



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 2020/03

A G E N D A

Tuesday, February 18, 2020 – 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
 Manitowadge High School (MNHS) 200 Manitou Road W., Manitowadge, 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>					
Nault, Denis: <i>Manager of Human Resources</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 Tuesday, February 18, 2020 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2020/03 Regular Board Meeting, February 18, 2020 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 2020/02: January 27, 2020

[\(Attached\)](#)

5.2 Board Policy Review Committee: February 4, 2020

[\(Attached\)](#)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 4, 2020 and approves as reviewed:*

- P-717 Workplace Harassment & Human Rights
- 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

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of February 19, 2020, 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: Card Board Boat Races 2019/2020 - A Knightline Production by GCHS**

(Video Presentation- N. Morden Cormier)

7.2 Excellence in Education: B.A. Parker Public School Presentation Entitled: Mental Wellness, A Team Approach to Student Success

(Presentation- Vice-Principal Heidi Cloutier)

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

8.1.1 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

8.1.2 Board Policy Review Committee (BPRC)

(M. McIntyre/ N. Morden Cormier)

9.0 Reports of the Business / Negotiations Committee

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

- 9.1 Report No. 12:
2019/2020 Interim Report No. 1

(Sent Under Separate Cover- C. Tsubouchi)

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 13:
Director's Monthly Report – February 2020

([Attached](#) - N. Morden Cormier)

- 10.2 Report No. 14:
SGDSB Communications Plan

([Attached](#) - N. Morden Cormier)

- 10.3 Report No. 15:
Proposed School Year Calendar 2019/2020
✓ That, the Superior-Greenstone DSB having received Report No. 15: 2020/2021 School Year Calendar, accepts the proposed Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

([Attached](#) - N. Morden Cormier)

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Margaret McIntyre

- 11.1 Report No. 16:
Numeracy Portfolio for 2019/2020: An Overview

([Attached](#) – Kathleen Schram/ N. Morden Cormier)

- 11.2 Report No. 17:
Mental Health Portfolio Update

([Attached](#) – D. Renaud/ W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair

- 12.1.1 Correspondence: Waterloo DSB

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

- 12.1.2 Canadian School Board Association 2020 Annual Congress

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

✓ That, the Superior-Greenstone DSB approve the Attendance of Trustee Paul Cormier at the Canadian School Board Association 2020 Annual Congress in Banff, Alberta on July 2-5, 2020.

- 12.2 Trustee Associations and Other Boards

- 12.2.1 Report No. 18:
Public Education Symposium 2020

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

- 12.3 Trustee Activities

- 12.4 Future Board Meeting Agenda Items

- 12.5 Board Meeting Evaluation

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

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 2020/02: January 27, 2020

[\(Attached\)](#)

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 2020/03 Regular Board Meeting, Tuesday, February 18, 2020 adjourn at _____, p.m.

2020 - Board Meetings		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, March 23, 2020	Monday, April 20, 2020	
Monday, May 4, 2020 *Special Board Meeting	Monday, May 25, 2020 *Designate Site: Marjorie Mills Public School	Monday, June 8, 2020 *Special Board Meeting
Monday, June 22, 2020	Monday, July 20, 2020	Monday, August 24, 2020
Monday, September 28, 2020	Monday, October 19, 2020 *Designate Site: SGDSB Learning Centre	Monday, November 16, 2020
Monday, November 30, 2020 (1:00 p.m.) *Designate Site: Board Office with tour of Marathon High School		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2020/03

Committee of the Whole Board: Closed Session.

Tuesday, February 18, 2020

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 2020-02: January 27, 2020 [\(Attached\)](#)
- 4.0 Personnel Item A (C. Tsubouchi)
- 5.0 Personnel Item B (C. Tsubouchi)
- 6.0 Personnel Item C (N. Morden Cormier)



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Regular Board Meeting 2020/02

MINUTES

Monday, January 27, 2020 – 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) 8:03 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				
Nault, Denis: <i>Manager of Human Resources</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				

PART I: Regular Board Meeting

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

2.0 Regular Meeting Call to Order**14/20**

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 27, 2020 be called to order at 6:32 p.m.

Carried**3.0 Approval of Agenda****15/20**

Moved by: Trustee C. Major

Second: Trustee M. Groulx

✓ **That**, the agenda for the Superior-Greenstone DSB 2020/02 Regular Board Meeting, January 27, 2020 be accepted and approved.

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

There were no disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings****16/20**

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

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

1. Organizational/Regular Board Meeting 2020/01: December 2, 2019

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

Nil.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: SCPS Making a Difference**

Director of Education Nicole Morden Cormier presented the video presentation created by Schreiber Public School. The presentation showcased the work that the school and students are doing to enact the Strategic Plan.

Note: Trustee K. Pristanski joined the meeting at 6:36 p.m.

