHS / 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) 8:00 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
Cormier, Dr. Paul			x			Nesbitt, Jason			x		
Groulx, Michael			x			Pelletier, Allison			x		
Major, Christine			x			Pristanski, Kal			x		
Mannisto, Mark		x				Rathwell, Stephanie (Student)			x		
McIntyre, Margaret	x					Schwantz, Sydney (Student)	x				
McRae, Pauline (Pinky)	x										

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>	x				
Tsubouchi, Cathy: <i>Superintendent of Business</i>	x				
Bishop, Charlie: <i>Superintendent of Education</i>		x			
Goodman, William: <i>Superintendent of Education</i>			x		
Harris, Brent: <i>Manager of Financial 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				
Renaud, Deana: <i>Mental Health Manager</i>			x		
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>	x				

2.0 Regular Meeting Call to Order**115/19**

Moved by: Trustee M. McIntyre

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 21, 2019 be called to order at 6:32 p.m.

Carried**3.0 Appointment of Paul Cormier as First Nation Trustee**3.1 **116/19**

Moved by: Trustee M. McIntyre

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB appoints Paul Cormier as the First Nation Trustee, and that his appointment be effective for the period of October 1, 2019 through November 30, 2022.

Carried3.2 Dr. Paul Cormier: Declaration & Oath of Office

Dr. Paul Cormier, appointed to fill the Trustee vacancy for the First Nations, recited the Declaration of Office and took his seat as a member of the Superior-Greenstone DSB.

4.0 Approval of Agenda

Due to an administrative error, agenda item 8.4 was changed to read as item 8.3.

117/19

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/10 Regular Board Meeting, October 21, 2019 be accepted and approved as amended.

Carried**5.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest offered at this time.

6.0 Minutes: Board Meetings and Board Committee Meetings6.1 Board Meetings

The minutes of the September 23, 2019 Board meeting be revised so that the content of agenda item 11.2 now reads as "June 2020 Board meeting."

118/19

Moved by: Trustee C. Major

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2019/09: September 23, 2019

Carried**7.0 Business Arising Out of the Minutes**

Nil.

8.0 Delegations and/or Presentations8.1 Showcasing Learning: SGDSB's 3rd Student Leadership Conference

The Director of Education Nicole Morden Cormier discussed the success of the 3rd Annual Student Leadership Conference. She presented a video presentation of a collection of photos and video taken from the event. She expressed her gratitude to the staff and students for their planning and participation.

8.2 Excellence in Education: Lake Superior High School - Doing Our Part to Help Make a Difference - LSHS Eco Team

Principal Christopher Martin provided the presentation on behalf of the students who were unable to attend the meeting. He introduced the concept of the Eco Team and explained that it is a student formed and operated initiative. Teacher Ken Blackwood oversees the activities of the Eco Team; as the students work to find ways to improve the environment, while creating a platform to educate and spread awareness.

8.3 Report No. 62: Student Trustee Report: October 2019

Student Trustees S. Rathwell and S. Schwantz provided a review of the Student Senate activities that included a review of the recently held Student Leadership Conference. The Student Trustees noted the conference provides an ideal opportunity for students to develop their leadership skills and to learn to work collaboratively. They thanked administration for the successful organization of the annual event. The Student Trustees also reviewed the highlights from their attendance at the Ontario Student Trustee Association Conference held on October 17-18, 2019 in Toronto.

9.0 Adjournment

Due to power interruption in the communities of Marathon and Manitouwadge, the meeting was temporarily adjourned to review the matter and determine if the meeting could continue.

119/19

Moved by: Trustee M. Groulx

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB 2019/10 Regular Board Meeting, Monday, October 21, 2019 adjourn at 7:01 p.m.

Carried

10.0 Regular Meeting Reconvened and Call to Order

The meeting was reconvened once administration determined that the Board office could remain electronically connected to all other Videoconference sites. Trustee Margaret McIntyre excused herself from the remainder of the meeting to attend to personal matters. Trustee Christine Major and Student Trustee Stephanie Rathwell could not rejoin the meeting due to technical difficulties caused by the power outage. All other Trustees remained in attendance as outlined within the roll call and quorum was confirmed.

120/19

Moved by: Trustee M. Mannisto

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 21, 2019 be called to order to reconvene at 7:08 p.m.

Carried

11.0 Reports and Matters for Decision

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

11.1.1 Occupational Health and Safety Committee (OHSC)

Manager of Plant Services Marc Paris provided a review of the Occupational Health and Safety Committee meeting held on September 25, 2019. The meeting topics included testing for Radon, BA Parker Public School lockdown system installation and lines of communication regarding employee conduct. The next meeting will take place on December 11, 2019.

11.1.2 Special Education Advisory Committee (SEAC)

Superintendent of Education Will Goodman reviewed the agenda topics of the October 15, 2019 Special Education Advisory Committee meeting. He noted that the Committee received a presentation from System Lead Stacey Wallwin regarding the technology utilized to enhance student learning. Principal Amanda Gyorj provided a presentation titled "Knowing the Learner" that reviewed the assessments, planning and reporting completed to understand the learning needs of the students.

12.0 Reports of the Business / Negotiations Committee

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

Nil.

13.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

13.1 Report No. 63: Director's Monthly Report – October 2019

Director of Education Nicole Morden Cormier provided a review of the highlights of the presented report.

13.2 Report No. 64: 2019-2020 Annual Growth Plan: Part Two

The Director provided a PowerPoint presentation to present the information contained within the 2019-2020 Annual Growth Plan: Part Two. She advised Board members that the growth plan outlines the goals for this school year while enacting the Strategic Plan. This document will be reviewed in conjunction with the Director's Performance Appraisal at the June 2020 meeting of the Board.

14.0 Reports of the Education Committee

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

14.1 Report No. 65: Elementary EQAO 2018-2019 Achievement: Detailed Report

School Effectiveness Lead Kathleen Schram provided a comprehensive review of the report giving background for the statistical information contained therein. K. Schram explained how the data will be utilized to support the students.

Note: Trustees Stephanie Rathwell and Christine Major rejoined the meeting at approximately 7:39 p.m. via teleconference. The Videoconference equipment was unavailable due to the power outage.

14.2 Report No. 66: EQAO Secondary Achievement: Grade 9 Assessment of Mathematics & Grade 10 OSSLT Results

Student Success Lead Carol Leroux provided a detailed review of the distributed report. She expanded upon the statistical data and highlighted the strategies that are utilized to support the students and the development of learning plans.