7.2 Excellence in Education: Terrace Bay Public School - Strategic Plan Priorities at TBPS

Principal Sara Curtis, along with students Patrick McCarthy and Eden Dunn, provided a PowerPoint presentation highlighting the activities of the Terrace Bay Public School that demonstrate the implementation of the Strategic Plan priorities. The presentation was created and presented with the assistance of the students. During the presentation the students articulated the work the grade 7 and 8 classes have done in collaboration with the kindergarten students such as the Hour of Code, Google Santa Tracker and student-led announcements. The presentation also highlighted the important work students have accomplished in support of bullying prevention, global citizenship and reducing their environmental footprint.

7.3 Report No. 04: Student Trustee Annual Report: January 2020

Student Trustees Stephanie Rathwell and Sydney Schwantz shared the task of presenting their Annual Report. They discussed the benefits of having two Student Trustees, such as mentorship and a shared workload. They provided highlights from the many initiatives of the Student Senate during the last year and discussed the ways they have worked towards fostering student engagement and the implementation of communication enhancements with the Student Senate.

Note: Student Trustees S. Rathwell and S. Schwantz excused themselves from the remainder of the meeting at 7:05 p.m.

8.0 Reports and Matters for Decision

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

8.1.1 Parent Involvement Committee (PIC)

Director N. Morden Cormier presented the highlights from the Parent Involvement Committee meeting that was held on January 21, 2020. She advised that quorum for the meeting could not be established however the scheduled presentations were provided to the members in attendance. Parents enjoyed the presentations received from the Mental Health Manager, Indigenous Education Lead and the Early Years Lead and were encouraged to invite the presenters to their School Council meetings. The next PIC meeting is scheduled for March 24, 2020.

8.1.2 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre provided a detailed presentation about the SEAC meeting held on January 14, 2020. The committee received presentations regarding the After-School Development Program, Student Self-Regulation and Developmental Trauma. Principal Sara Curtis provided the committee with a review of "The Doctor Is In" sessions for the Multi-Disciplinary team members. The next SEAC meeting is scheduled for February 11, 2020.

8.1.3 Indigenous Education Advisory Committee (IEAC)

Director N. Morden Cormier discussed the agenda of the IEAC meeting held on January 7, 2020. She noted that the meeting was well attended, and members enjoyed the sharing of photos and stories of the work that is happening in the schools. The meeting also consisted of a review of the honorarium guidelines and discussions regarding the creation of an Indigenous Youth Council. The next meeting is scheduled for March 3, 2020.

8.1.4 Report No. 05: Report of the Audit Committee – November 28, 2019

Superintendent of Business Cathy Tsubouchi presented the reports provided by the Audit Committee; Annual Report to the Board and the Ministry of Education Report.

17/20

Moved by: Trustee J. Nesbitt

Second: Trustee M. Mannisto

✓ That, the Superior-Greenstone DSB, having received Report No. 05: Report of the Audit Committee – November 28, 2019, approve the Annual Report and that it be forwarded to the Ministry of Education for the year ended August 31, 2019. And;

✓ That, the Superior-Greenstone DSB, having received Report No. 05: Report of the Audit Committee – November 28, 2019, approve the 2018/19 Audit Committee Annual Report to the Board.

Carried

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No. 06: Board Estimate Process for 2020-2021:

The Superintendent of Business reviewed the report and provided an outline of the process that will be followed to achieve a final budget for 2020-2021.

18/20

Moved by: Trustee M. McIntyre

Second: Trustee M. Groulx

✓ **That**, having received Report No. 06: Board Estimate Process for 2020-2021, the Superior-Greenstone DSB accepts the proposal as presented.

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 07: Director's Monthly Report – January 2020

Director of Education N. Morden Cormier provided the highlights from the monthly report.

10.2 Report No. 08: Operationalizing the Multi-Year Strategic Plan: The Learning Pillar Goals

The Director of Education provided a review of the report regarding operationalizing the Multi-Year Strategic Plan, specifically the Learning Pillar goals. She noted that the Learning Pillar reflects the continued enhancements to learning and how the objectives are designed to increase the motivation and perseverance of students, while fostering a strong sense of belonging. The table outlined in the report provides the implementation plans of the Learning Pillar. The Director cautioned the Board that, due to the labour situation, professional development has been limited and thus, several of the strategies may have to be delayed.

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Margaret McIntyre

11.1 Report No. 09: Robots for Autism: Milo Information Report

Superintendent of Education Will Goodman provided a presentation that introduced Milo; the new robotic support to assist students on the Autism Spectrum practice improving their social and behavioral skills. He explained that purchasing Milo and his software will provide a new opportunity for our students with autism to practice their skills in a non-threatening way. Trustees requested a presentation of the Milo robot during a future Professional Development session to further showcase this exciting new resource.

11.2 Report No. 10: Vice-Principal Recruitment

W. Goodman reviewed the staffing request for a 1.0 FTE Vice-Principal position. He advised that in order to allow staff, students and the new principal a smooth transition, it is recommended to commence the recruitment and hiring process to acquire a Vice-Principal.

19/20

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Board Report No. 10, Vice-Principal Recruitment, approves the budget for staffing as presented.

Carried

11.3 Report No. 11: Superior-Greenstone District School Board Mental Health Services

D. Renaud provided a presentation regarding Mental Health Services at SGDSB. The report outlined the current mental health supports available to students through roles such as the Mental Health Manager, Child and Youth Workers and Attendance Counsellors. She also outlined the Provincial supports that will be provided for Mental Health Workers, as part of the multi-year mental health and addiction strategy. The Ministry of Education has provided \$25M for the 2019-2020 school year to hire 182 Mental Health Workers for secondary schools across Ontario. At this time the allocation of funding for SGDSB has not been received, therefore more information will be forthcoming.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Canadian School Board Association 2020 Annual Congress

Board Chair Pinky McRae submitted a Trustee conference request form to attend the Canadian School Board Association (CSBA) 2020 Annual Congress that will be held July

2-5, 2020 in Banff, Alberta. The conference location is rotated each year with last year's event having taken place in Toronto. The Board Chair discussed last year's conference and the benefits of the Board Chair's attendance.

20/20

Moved by: Trustee J. Nesbitt Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB approve the Attendance of Board Chair Pinky McRae at the Canadian School Board Association 2020 Annual Congress in Banff, Alberta on July 2-5, 2020.

Carried

12.2 Trustee Associations and Other Boards

The Board Chair provided a brief review of the topics discussed at the Public Education Symposium hosted by OPSBA on January 23-25, 2020 in Toronto. The Chair advised that a detailed report would be provided for the February Board meeting.

12.3 Trustee Activities

Nil.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation

P. McRae introduced the Board Meeting Evaluation form that was created as per the discussions at the December Trustee PD Session. Trustees are requested to complete the form at the end of each meeting and submit to the Board Chair.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:03 p.m.

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

15.1 Agenda: Committee of the Whole Board – Closed

21/20

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:03 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

22/20

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:18 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 **23/20**

Moved by: Trustee K. Pristanski

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. Organizational / Regular Board 2020/01: December 2, 2019

Carried16.2 Other Recommendations from Committee of the Whole Closed Session**24/20**

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB approves the carryover of unused 2019 vacation days to the maximum indicated below for the following Senior Administration and Managers as per closed session.

Carried**17.0 Adjournment****25/20**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB 2020/02 Regular Board Meeting, Monday, January 27, 2020 adjourn at 8:19, p.m.

Carried

<u>2020 - Board Meetings</u>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Tuesday, February 18, 2020	Monday, March 23, 2020	Monday, April 20, 2020
Monday, May 4, 2020 <i>*Special Board Meeting</i>	Monday, May 25, 2020 <i>*Designate Site: Marjorie Mills Public School</i>	Monday, June 8, 2020 <i>*Special Board Meeting</i>
Monday, June 22, 2020	Monday, July 20, 2020	Monday, August 24, 2020
Monday, September 28, 2020	Monday, October 19, 2020 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, November 16, 2020
Monday, November 30, 2020 (1:00 p.m.) <i>*Designate Site: Board Office with tour of Marathon High School</i>		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2020/02

Committee of the Whole Board: Closed Session.

Monday, January 27, 2020

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 8:03 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. Organizational / Regular Board Meeting 2020-01: December 2, 2019
- 4.0 Update
- 5.0 Personnel Item A
- 6.0 Personnel Item B

Regular Board Meeting 2020-02

Monday, January 27, 2020

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2020

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
 Teleconference Meeting – Marathon, ON
 Tuesday, February 4, 2020 @ 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
Stephen Wilson: <i>Principal Representative</i>					x
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>			x		
Gerrilynn Christianson: <i>Recorder</i>	x				

1.0 Review of Minutes: November 5, 2019

The minutes of the November 5, 2019 Board Policy Review Committee were approved by the Board at the November 2019 Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: November 5, 2019**Stakeholder Reviews**

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

- P-717 Workplace Harassment & Human Rights
- 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 Item: Submit Policy 717, Policy 720, Policy 520, Policy 606, Policy 707, Policy 602.1 and Policy 602.2 for Board approval at the February 18, 2020 Board meeting.

3.0 Reviews: New/Existing Policies**P-533 Inclement Weather**

Director of Education Nicole Morden Cormier provided a review of the policy revisions that included language changes, inserts from the ETBTC policy, and included specific examples of the practices currently in place. The Policy has also been updated to include the use of School Messenger as a communication tool.

Action: Submit Policy 533 for stakeholder review.

P-413 Video Security

Superintendent of Education Charlie Bishop reviewed the proposed changes to the video security policy. He advised that the changes are in line with the Office of the Privacy Commission of Ontario. He described the specific scenarios where the video security would be accessed when there is a destructive act in the schools and only accessed by the Principal or the authorities.

Action: Submit Policy 413 for stakeholder review.