14.3 Report No. 67: Additional Staff: Educational Assistant Needs

Superintendent of Education W. Goodman presented the report outlining the request for 2.0 FTE Education Assistants who are needed for student support.

121/19

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ That, *the Superior-Greenstone DSB approves the Addition of 2.0 FTE Educational Assistants for the remainder of the 2019-2020 school year.*

15.0 New Business

Board Chair: Pinky McRae

15.1 Board Chair

15.1.1 Trustee Professional Development October 25 & 26, 2019

Board Chair Pinky McRae discussed the agenda developed for the Trustee Professional Development Session scheduled for October 25 - 26, 2019. Trustees who are unable to attend on site have the opportunity to join through Video Conference. Those wishing to attend through that platform are asked to contact the Director or Board Chair.

15.2 Trustee Associations and Other Boards**15.2.1** Report No. 68 OPSBA: Northern Regional Meeting Report

Board Chair P. McRae provided a review of the OPSBA Northern Regional meeting report. Trustees who were in attendance at the conference provided their feedback on the event and discussed the knowledge gained. The next Regional Meeting will take place in Sault Ste Marie Ontario in the fall of 2020.

15.3 Trustee Activities

Trustee Allison Pelletier shared the positive feedback she received from a student who was in attendance at the SGDSB Student Leadership Conference.

15.4 Future Board Meeting Agenda Items

Nil.

16.0 **Notice of Motion**

Nil.

17.0 **Observer Comments**

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:00 p.m.

18.0 **Committee of the Whole Board** (In-Camera Closed)**18.1** Agenda: Committee of the Whole Board – Closed**122/19**

Moved by: Trustee C. Major

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:00 p.m. and that this portion be closed to the public.

Carried

18.2 Rise and Report from Closed Session**123/19**

Moved by: Trustee K. Pristanski

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:07p.m. and that this portion be open to the public.

Carried

19.0 **Report of the Committee of the Whole Closed Section B****19.1** **124/19**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **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 2019/09: September 23, 2019

Carried

19.2 Other Recommendations from Committee of the Whole Closed Session**125/19**

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB authorize the Director of Education, in consultation with the Chair, to close one or more schools, if necessary, to protect the safety of students and/or staff in accordance with its duties under provincial law.

Carried

20.0 Adjournment

116/19

Moved by: Trustee C. Major

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB 2019/10 Regular Board Meeting, Monday, October 21, 2019 adjourn at 8:08, p.m.

<u>2019 - Board Meetings</u> <i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>	
Monday, November 18, 2019	Monday, December 2, 2019 (1:00 p.m.) <i>*Organizational meeting</i>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/10

Committee of the Whole Board: Closed Session.

Monday, October 21, 2019

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

T O P I C S

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Board Office / GCHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:00 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 2019-09: September 23, 2019
- 4.0 Personnel Item
 - 4.1 Item A
 - 4.2 Item B

Regular Board Meeting 2019-10

Monday, October 21, 2019

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2019

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Teleconference Meeting – Marathon, ON

Tuesday, November 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>Director of Education</i>	x				
Cathy Tsubouchi: <i>Superintendent of Business</i>					x
Charles Bishop: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Marc Paris: <i>Manager of Plant Services</i>			x		
Amanda Gyori: <i>Principal Representative</i>		x			
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>			x		
Gerrilynn Christianson: <i>Recorder</i>	x				

The meeting began at 6:31 p.m. Director of Education Nicole Morden Cormier noted that some policies within the agenda package will require additional editing for grammar and advised that Administration is aware of the errors and will make the revisions prior to posting the policies for review.

1.0 Review of Minutes: September 3, 2019

The minutes of the September 3, 2019 Board Policy Review Committee were approved by the Board at the September 23, 2019 Regular Board meeting. The minutes have been attached for information only.

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

That, the Board Policy Review Committee Meeting minutes, from September 3, 2019, be approved as presented.

Carried

2.0 Business Arising from Minutes: September 3, 2019**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of September 4, 2019 through to October 25, 2019. No stakeholder feedback was received on the policies noted below.

- P-610 Prior Learning Assessment and Recognition for Mature Students
- P-202 Control and Release of Information
- P-212 Observer Comments at Board Meetings
- P-305 Internal Audits
- P-406 Snow Removal and Ice Control
- P-516 Safe Arrivals Program
- P-714 Criminal Background Check

Action Item: Submit Policy 610, Policy 202, Policy 212, Policy 305, Policy 406, Policy 516 and Policy 714 for Board approval at the November 18, 2019 Board meeting.

3.0 Reviews: New/Existing Policies

Due to the extensive revisions completed for Policy 717 and Policy 720, the policies have been brought forward as a policy review instead of under business arising from the September 3rd Board Policy Review Committee meeting.

P-717 Workplace Harassment

Superintendent of Education Charlie Bishop reviewed the extensive revisions made to the policy upon the receipt of stakeholder feedback. Policy changes include the change of the title to Workplace Harassment and Human Rights Policy and the inclusion of content from the Occupational Health and Safety act and Human Rights legislation. There are a number of grammatical errors and formatting revisions yet to be made in the policy that Administration will revise before posting for stakeholder review. Section 1 B of the policy will be revised to read "through governance, create and promote a safe, nurturing, equitable and respectful workplace that promotes human rights".

Action: Submit policy 717 for stakeholder review as amended.

P-720 Workplace Violence

Superintendent of Education C. Bishop provided a review of the extensive policy revisions. He advised that the language within the policy has been clarified and that the policy implementation procedures have been moved to the management guideline.

Action: Submit policy 720 for stakeholder review as amended.

P-302 Student Transportation

Superintendent of Education Will Goodman has conducted a review of the policy and researched the procedures of other school boards. He recommends that Policy 302, Student Transportation, be removed from our policies and a procedural document be created in its place for staff to use.

Action: Policy 302 will be made redundant.

P-403 Handling Dangerous Substances

Superintendent C. Bishop advised that this policy will soon be replaced by a forthcoming policy. Until such time, the policy will remain and will become redundant when the new policy is implemented.

Action: Policy will remain as is and be replaced by the new policy when available.

P-520 Safe Schools System Expectations

C. Bishop reviewed the policy and the revisions made to include information regarding the cannabis legislation and use of cell phones legislation.

Action: Submit the above policy for stakeholder review.

P-606 Home Hospital Instruction

C. Bishop recommends no changes to the document at this time.

Action: Submit the above policy for stakeholder review.

P-707 Employee Code of Conduct

C. Bishop reviewed the policy and updated the document to include required content from the provincial code of conduct. The document was also updated to include statements regarding Cannabis and cell phone use legislation.

Action: Submit policy 707 for stakeholder review.

P-602.1 Students Acceptable Use of Technology

C. Bishop reviewed the minor revision made to the policy and advised that the document now includes language regarding the use of cell phones.

Action: Submit policy 602.1 for stakeholder review.

P-602.2 Employee Acceptable Use of Technology

C. Bishop reviewed the minor revision made to the policy and advised that the document now includes language regarding the use of cell phones.

Action: Submit policy 602.2 for stakeholder review.

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

P-717 Harassment

P-720 Workplace Violence

P-520 Safe Schools System Expectations

P-606 Home Hospital Instruction

P-707 Employee Code of Conduct

P-602.1 Students Acceptable Use of Technology

P-602.2 Employee Acceptable Use of Technology

Action: Submit Policy 717, Policy 720, Policy 520, Policy 606, Policy 707, Policy 602.1 and Policy 602.2 for stakeholder review on November 6, 2019.

5.0 List All Policies to Refer to Board for Approval on November 18, 2019

P-610 Prior Learning Assessment and Recognition for Mature Students

P-202 Control and Release of Information

P-212 Observer Comments at Board Meetings

P-305 Internal Audits

P-406 Snow Removal and Ice Control

P-516 Safe Arrivals Program

P-714 Criminal Background Check

6.0 2019 Meeting Schedule

Tentatively scheduled for February 4, 2020 at 6:30 pm (pending Board approval of the yearly meeting schedule on December 2, 2019)

7.0 Adjournment

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

That, the Board Policy Review Committee Meeting of November 5, 2019 adjourn at 7:12 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM		
<i>Policy Name</i>	PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS		610
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>	
May 27, 2014	April 1, 2014	December 2024	
February 20, 2008	November 6, 2012	December 2019	

POLICY

In accordance with provincial Policy/Program Memorandum (PPM) No. 132, Prior Learning Assessment and Recognition (PLAR) for Mature Students, individuals may challenge for the purpose of granting equivalency credits for Grade 9 or 10 courses and assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting equivalency credits for Grade 11 or 12 courses. This is per the outline in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2011, (Section 7.2.5.2). The process for the granting of these equivalent credits is outlined in in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016 (Section 7.2.5.2).

DEFINITIONS

“Prior Learning Assessment and Recognition (PLAR)” is the formal evaluation and credit-granting process whereby mature 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. For mature students the PLAR process may involve two components for each of: grades 9, 10 and grades 11, 12. For grades 9, 10, the two components are individual assessment and/or equivalency. For grades 11, 12, the two components are equivalency and/or challenge.

“Challenge” means process whereby the mature student’s prior learning is assessed for the purpose of granting credit for Grade 11 or 12 courses.

“Equivalency” is the process of assessing credentials from other jurisdictions, workplace and other institutions of learning and may involve individual assessment for the purpose of granting credits.

“Credits:” All credits granted through the PLAR process – that is, through either the individual assessment, challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses. The maximum number of credits that can be obtained from the PLAR process is twenty-six (26). A maximum of sixteen credits for grades 9 and 10 either through equivalency or individual assessment and a maximum of ten credits for grades 11 and 12 either through equivalency or challenge. Each student must earn the last four credits one of which must be ENG 4C or ENG 4E or OLC 40. No substitution is permitted.

“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. Beginning February 2004, the following groups of mature students are affected by this policy:

- Mature students who are new to the Ontario secondary school system as of February 1, 2004, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements.
- Mature students who were enrolled as regular day school students in the Ontario secondary school system, and were placed in Grade 9 in 1999-2000 or later, Grade 10 in 2000-2001 or later, Grade 11 in 2001-2002 or later, or Grade 12 in 2002-2003 or later; and who return to school as mature students on February 1, 2004 or later to work towards the OSSD under OSS diploma requirements.
- Mature students who were enrolled previously in the Ontario secondary school system, and were placed in Grade 9 before 1999-2000, Grade 10 before 2000-2001, Grade 11 before 2001-2002, or Grade 12 before 2002-2003; and who are working towards the OSSD under OSIS diploma requirements; or mature students who were enrolled previously in the Ontario secondary school system and who are working towards the Secondary School Graduation Diploma (SSGD).
- Mature students who were new to the Ontario secondary school system, and were enrolled as mature students in the Ontario secondary school system before February 1, 2004 who were placed in Grade 9 in 1999-2000 or later, Grade 10 in 2000-2001 or later, Grade 11 in 2001-2002 or later, or Grade 12 in 2002-2003 or later, and who are working towards the OSSD under OSS diploma requirements
- Mature students who enrolled in a secondary school prior to 1999 in Ontario may choose to be governed by this policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	CONTROL & RELEASE OF INFORMATION		202

Board Approved:	Reviewed:	Review By:
October 27, 2015	October 5, 2015	December 2024
October 18, 2010	September 23, 2010	December 2020
April 18, 2005	April 18, 2005	
March 12, 1999		

POLICY

The Superior-Greenstone District School Board recognizes its responsibility to provide, in a timely fashion, full and complete information to the public it serves.

PROCEDURE

To ensure that proper information is released to the public through the various news media, information is to be released only upon the prior knowledge and approval of the Director of Education and/or the Board Chair.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Policy Name</i>	OBSERVER COMMENTS AT BOARD MEETINGS		212
<i>Board Approved:</i>	<i>Reviewed</i>	<i>Review By:</i>	
June 23, 2015	May 11 & April 13, 2015	December 2024	
April 24, 2001	April 2004	December 2020	
May 20, 2009	April 27, 2009		

POLICY

It is the policy of the board to facilitate a process for observers at Regular Board meetings to present brief comments and suggestions to the board, in accordance with the following procedures.