P-546 Service Animals in Schools

Human Rights and Equity Advisor Mahejabeen Ebrahim introduced policy 546, Service Animals in Schools. She advised that the policy is developed as part of the Ministry direction outlined in PPM 163. The policy and its management guideline outline the policy procedure and process to follow if a request is received from a student to bring a service animal in to the school. She advised that the Policy is compliant with Human Rights legislation.

Action: Submit Policy 546 for stakeholder review.

P-207 Lines of Communication Regarding Complaints – Management Guideline

The Director of Education provided a review of the management guideline revisions that had been suggested during the December Professional Development Session for Trustees. The Lines of Communication Regarding Complaints Management Guideline has been slightly edited to make the document read more clearly.

Action: Post the management guideline as amended with an implementation date of February 5, 2020.

4.0 List All Policies to be Referred for Stakeholder Review as of February 5, 2020

P-533 Inclement Weather

P-413 Video Security

P-546 Service Animals in Schools

Action: Submit Policy 533, Policy 413 and Policy 546 for stakeholder review on February 5, 2020.

5.0 List All Policies to Refer to Board for Approval on February 18, 2020

P-717 Workplace Harassment & Human Rights

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

6.0 2020 Meeting Schedule

The Director advised that there are currently 8 policies remaining for review in this year's workplan. Therefore, the April or June meeting date may not be required. At this time the next meeting is scheduled for April 7, 2020 at 6:30 pm. The Board Policy Review Committee meetings are scheduled for June 2, 2020, September 15, 2020 and November 3, 2020

7.0 Adjournment

Moved: J. Nesbitt Second: K. Pristanski

That, the Board Policy Review Committee Meeting of February 4, 2020 adjourn at 7:09 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PERSONNEL	
Policy Name	WORKPLACE HARASSMENT & HUMAN RIGHTS Management Guideline Applies	717
Board Approved:	December 5, 2011 February 20, 2007	Reviewed: September 26, 2011 Review By: December 2020 December 2016

~~POLICY~~ RATIONALE

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

~~The Superior-Greenstone District School Board is opposed to any form of harassment in the workplace. Since the Board is also entrusted with the nurturing and education of students, it is important that all employees provide positive and appropriate role models for students in their care. The Board will investigate thoroughly any incidents or complaints received in accordance with its guidelines and procedures for such matters.~~

~~The Superior-Greenstone District School Board SGDSB must be providing and maintaining a working and learning environment ("Workplace") and where employees and students. The Board SGDSB respects the dignity and human rights of all individuals and recognizes that Harassment, negatively affect working relationships, the learning process and personal well-being. The Board is committed to creating a workplace that values diversity.~~

RATIONALE ~~POLICY~~

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

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

This policy also includes any new prohibited grounds that may be added to the *Human Rights Code* at a future date and prior to policy review. Harassment and discrimination will not be

tolerated or condoned in the workplace. This policy also fulfils SGDSB's obligations to address workplace harassment according to the *Occupational Health and Safety Act (OHS Act)*.

The goal is to promote a safe, nurturing, equitable and respectful Workplace and work to prevent Harassment and Discrimination. The Board SGDSB will, where necessary, investigate thoroughly and respond to any incidents or complaints of harassment, discrimination or workplace harassment received in accordance with its procedural guidelines and procedures for such matters.

SGDSB is committed to providing reasonable accommodation to its constituents to fulfil obligations according to the *Code*. The *Code* also permits the creation of special programs at SGDSB to remedy discrimination or inequality. The Superior Greenstone District School Board seeks to provide a work environment supportive of both productivity and the dignity of every employee.

Since the Board is also entrusted with the nurturing and education of students, it is important that all employees provide positive and appropriate role models for students in their care.

Ontario law requires that every employee has the right to freedom from harassment by a supervisor or other employee because of sex, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or disability.

APPLICATION AND SCOPE

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

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

DEFINITIONS

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

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

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

Workplace Harassment under OHS Act is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome

or is workplace sexual harassment.

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

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

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

PROCEDURES GUIDELINES

1.0 Definition

1.1 — Harassment

~~Harassment is defined in Ontario as any course of comments or conduct consisting of words or actions that disparage or humiliate a person in relation to one of the prohibited grounds as outlined in the 'Rationale' stated above.~~

~~Harassment is also defined as any course of vexatious comment or conduct that is known or ought to be known to be unwelcome.~~

1.2 — Sexual Harassment

~~Any course of vexatious comment or conduct including sexual remarks or physical contact that is known or ought reasonably to be known to be unwelcome.~~

1.3 — Race & Religious Harassment

~~Any derogatory comments, taunts, jokes or jeers about race, creed, colour, national or ethnic origin.~~

1.4 — Workplace Harassment

~~Any unwelcome conduct, which is intimidating, coercive or malicious.~~

2.1 — Process

~~Any employee or student who believes that he/she is being harassed by a person affiliated with the Board, should proceed as follows:~~

- ~~a) Politely but firmly request whoever is perpetrating the harassment to stop, and;~~
- ~~b) Prepare and maintain a written record of the details and reactions of the person confronted, and;~~
- ~~c) Advise the Principal or Supervisor if the harassment continues.~~