PROCEDURES

- 1.0 The Chair will announce prior to the "Observer Comments" section of the board meeting agenda that persons choosing to make observer comments must precede their observations by stating their name, address and the topic on which they wish to comment.
- 2.0 The "Observer Comments" period, for each Regular Board meeting, shall be no longer than sixteen (16) minutes, unless the board, by resolution, determines otherwise. No individual observer comment shall exceed two (2) minutes in duration.
- 3.0 Comments pertaining to the competency of any board employee, either implied or direct, shall not be made.
- 4.0 Employees of the board shall not utilize the "Observer Comments" section on the board agenda to express their views relative to their employment or professional interests. (Employees have recourse to other procedures for making their views known.)
- 5.0 Trustees will not respond to or debate items raised during "Observer Comments" at the time of the "Observer Comments" on the agenda.
- 6.0 The Chair of the Board, in consultation with the Director of Education, or designate, shall review the remarks of the observer comments and take action as may be deemed appropriate.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION		
<i>Policy Name</i>	INTERNAL AUDITS REVIEWS Management Guideline Applies		305
<i>Board Approved:</i>	<u>October 18, 2011</u> June 25, 1999	<i>Reviewed:</i> <u>September 26, 2011</u> December 6, 2005	<i>Review Prior To:</i> December 2024 December 2016

POLICY

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

PROCEDURES**1.0 Annual **Audit Review** Plan**

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

2.0 Basic **Audit Review for Schools**

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

3.0 Basic **Audit Review for the Board Office**

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

4.0 Reporting

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS		
<i>Policy Name</i>	SNOW REMOVAL AND ICE CONTROL		406
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i>	
October 27, 2015	October 5, 2015	December 2024	
February 17, 2010	November 23, 2009	December 2020	
March 12, 1999	June 21, 2005		

POLICY

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

PROCEDURES

1.0 Hours of Operation for Equipment

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

2.0 Need During School Hours

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

3.0 Use of Custodial Staff

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

4.0 Use of External Contractors

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

5.0 Inspections of Grounds

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

6.0 Ice Control

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

7.0 *Logging of Snow and Ice Control Measures*

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	SAFE ARRIVALS PROGRAM Management Guideline Applies		516
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>	
October 27, 2015	October 5, 2015	December 2024	
June 16, 2009	June 10, 2009	December 2020	
June 25, 1999	October 19, 2004		

POLICY

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

PROCEDURES

Each school's Safe Arrival Program will:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	CRIMINAL BACKGROUND CHECK <i>Management Guideline Applies</i>	714
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
February 24, 2015 June 16, 2009 May 26, 2003	February 2, 2015 June 10, 2009	December 2024 December 2020

POLICY

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

RATIONALE

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

PROCEDURES**1.0 Employees**

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

2.0 Service Providers and Other Provincial Organizations

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

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

Examples include:

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

3.0 Volunteers

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

4.0 Emergency Provision

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

5.0 Privacy

- 5.1 Completed criminal reference checks and offence declarations will be filed in a separate and secure location in order to ensure privacy and confidentiality.

6.0 Adjudication

- 6.1 Where evidence is received of a criminal conviction, the designated Board contacts (Director of Education and Superintendents) will consider the following factors in adjudicating each case to determine an appropriate course of action:

- did the offence(s) involve children and/or sexual activity and/or violence;
- nature of the offence;
- degree of cooperation with the investigation;

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

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

Definitions:

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

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

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

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

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

Service Provider

- provides goods or services under contract with the Board;

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

POLICY

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

~~This policy applies to board employees, service providers, volunteers, trustees and others.~~

DEFINITIONS

~~“**criminal background check**” means, in respect of a board, a document concerning an individual:~~

- ~~— a) that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six months before the day the board collects the document; and~~
- ~~— b) that contains information concerning the individual's Personal Criminal History.~~

PROCEDURES

- ~~1.0 The board will not employ or continue to employ persons who have criminal records and/or patterns of behaviour that may place students at risk.~~
- ~~2.0 The board will not contract with or continue to contract with an individual who has direct and regular contact with students who has a police record, which is judged to potentially place a student or students at risk.~~
- ~~3.0 The board will contract an external agency to collect and adjudicate police record checks on all service providers and employees of service providers who are identified by the board as potentially coming into direct and regular contact with students.~~
- ~~4.0 The board will not allow school access to volunteers, trustees or others who have direct and regular contact with students, but who have not provided a Police Record Check, or who have provided a Police Record Check, which when adjudicated has been found to present an unacceptable risk to students and/or staff.~~
- ~~5.0 In accordance with Regulation 521/01 a Criminal Background Check must be provided by all:
 - current employees
 - volunteers and service providers
 - trustees~~

- 6.0 ~~All new employees will be required to provide, at their own expense, an original Vulnerable Sector Screening Check prior to commencing employment, service provisions or volunteer activities that entail direct contact with pupils on a regular basis at a school site of the board.~~
- 7.0 ~~All service providers, trustees, volunteers and others will be required to provide, at their own expense, an original Police Record Check. Fees for trustees will be paid by the board.~~

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

Report No: 69

Date: November 18, 2019

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

FROM: Stephanie Rathwell and Sydney Schwantz

SUBJECT: Student Trustee Report: November

STRATEGIC

PRIORITY: Stewardship

Background

On October 17th we went to Toronto for OSTA-AECO's Fall General Meeting. There, we learned more about our positions as Student Trustees and found new ways to connect with members of the board, Student Senate and our schools. We recognize the importance of connecting with other Student Trustees and learning from the struggles they are facing as it gives us the opportunity to compare those situations to our own and to become better leaders.

We also had the chance to learn from keynote speakers such as; Nancy Naylor, Deputy Minister of Education, Norah Marsh, CEO of EQAO, and MEDLIFE. These speakers were empowering because they took the time to answer our questions and understand our values in education.

During our time in Toronto, we were enlightened on how to engage more students to be involved within their school communities and how to encourage younger students to not feel like they are too young to make a difference. This is important to us due to the fact that we do not have a largely populated board and we have many opportunities for younger students to step up and have an impact. We will continue to encourage participation and involvement within the board and school communities.

Current Situation

We are eager to kick off this year's Student Senate on November 19th. With this quickly approaching, we are determined to find different ways to challenge senators, as well as build a strong source of communication with each other. This year, we are strongly considering having additional meetings specifically for the elementary Senators and the secondary Senators. This will allow our focus to be on separate age groups and help them accomplish more suitable goals for their maturity level. Our main goal for this year is to leave the students feeling not only as better leaders, but as better people. We hope to give them the confidence and passion to go the extra mile and further their leadership abilities.

Next Steps

As we have begun reaching out to the Student Senators and asking how they would like to see the Senate run this year, we are open to suggestions from them on new challenges and structure of the meetings. We are trying to promote the extensive use of our EDSBY leadership group chat as it will allow the Senators that extra support between Senate meetings, as well as giving us an idea of important

factors to highlight during the meetings. To promote the group we are posting questions and communication prompts, and reminding students that they are encouraged to utilize this tool as much as possible.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 69, Student Trustee Report: November, for information.