3.0 — Reporting

~~The Principal or Supervisor shall initially investigate each and every complaint in a timely manner.~~

~~The appropriate Supervisory Officer is to be informed of the complaint and actions being pursued.~~

4.1 Investigating

~~Within ten (10) working days of the complaint, the person investigating in consultation with the appropriate Supervisory Officer, shall:~~

- ~~a) Inform the party complained about, that the allegations are being investigated,~~
- ~~b) Interview all parties in order to establish a perspective re the situation,~~
- ~~c) Assure the complainant that his/her job security is not in jeopardy,~~
- ~~d) Ensure that the parties involved are separated, if possible, and,~~
- ~~e) Interview employees and any other possible witnesses to determine if racial harassment has occurred.~~

5.0 Discipline

~~If allegations are found to have substance, the Board representative may impose discipline as appropriate and consistent with the circumstances.~~

6.1 Other

~~If the allegations are found to have no substance, the investigator shall:~~

- ~~a) Review the matter with each party,~~
- ~~b) Confirm the substance of each interview, in writing, and,~~
- ~~c) Inform the parties that copies of the report(s) will be placed on file.~~

GUIDING PRINCIPLES AND RESPONSIBILITIES

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

policy.

- a. Complainants can be an individual/s at any level of SGDSB or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Throughout this document, Complainant, refers to the person who makes a complaint of harassment, discrimination or workplace harassment under this policy.
 - b. Respondents can be an individual/s at any level of the SGDSB or school system (e.g. student, peer, co-Worker, supervisor, visitor, or volunteer). Throughout this document, Respondent, refers to the person who has a complaint made against them under this policy.
4. SGDSB will provide procedures to address incidents or complaints of harassment, discrimination or workplace harassment. Complaints shall be dealt with in a fair and timely manner. Employees shall cooperate with managers who are addressing incidents or complaints under this policy.
 5. Any person reporting an incident or complaint of harassment, discrimination or workplace harassment who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law. Those with supervisory authority at SGDSB or designates, who are involved with addressing a complaint will strive for confidentiality and will share information on a need to know basis to the extent necessary to protect employees/workers, for actions such as investigation, follow-up, corrective action or as otherwise required by law.
 6. If a complainant withdraws a complaint, SGDSB may continue to act if required.
 7. If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
 8. An employee/worker found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.
 9. Nothing in this policy precludes the employee's/worker's from seeking support from their union or the Employee and Family Assistance Program where available or externally from the Human Rights Legal Support Centre.

~~10. Employees, students and other users shall behave in a manner that is socially and professionally acceptable.~~

~~2.0 Employees, students, and other users will strive to foster a respectful workplace through the prevention and prompt resolution of harassment. Incidents and complaints will be taken seriously and handled professionally.~~

~~3.0 The Board shall provide mechanisms employees, students, and other users for to lodge informal and formal complaints.~~

~~4.0 The Board shall provide a fair and objective formal process for dealing with alleged incidents of harassment.~~

~~5.0 Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.~~

RELATED POLICIES

Accessibility Policy - 719

Bullying Prevention and Intervention Strategies - 525

Equity and Inclusive Education - 536

Progressive Discipline and School Safety

Safe Schools System Expectations - 520

Workplace Violence Policy – 720

SIGNED AND APPROVED BY THE DIRECTOR OF EDUCATION

DATE:

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PERSONNEL	
Policy Name	WORKPLACE VIOLENCE Management Guideline Applies	720
Board Approved:	Reviewed:	Review by:
December 5, 2011	September 26, 2011	December 2020 December 2016

POLICY RATIONALE

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

DEFINITIONS

~~“workplace violence~~ Workplace Violence, is defined in the Occupational Health and Safety Act (OHSA) as:

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

~~“domestic violence” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.~~

~~“worker” is defined in the Occupational Health and Safety Act as a person who performs work or supplies service for monetary compensation.~~

~~“workplace” is defined in the Occupational Health and Safety Act as any land, premises, location or thing at, upon, in or near which a worker works.~~

POLICY

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

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

APPLICATION AND SCOPE

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

PROCEDURES ~~GUIDELINES~~ GUIDING PRINCIPLES AND RESPONSIBILITIES

1.0 — Risk Assessment

~~Superior-Greenstone District School Board staff shall identify the risks of workplace violence occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence taking place in a given workplace. A suggested rating scale follows in Appendix A. Duties of the Employer, Principal and Worker are outlined in the “Management Guidelines”.~~

2.0 — Records

~~All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked “PRIVATE AND CONFIDENTIAL” and be stored in a locked and secure file in the Human Resources Department. The Superior-Greenstone District School Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*.~~

3.0 — Misuse of the Reporting Procedures

~~It is expected that all reports submitted under this Policy will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.~~

4.0 — Investigation and Resolution

~~Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (Superior-Greenstone District School Board representation) and support from Human Resources at any stage of the investigation process. The steps to be followed in the investigative process, the Outcome of Investigation, the Appeal Process and Mediated Resolution are outlined in “Management Guidelines.”~~

~~If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.~~

5.0 — Disciplinary Actions

~~In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.~~

6.0 — Work Refusal

~~All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger~~

7.0 — Disclosing People with a Violent History

~~Superior-Greenstone District School Board is required to provide information, including~~

personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

8.0 — Role of the Joint Occupational Health & Safety Committee

Joint Health and Safety Committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

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

SCHOOLS AND STUDENTS

Policy Name

SAFE SCHOOLS SYSTEM EXPECTATIONS

520

Board Approved:

September 27, 2016
September 8, 2008
January 20, 2003

Reviewed:

June 7, 2016
May 26, 2008

Review By: 2024
~~2021~~

POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority. The policy has three components: prevention, intervention and the development of procedures that define each and outline consequences including suspension and expulsion, in accordance with the Education Act and related Regulations.

RATIONALE

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment.
2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment.
3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and the well-being of all students.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), the Provincial Code of conduct and the Superior Greenstone District School Board Code of Conduct and the following guiding principles.

- i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement and support and staff development.
- ii. A positive school climate is a key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.
- iii. Responsibility for a safe learning environment must be assumed by all members of the school community.

- iv. Improvement in learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.
- v. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members.

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

System Expectations

1.0 Code of Conduct

- 1.1 Elementary and secondary schools within Superior-Greenstone District School Board will develop a Code of Conduct which:

- *Ensures that all members of the school community, especially people in positions of authority, are treated with respect and dignity.*
- Promotes responsible citizenship by encouraging appropriate participation in the civic life of the school community,
- Maintains an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
- Encourages the use of non-violent means to resolve conflict,
- Promotes the safety of people in the schools,
- Discourages the use of alcohol, and illegal drugs, *and, except by a medical cannabis user, cannabis.*
- Promotes the prevention of bullying in schools.

- 1.2 Standards of Behaviour (Respect, Civility, and Responsible Citizenship)

All members of the school community **must**:

- Respect and comply with all applicable federal, provincial and municipal laws,
- Demonstrate honesty and integrity,
- Respect differences in people, their ideas and opinions,
- Treat one another with dignity and respect at all times, and especially when there is disagreement,
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
- Respect the rights of others,
- Show proper care and regard for school property and the property of others,
- Take appropriate measures to help those in need,
- Respect all members of the school community, especially persons in positions of authority,
- Respect the need of others to work in an environment that is conducive to learning and teaching, *including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.*
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully,
- Not swear at a teacher or at another person in a position of authority,

- Accept responsibility for one's own actions and
- Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school.

1.3 Standards of Behaviour (Safety)

All members of the school community **must not**:

- Engage in bullying behaviours,
- Be in possession of any weapon, including firearms,
- Cause injury to any person with an object,
- Use any object to threaten or intimidate another person,
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal or restricted drugs,
- Inflict or encourage others to inflict bodily harm on another person,
- Commit sexual assault,
- Traffic weapons or illegal or restricted drugs,
- Give alcohol to a minor,
- Commit robbery,
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias,
- Commit and act of vandalism that causes extensive damage to school property or to property located on the premises of the school,
- Utter threats.

2.0 School Environment

The school environment must be safe so that learning can take place. It is the responsibility of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., appropriate use of technology, field trips, school buses and extracurricular activities).

2.1 Violence Prevention in the Curriculum

Violence prevention must be integrated into the curriculum for all students. It is the joint responsibility of the school, home and community to work together to guide students to become good citizens in a society that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe and respect the rights of others (e.g. restorative practices, peer mentoring).

2.2 Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

Bullying is typically a form of repeated, persistent, and aggressive behaviour

directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. - hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of digital communications. This includes but is not limited to spreading rumours, images, or hurtful comments through the use of e-mail, text messaging, messaging applications, phone conversations, chat rooms, sharing of pictures social media sites (e.g. Facebook Twitter, Instagram, Snapchat etc.) or any other method that allows one person to communicate with another person.

Bullying will not be accepted on school property, at school related activities, on school buses or in any other circumstances (e.g. on-line) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

3.0 Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

To meet the goal of creating a safe, nurturing, caring and accepting school environment Superior-Greenstone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour including progressive discipline which includes suspension and expulsion where necessary.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment and are effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility and encourage positive participations of the school community in the life of the school. The range of interventions and supports and consequences must be clear, and developmentally appropriate and include learning opportunities for student in order to reinforce positive behaviours. For students with special education needs interventions, supports and consequences must be consistent with the expectations in the student's IEP and /or his or her demonstrated abilities.