Respectfully submitted by:

Stephanie Rathwell
Student Trustee

Sydney Schwantz
Student Trustee

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD*"Inspiring Our Students to Succeed and Make a Difference"***Report No: 70****Date:** November 18, 2019

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary as of October 31, 2019

STRATEGIC

PRIORITY: Stewardship

Current Situation

The enrolment of October 31, 2019 is summarized below:

ELEMENTARY SCHOOLS	BUDGET FTE October 31, 2019	ACTUAL FTE October 31, 2019	VARIANCE
B.A. Parker Public School	116.00	112.00	-4.00
Beardmore Public School	21.00	23.00	2.00
Dorion Public School	48.00	49.00	1.00
George O'Neill Public School	149.00	150.00	1.00
Manitouwadge Public School	45.00	40.00	-5.00
Margaret Twomey Public School	170.00	171.00	1.00
Marjorie Mills Public School	56.00	52.00	-4.00
Nakina Public School	14.00	17.00	3.00
Schreiber Public School	55.00	49.00	-6.00
Terrace Bay Public School	92.00	103.00	11.00
Total Elementary Enrolment	766.00	766.00	0.00
SECONDARY SCHOOLS	BUDGET FTE October 31, 2019	ACTUAL FTE October 31, 2019	VARIANCE
Geraldton Composite High School	156.50	208.75	52.25
Lake Superior High School	91.50	90.25	-1.25
Manitouwadge High School	58.00	63.50	5.50
Marathon High School	167.00	165.75	-1.25
Nipigon Red Rock High School	134.00	139.75	5.75
Total Secondary Enrolment	607.00	668.00	61.00
Total Board Enrolment	1,373.00	1,434.00	61.00

Administrative Summary

That the report No. 70, *Enrolment Summary as of October 31, 2019*, is presented to the Board for information.

Respectfully submitted,

Cathy Tsubouchi,
Superintendent of Business

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW NO. 146

A By-law to levy taxes.

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

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

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

The rates set out in Ontario Regulation 400/98 for 2020 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 18th day of November 2019.

Chair

Secretary to the Board

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 71

Date: November 18, 2019

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









FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: November

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.

	 <p>Recent MNHS Grad Trisha Brinklow is teaching the college portion of our Dual Credit Welding course. She completed her one-year college welding program at Sault College 2 years ago. Trisha is working at the mine and working around her schedule to support and inspire our learners.</p> 
	 <p>Manitouwadge Public School grade seven and eight students participated with more than 1.1 million elementary and secondary school students participated in Student Vote Canada 2019, coinciding with the 2019 federal election.</p> <p>After learning about the electoral process, researching the parties and platforms, and debating Canada's future, students cast their ballots for the official candidates running in their school's riding.</p>
	<p>Marathon High School participated in the Biigtigong Nishnaabeg Youth/Elder Day on October 23, 2019. Students were involved in a variety of cultural learning activities for the day. The OPP and TBDHU visited the school to recognize Impaired Driving Week with interactive displays and presentations.</p> <p>Students participated in a variety of Halloween activities, including fundraising for the Marathon Food Bank. On October 31, the entire school participated in a presentation from Steve Lee of the 3% Project, an organization devoted to educating about a sustainable future through a focus on the United Nations' 17 Goals for Sustainable Development.</p>
	 <p>Mr. Donald Michano from Biigtigong has been coming in to teach our students about drumming during weekly lunch hour sessions.</p> <p>On Halloween night, our grade 8 students will be demonstrated leadership and citizenship by asking for donations to support our local food bank.</p>



LSHS students participated in the 15th Annual Trick or Treat for the Humane Society that was held Halloween Night in the communities of Schreiber, Terrace Bay and Rossport. Thank you to all of the students who volunteered and a special thank you to Mrs. Wallwin for organizing this long-standing event. This year they raised \$2048.00 that will be going to support the animals at the Furget-me-not Animal Shelter.



TBPS held their annual Fall Feast. Staff and students were able to enjoy fresh vegetables from the school garden such as carrots, potatoes, peas and cabbage. A big thank you goes out to Mrs. Morrison, the custodian for helping coordinate this wonderful event and to all the volunteers that donated, helped with set up and clean up and who served food. The students really enjoy being able to plant, grow, harvest and eat fresh vegetables every year.



We Scare for Hunger. As part of the We Day student action plan the Junior and Intermediate students went out on Tuesday, October 29th, to collect canned goods for the Northshore Food Bank. As well the students held a fall fair and bake sale for all students on October 31st. The SPS students were given an opportunity to play a number of games and buy baked goods. In addition to all of the canned goods collected the students raised over \$200!











On Oct. 10, the Beardmore Elementary School held its traditional Thanksgiving Dinner. Students helped to wash and peel potatoes, carrots and celery as well as decorate and set up for the event, truly building a community. Appreciations went to parent volunteers who cooked the turkey, potatoes, and special desserts. Appreciations also went to the French and Ojibwe class for their presentation on being thankful for how fortunate we are.





The wolfpack enjoyed a fun Halloween afternoon full of dancing and games organized by the Student Senate leaders Summer and Izzy. The girls did a PAWsome job and take true pride in being a member of the wolfpack!



	 <p>During Treaties Recognition week, MMPS grades 4 to 8 students joined with our Lady of Fatima students to learn about treaties from Victor Chapais (local elder) . Other activities included the NSL students listening to, “We are all Treaty People” and making Wampum belts with legos.</p>
	<p>Grade 7 and 8 students from B.A. Parker have been learning about Water in their science unit. They were particularly interested in the water treatment process and so Miss. Pietsch brought her class to the Geraldton Water Treatment Plant. Students got to see how Geraldton got its clean water and how it compared to what they had learned in their class. Students were engaged and curious as they toured the OCWA run facility. Tours were given by Mr. Beaulieu and Mr. Gauthier. The students were so interested in what they saw that the question and answer period contained more than twenty questions.</p> 
	<p>GCHS Knights have been playing very well in our Volleyball and Basketball tournaments with surrounding schools. Students here are very active and engaged in our extracurricular activities that our school provides as extension of their education. Thanks to the many staff and teachers that volunteer their time to ensure that our students are having a valuable high school experience.</p>
	<p>Students at DOPS competed in their house teams during our annual Halloween STEM Challenges. These activities focus on engaging students in critical thinking through the disciplines of science, technology, engineering, and mathematics. Students enjoyed designing and building bone bridges & pumpkin stands and experimented with static electricity to make ghosts fly!</p>
	<p>Ms. Robbins Gr. 2/3 class and Mrs. Paakkunainen's SK/1 visited friends in Long Term Care in Nipigon on Halloween Morning. The kids showed off their costumes, shared stories, and received a beautiful trick or treat bag! Our friends at the long term care unit were so happy to welcome them all back.</p> 
	<p>The whole school participated in Halloween Celebrations. This included teachers meeting all the Terry Fox challenges in front of the students. During this assembly the house system was reintroduced. Students met their house mates and participated in several activities in order to win points for their house. Included was a Facebook page where former Lakers reminisced and posted their house when they attended. Over 100 posting have been noted to date.</p>