The Board does support the use of suspension and expulsion as appropriate consequences. The Board and school administrators must include all mitigating and other factors as required by the Education Act and set out in Ontario Regulation 472/07 as contained in the Board's policies and procedures for suspensions and expulsions. A student's parent/guardian or the student if 18 or older or 16 or 17 and has removed him/herself from parental control disagrees with the decision of a principal to suspend, the student may appeal the principal's decision in accordance with the *Human Rights*

Code and the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines. To support students who have been suspended or suspended pending an expulsion Superior Greenstone DSB requires Principals to create a Student Action Plan for students who for are suspended that can include an academic and/or non-academic component depending on the length of the suspension.

References

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

The Child and Family Services Act: Ontario 1990

The Trespass Act: Ontario 2009

First Nation Metis and Inuit Policy Framework

Superior-Greenstone DSB Strategic Plan

Superior-Greenstone DSB Police Protocol

Superior-Greenstone DSB Board Policies:

301 - Student Transportation

505 - Field Trips & Excursions

516 - Safe Arrivals Program

536 – Equity and Inclusion

501 - Visitors to School

510 - Suspected Child Abuse

535 - Progressive Discipline and

Promoting Positive School Climate

503 – Interviewing Students

515 – School Community Council

720 - Work Place Violence

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM		
<i>Policy Name</i>	HOME / HOSPITAL INSTRUCTION		606
<i>Board Approved:</i>		<i>Reviewed:</i>	
	June 23, 2015		May 11 & April 13, 2015
	June 16, 2009		March 30, 2009
	March 12, 1999		January 2003
		<i>Review by:</i>	December 2024 December 2020

POLICY

It is the policy of the Superior-Greenstone District School Board to provide home or hospital instruction for a pupil when:

- a) Medical evidence is provided that the pupil cannot attend school, or
- b) The Principal is otherwise satisfied that home instruction is required.

PROCEDURES

The parents, or pupil where the pupil is an adult, shall provide to the Principal, written information from a licensed medical doctor that the pupil cannot attend school. Such notice should specifically indicate what time interval is covered by the advisory.

The Principal shall consult with a Supervisory Officer, if he/she is recommending home instruction.

Upon the approval of the Supervisory Officer, the Principal shall proceed to arrange for the home or hospital instruction covering the agreed time frame.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PERSONNEL	
Policy Name	EMPLOYEE CODE OF CONDUCT	707
Board Approved:	Reviewed:	
March 26, 2019	January 8, 2019	Review By: December 2024
February 22, 2012	January 30, 2012	
March 12, 1999	December 5, 2006	

POLICY

It is the policy of the Superior-Greenstone District School Board to expect its employees to adhere to the highest standards of personal and professional competence, integrity and impartiality, *and to adhere to the Ministry of Education's Provincial Code of Conduct.*

The Provincial Code of Conduct

Purposes of the Code

Subsection 301(1) of Part XIII of the Education Act states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools". Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

- 1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.*
- 2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.*
- 3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.*
- 4. To encourage the use of non-violent means to resolve conflict.*
- 5. To promote the safety of people in the schools.*
- 6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.*
- 7. To prevent bullying in schools.*

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;*
- demonstrate honesty and integrity;*
- respect differences in people, their ideas, and their opinions;*
- treat one another with dignity and respect at all times, and especially when there is disagreement;*
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;*
- respect the rights of others;*
- show proper care and regard for school property and the property of others;*
- take appropriate measures to help those in need;*

- *seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;*
- *respect all members of the school community, especially persons in positions of authority;*
- *respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.*
- *not swear at a teacher or at another person in a position of authority;*

Safety

All members of the school community must not:

- *engage in bullying behaviours;*
- *commit sexual assault;*
- *traffic in weapons or illegal drugs;*
- *give alcohol or cannabis to a minor;*
- *commit robbery;*
- *be in possession of any weapon, including firearms;*
- *use any object to threaten or intimidate another person; cause injury to any person with an object;*
- *be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;*
- *provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);*
- *inflict or encourage others to inflict bodily harm on another person;*
- *engage in hate propaganda and other forms of behaviour motivated by hate or bias;*
- *commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.*

Roles and Responsibilities

School Boards

School boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:

- *develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;*
- *establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;*
- *review these policies regularly with those listed above and revise them as necessary;*
- *seek input from school councils, as well as from the board's Parent Involvement*

Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;

- *develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;*
- *provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.*

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- *demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;*
- *holding everyone under their authority accountable for their own behaviour and actions;*
- *empowering students to be positive leaders in their school and community;*
- *communicating regularly and meaningfully with all members of their school community.*

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- *help students work to their full potential and develop their sense of self-worth;*
- *empower students to be positive leaders in their classroom, school, and community;*
- *communicate regularly and meaningfully with parents;*
- *maintain consistent and fair standards of behaviour for all students;*
- *demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;*
- *prepare students for the full responsibilities of citizenship.*

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- *come to school prepared, on time, and ready to learn;*
- *show respect for themselves, and for others, and for those in positions of authority;*
- *refrain from bringing anything to school that may compromise the safety of others;*
- *follow the established rules and take responsibility for their own actions.*

Parents/Guardians

Parents/Guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/Guardians fulfil their role when they:

- *are engaged in their child's schoolwork and progress;*
- *communicate regularly with the school;*
- *help their child be appropriately dressed and prepared for school;*
- *ensure that their child attends school regularly and on time;*
- *promptly report to the school their child's absence or late arrival;*
- *become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct;*
- *encourage and assist their child in following the rules of behaviour;*
- *assist school staff in dealing with disciplinary issues involving their child.*

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

PROCEDURES

1.0 Policy Manual

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

2.0 Scope

2.1 General Standard

This Employee Code of Conduct represents general standards.