<p>Relationships: TELTC</p>	<p>We strive to develop strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging. Our TETLC was invited to the Schreiber Public School Back to School event in October. Stacey was able to meet with parents and encourage parents who had yet to sign up for Edsby to do so, to assist those with access difficulties, encourage the use of the "Schedule an Absence" feature and answer any questions that they had about Edsby. It was a fantastic opportunity to be part of the school-parent community event as we are partners in supporting our students. Teachers at SCPS will be receiving more PD around Edsby at the next PD session to support evidence collection in the area of numeracy.</p> 
<p>Learning: Trauma Informed Schools</p>	<p>The multi-disciplinary team continues to enhance our culture of professional and collaborative learning through a job-embedded approach by supporting Marjorie Mills Public School in becoming a trauma informed school. Chelsea Adams is working with the school to build capacity around Trauma Informed classrooms to further support learning environments that allow all learners to be successful and engaged in their learning.</p>
<p>Learning: Assistive Technology</p>	<p>Our team is committed to learning by presenting opportunities for staff to remain current in their professional knowledge and recognize its relationship to classroom practice. Our October Hot Topics session was held on November 23 with a focus on Assistive Technology. Stacey Wallwin joined us for this virtual session and engaged special education teachers and administrators in learning around the assistive technology students throughout SGDSB are currently using and how we can best support these learners.</p>
<p>Learning: Building Capacity with AWE and Resource Team Deana</p>	<p>We have engaged in learning around Developmental Trauma and Trauma Informed Schools. Cross education has been provided to the Resource Team (Indigenous Grad Coaches, Attendance Counselors and Child and Youth Workers) as well as to the AWE committee. We are working on capacity building around trauma informed practices and the impact of Adverse Childhood Experiences. We are going to be implementing these practices in marker schools in collaboration with the Multi-Disciplinary Committee.</p>
<p>Well-Being: Mental Health</p>	<p>We have provided several wellbeing initiatives over the last month. We had our Happiness Board Challenge with Danya Skworchinski winning our participation draw. We had a follow up challenge on Halloween as there is no better day to dress up and celebrate our inner hero than Halloween. We had a challenge for all staff to dress up as their favourite super hero OR wear a cape to work on October 31, 2019 to celebrate our inner hero. Part two of the challenge was to share a moment when you have felt like a hero to a student (because it is important to celebrate our successes) OR share a moment when you have witnessed another SGDSB educator or staff be a hero to a student (because it is also important to recognize heroism in others). We also held a lunch and learn for the board office staff regarding mindfulness facilitated by our Mental Health Manager.</p>
<p>Well-Being: Emotional Intelligence Assessment and Toolkit</p>	<p>A key objective in our Strategic Plan is to ensure a safe and welcoming environment for all students and staff. We are working at collecting data in the grades 6/7/8 classrooms across the district regarding emotional intelligence and will be building a resource toolkit for educators to implement mental health programming in classrooms.</p>
<p>Stewardship: Attending Apply to</p>	<p>As we continue to enhance our operational practices and responsibly manage recruitment to our school board and communities, we are expanding our reach. On November 8th, Hillary Freeburn</p>

Education Career Fair in Toronto	and Will Goodman spent the day sharing the benefits of our small schools with thousands of educators, support staff and other education partners in the hopes that we can bring highly qualified, passionate staff to our board.
Learning: October PD Day	Our October 26th Numeracy PD Day saw staff in schools demonstrate their commitment to learning through engaging in collaborative conversations around data literacy - grappling with data to inform next steps. As we work towards nurturing quality thinking, some of the critical challenges that were engaged in, through this focus, were examining data to assess impact, drawing conclusions about most important next steps, and using the data to raise questions for further inquiry. Elementary schools dug deeper into math specific data; like our student's attitudes towards mathematics, and how they are achieving on thinking and application multiple-choice questions; while our secondary schools inquired more into their data on a global level, making connections to further work they will be engaging in through their School Learning Plans.
Learning and Relationships: Careers in the Skilled Trades and Technologies	<p>In demonstrating our commitment to celebrate growth in all learners, 41 students (representing all five high schools), four educators and two parents travelled to the Carpenters Union in Thunder Bay, on November 1, to participate in the Skills Ontario Young Women's Career Exploration Event. This event provided participants the opportunity to meet, network, engage in hands-on activities, and enjoy a meal with mentors who were eager to share their experiences working in the skilled trades. Careers in the skilled trades and technologies are a great opportunity for everyone as they are profitable, flexible, creative and rewarding. Through experiences like these, SGDSB will continue to strive to help students develop the skills, knowledge and habits of mind to become competent and confident education and career/life planners. Thanks to the presenters, mentors, sponsors, parents, staff and students for helping to make this event educational, interactive and enjoyable.</p> <div data-bbox="964 653 1419 995">  </div> <div data-bbox="954 1016 1409 1358">  </div>
Learning and Well-Being: Students Applying Their Learning Through the Stages of Cardboard Boat Building	On October 30, 91 students from across the region participated in this year's Elementary Regional Cardboard Boat Race Competition in Marathon. The beauty of this event is that it supports students in taking responsibility for their learning and in understanding the process of learning. Throughout this activity, students put their global competency, math and technology skills to the test as they built a seaworthy boat to compete in a speed and weight challenge with only two sheets of 4ftx8ft sheets of cardboard and duct tape. Students applied their learning through the stages of cardboard boat building by practicing beforehand and receiving feedback

and reflecting on their initial designs while adjusting for the regional competition. The competition itself fosters a positive sense of self, spirit and belonging as team members work together on the planning and design, quality of construction, safety and cleanliness, teamwork and team spirit, visual appeal, and knowledge of skilled trades which account for a third of the marks within the construction phase. This is once again another example of an activity that helps students engage in meaningful learning experiences where they feel connected and a sense of belonging at school. It also allows students to learn about apprenticeship pathways. Laughter and smiles filled the day, congratulations go out to everyone! Medal winners include Holy Saviour (gold), St. Joseph (silver), and Biigtigong (third).




Learning: New Teacher Induction Orientation



On November 6, the Superior-Greenstone District School Board welcomed their new Teachers at the Board/NTIP Orientation session held at the Red Rock Learning Center. This orientation is one method of demonstrating our commitment to learning by striving to be current in our professional knowledge. Our new Teachers participated in several information sessions that included: Our Board Learning Plan, Strategic Plan, Human Resources as well as the NTIP program (mentoring and professional development). Our teachers were

very excited to spend time with some of our Leads (Numeracy, Indigenous and Technology) where they were given some hands-on experiences with our Math Matters resources, Edsby applications and our First Nations Resources. Teacher feedback indicated an increased understanding of the resources and supports available and how to access them through NTIP. The day was completed when New Teachers were given a variety of professional resources to assist them on their growth journey. It was a great day filled with much conversation and sharing of experiences.

<p>Relationships: Visit to Aroland First Nation – Johnny Therriault School</p>	<p>Members of our school board were invited by the Nishnawbe Aski Nation to engage in a day-long visit to the Johnny Therriault School located in Aroland, through the Education Partnership Program (EPP). The EPP is designed to improve the scope and quality of educational programs and services available to NAN First Nation students attending provincially funded schools. This day allowed for Nicole Morden Cormier, Nancy O'Donnell, Carlo Poretta, Jen Tucker and Jason Johnson, along with staff from Lakehead Public Schools, Thunder Bay Catholic District School Board, and Superior North Catholic School Board to tour the school, learn more about the connection between land-based learning and the curriculum, and to visit their new learning camp, called the Choose Life Project. The day was filled with learning, making connections, building relationships, and truly was inspirational. We left with an open invitation to access the learning camp to provide students with additional learning opportunities.</p>	
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Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 71, Director's Monthly Report: November, for information.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 72

Date: November 18, 2019

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Operationalizing the Multi-Year Strategic Plan: Stewardship Goals

STRATEGIC PRIORITY: Stewardship

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.”

Our Multi-Year Strategic Plan is a visioning and policy document that sets direction and identifies priorities for positive change for each school year until 2023. As identified in the Director of Education’s Growth Plan, all system leaders are required to analyze the needs of their schools/departments/portfolios, and to respond to those needs by setting goals that operationalize individual objectives of the Strategic Plan. These goals will be communicated to the system as a way of ensuring transparency, providing direction, and to motivate and give a sense of purpose to staff at every level of the organization.

The 2019-2020 school year has been defined as Cycle One of the implementation of our Strategic Plan; as such, communicating the specific goals for each pillar of the plan will occur. Each goal has been crafted as a SMART goal to ensure that they are measured quantitatively; that is, they are specific, measurable, achievable, relevant and time bound. Year two of Cycle One will focus on reporting the degree to which we have achieved our goals, as measured by evidence of impact.

Current Situation

The aim of this pillar articulates our commitment to “optimizing learning opportunities that will make a significant contribution to improving the societal/environmental/digital fabric of our environments and society through responsible stewardship”. Our belief that all staff must see themselves as learners who have a responsibility to continually enhance our organization and practices in support of students (directly and indirectly) is apparent through this aim and the associated objectives.

The following table outlines how we are operationalizing and monitoring some selected objectives of the Stewardship Pillar during this first cycle of implementation at the system level.

Table One: Cycle One Implementation Plans: The Stewardship Pillar

Students Objective: To meet our aim, <i>we will strengthen student voice through leadership opportunities.</i>	
Department	SMART Goal
Education: Director	By June 2020, 30% of our 2019-2020 Student Senators will demonstrate an increase of one level on the Student Voice Continuum, as measured by the Student Senator Leadership Survey.

Staff Objective: To meet our aim, <i>we will enhance operational practices to effectively and responsibly manage human, material and financial resources in support of students.</i>	
Department	SMART Goal
Plant Services	By August 31, 2020 all WIFI in all schools will have connectivity of 95 % and measure by a connectivity performance audit by a third-party vendor to verify connectivity.

Plant Services	By August 31, 2020, we will increase the revenue of unoccupied space by 2.5% and decrease operations utility cost in unoccupied spaces by 2% as measured by comparing consumption in 2018-2019 and 2019-2020.
Plant Services	By August 31, 2020, 85% of all Custodial Staff will support the waste reduction strategies (focus on recycling where possible), as measured by an attitudinal survey and a review of the cost of tipping fees and operations supplies, as compared to 2018-2019.
Business Services	By August, 2020, 10 of our 15 schools will be adhering to the attendance management approach for SGDSB, as measured by an attendance audit.
Business Services	By June, 2020, all members of SGDSB's PIM committee will write and approve a records retention policy and procedures incorporating OASBO's Generic Records Retention Schedule, as evidenced by obtaining Board Policy Review Committee and subsequent Board approval of a records retention policy and procedures.
Human Resources	By June of 2020, 100% of Managers and School Administrators will be trained on the guidelines of Disability Management and Attendance Management, as measured by knowledge of their roles, responsibilities, and procedure to follow within the Attendance Support Program.
Information Technology Services	By Fall 2020, 90% of I.T. system changes will be governed by a Change Management Policy of the Board, with accompanying practices as measured by audits using a combination of auditing software, helpdesk logs and surveys.
Information Technology Services	By Fall 2020, 90% of staff and students will have migrated from using local network shares and personal drives to Sharepoint-based cloud storage with a central hub site, as measured by the examination of each system's configuration.
Business	By August 2020, five year-end protocols covering Plant, School Cash, Human Resources, Payroll and Initiatives will be used to guide year-end task completion, as measured by a year-end review by the Superintendent of Business.
Financial Services	By August 2020, 75% of school administrators, systems leads and managers will have corporate charge cards, as measured by a year to year comparison.

Partners Objective: To meet our aim, ***we will establish processes to engage in ongoing outreach activities to establish mutually beneficial partnerships.***

Department	SMART Goal
Finance	By August 2020, 60% of regularly invoiced partners will be set up on a consistent billing cycle, as measured by a year end review by the Manager or Financial Services.

Next Steps

When engaged in implementation, ongoing monitoring of the steps that have been taken to lead to the realization of the goal is a required step. The Director of Education will engage in this ongoing monitoring, providing guidance and feedback to staff. Mid-course corrections may be necessary as we work collaboratively to achieve our identified targets.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 72, Operationalizing the Multi-Year Strategic Plan: Stewardship Goals, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education

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

Report No: 73

Date: November 18, 2019

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Transition Vice-Principal at Nipigon-Red Rock District High School

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

Background

Erica Cotton, the principal of Nipigon-Red Rock District High School will be retiring after the completion of semester 1 effective January 31, 2020. The senior administration team has recruited extensively in order to find a suitable candidate that has strong instructional leadership skills as well as the ability to carry out the safe operations of the school while fostering relationships that create a student centered learning environment. In order to allow for a smooth transition mid-year, time at the school is required for the new principal and exiting principal to work together for our students.

Current Situation

In order to allow staff, students and the new principal a smooth transition it is recommended that from January 6, 2020 to January 31, 2020 we have an addition of 1.0 FTE Vice-Principal. On February 1, 2020 the Vice-Principal would assume the new role of Principal at NRHS.

It is recommended that for January 6, 2020 to January 31, 2020, 1.0 Vice Principal be funded by Superior-Greenstone District School Board.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Board Report No 73, Transition Vice-Principal at Nipigon-Red Rock District High School, approves the staffing as presented.

Respectfully submitted by:

Will Goodman
Superintendent of Education



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

Report No: 74

Date: November 11, 2019

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

FROM: Charles Bishop – Superintendent of Education

SUBJECT: Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.

STRATEGIC

PRIORITY: Learning, Relationships, Well-Being

Background

In August of this year, the Ministry of Education released the curriculum for Health and Physical Education, Grades 1–8. Along with that release, Policy/Program Memorandum (PPM) 162 was also introduced. Entitled, "Exemption from Instruction related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*," the PPM informed school boards "that they must develop and implement a policy or procedure that allows for students to be exempted, at the request of their parents, from instruction related to the Human Development and Sexual Health expectations found in strand D of the Health curriculum."

Current Situation

Thanks to the hard work of Lake Superior High School Principal, Chris Martin, who was the lead on this undertaking, the Superior-Greenstone District School Board now has a procedure that provides directions and information to staff, parents/guardians, and the community about the exemption that parents/guardians can exercise for their children not to receive instruction in strand D of the Health and Physical Education Curriculum, Grades 1-8, 2019. In addition to the procedure, there is a letter to inform parents/guardians, information for social media, as well the exemption form. Accompanying the exemption is a brief description of the topics covered in each grade in strand D.

Principals have received the materials, and are presently getting the information to parents/guardians to let them know of the exemption and the steps in place for them to exercise this exemption, and what the parents/guardians can expect their child to experience at school if they choose to exempt them from the Human Development and Sexual Growth component of the Health and Physical Education curriculum. Parents can choose to have their child remain in the class, not take part in the instruction but work on other class work; to work on other class work in another classroom of the school, or to be released into the care of the parent or the parent's approved designate.

Next Steps

Parents/Guardians will be provided with the information related to the exemption at the beginning of every school year. Once schools know when strand D is going to be taught during the school year, exemption forms with that information will be sent home to parents/guardians allowing them to decide to exempt their child or not, and what that exemption will look like in terms of supervision for their child.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report 74, Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019, for information.

Respectfully submitted by:

Charles Bishop,
Superintendent of Education



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

Report No: 75

Date: November 18, 2019

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

FROM: Carole Leroux – Student Success Lead

SUBJECT: Student Success Portfolio for 2019-2020: An Overview of

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships and Stewardship

Background

The Student Success Lead role was first implemented in 2003 as one of the key drivers in the Students At-Risk strategy and now supports the work in achieving the aims articulated in *Achieving Excellence: A Renewed Vision for Education in Ontario* for students in grades 7-12. The role was intended to be a champion of Student Success and Student Achievement initiatives within school boards. The Student Success portfolio supports, implements, develops, monitors and reports on a variety of initiatives such as Literacy grades 7-12, Numeracy grades 7-12, Community, Culture and Caring, Pathways, SCWI (School College Work Initiative – Dual Credits), SHSM Programs (Specialist High Skills Majors), Experiential Learning, Alternative Learning, Student Voice and Leadership, Instructional Practices (PLCs and mentoring groups), Adult Education and Student Success Teachers/Teams.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Student Success Initiatives strive to ensure all students have equitable opportunities and conditions to maximize their learning potential and be the best version of themselves. We work to achieve this vision through implementation of the *Pathways to Success* (2013), *Growing Success* (2010), *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) and *Caring and Safe Schools in Ontario* (2010).

Current Situation

While work is ongoing throughout all initiatives within the Student Success portfolio, the key priorities this year continue to be in the areas of Student Success Teams, Learning Leads and transitions.

- Influence and support principals with the development and strengthening of Student Success Teams to ensure all at-risk students are receiving the supports and interventions necessary for success;
- Influence and support principals with the strengthening and further definition of the Learning Leads structure to support the mentorship of teachers and their PLCs (Professional Learning Cycles) to inform their practices;
- Pathways: Transitions - Build and support principal capacity with their Grade 8 to 9 transition practices;
- Pathways: Transitions - Support and build educator capacity around effective transitions practices; and,
- Community, Culture & Caring - Support schools with the building and strengthening of community partners and coterminous boards to support more informed transitions for all students.

Next Steps

- 1) Continue to enhance transition practices, including our coterminous boards and remote feeder schools/communities;
- 2) Further develop the capacity of the Learning Lead team with the use of diagnostics, using data to inform next steps and further refining assessment and evaluation practices that best meet the needs of our learners;
- 3) Enhance current literacy plans and practices at each secondary school and support the learning needs of educators while implementing effective supports and strategies to further support literacy learning across the board; and,
- 4) Create opportunities to build capacity and support alternative learning opportunities to meet the unique needs of all learners.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 75, Student Success Portfolio for 2019-2020: An Overview, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education

Carole Leroux,
Student Success Lead

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

Report No: 76

Date: November 18, 2019

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Elementary Staffing Increase

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

Background

In the spring of 2019 a thorough consultation process took place between the Principals and the Superintendent regarding staffing needs for the 2019-2020 school year. Significant attention was given during this process to maintaining safety for and meeting the needs of students, while demonstrating fiscal responsibility. Thus, the staffing allotment provided in June met the student needs for elementary schools. However, over the past two months, Terrace Bay Public School has seen an increase in student enrollment.

Current Situation

Since September Terrace Bay Public School has seen an increase in student enrollment of 11 students. The enrolment has increased from 92 (budgeted) to 103 students (actual). It is also anticipated that additional students will be joining in the coming weeks.

In order to create equitable and successful learning opportunities for all students we are recommending a 0.5 FTE Teacher increase at Terrace Bay Public School.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Board Report No. 76, Elementary Staffing Increase, approves the staffing as presented.

Respectfully submitted by:

Will Goodman
Superintendent of Education