2.2 Other Professional Codes

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

2.3 Minimum Expectation

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

2.4 Extension

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

2.5 Application

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

3.0 **Confidential Information**

3.1 Access

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

3.2 Confidentiality

Any employee with access to confidential information must not make such information available without the authorization of a supervisor. To ensure the status of information, a supervisor must make every effort to consult within management to assure himself/herself concerning release.

3.3 Caution

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

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

3.4 Freedom of Information

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

4.0 **Media Relations**

4.1 Authorization

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

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

4.2 Distinction

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

5.0 **Conflict of Interest**

5.1 Financial Interest

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

5.2 Requirement of Employees

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

5.3 Employee Suppliers

Employees shall not directly sell goods, materials or services to the Board. An exception can be made, with the approval of the Director, to secure services from an employee outside regular hours of employment on a fee for service basis. An employee-developed material for use in school is covered elsewhere in Board policy.

6.0 **Use of Board Property**

6.1 Loans

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

6.2 Personal Use

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

7.0 **Gifts and Benefits**

7.1 Parameters

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

7.2 Exceptions

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

7.3 Frequency and Scale

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

7.4 Acknowledgement

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

7.5 Consultation

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

7.6 Non-Biased Purchasing Policy

In order to preserve a non-biased purchasing policy, Board staff should not be able

to benefit personally from Board purchasing, unless a specific exception is made in the interests of the Board.

7.7 More Stringent Rules

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

8.0 Hiring Relatives

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

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

9.0 Personal Behaviour and Decorum

9.1 Behaviour

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

9.2 Decorum

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

10.0 Enforcement

10.1 Reporting a Supervisor

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

10.2 Enforcement

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

10.3 Awareness

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

10.4 Reporting an Employee

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

11.0 Severability

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	STUDENTS' ACCEPTABLE USE OF TECHNOLOGY <i>Management Guideline Applies</i>	602.1
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
June 26, 2018	June 5, 2018	December 2024
May 23, 2012	May 1, 2012	December 2023
April 28, 2003		

POLICY

It is the policy of the Superior-Greenstone District School Board to ensure that the Internet and Information Technology are used to support learning in a manner that is consistent with the Board mission statement, vision statement, and education goals. The Superior-Greenstone District School Board (the "Board") is committed to establishing guidelines and expectations regarding the ethical and responsible use of the Internet and Information Technology

DEFINITIONS

"information technology" refers to all forms of technology used to create, store, exchange, and use information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

"internet" means an electronic communications system connecting computers all over the world through which individual subscribers can interact and share information.

"unlawful activity" see Appendix A

GUIDELINES

- 1.0 Teachers shall provide students with instruction on the appropriate use of the internet and the protocols for the use of electronic mail. If other electronic communications methods are to be used, they shall be accompanied by instruction on appropriate use and associated risks. Teachers shall advise students that the Board will, from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.
- 2.0 Teachers shall ensure that students accessing the internet do so as part of an instructional plan.
- 3.0 The Board reserves the right to monitor the Board's electronic information systems. The Board may access and/or monitor these systems at any time without prior notice.
- 4.0 Failure to comply with the Student Acceptable Use of Technology Agreement may result in the loss of computer/network privileges, financial compensation to the Board, pursuance of criminal charges, and/or other disciplinary action consistent with the School Code of Behaviour, Board Code of Conduct, Board Policy, and/or the Education Act.
- 5.0 The Board shall use technology to further educational goals and infuse technology into the classroom.

- 6.0 *All users shall respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.*

APPENDICES

Appendix A: Unlawful Activity

References:

Policy 520 Safe Schools Code of Conduct
Policy 520 Safe Schools Code of Conduct/Police & School Protocol Management Guideline
Policy 535 Progressive Discipline and School Safety
Policy 535 Progressive Discipline and School Safety Management Guideline
Policy 607, Electronic Communications System
Policy 608, Computer Network Security
The Education Act
The Libel and Slander Act, RSO 1990, Chapter L.12.
The Municipal Freedom of Information and Protection of Privacy Act

Unlawful Activity

For the purpose of this policy, “**unlawful activity**” is interpreted broadly and includes any criminal activity or other illegal activity.

The following are examples of “**unlawful activity**” for the purpose of the policy:

Child Pornography	Possessing, downloading or distributing any child pornography.
Intellectual Property	Infringing on another person’s copyright, trademark, trade secret or any other property without lawful permission.
Other Criminal Activity	Using electronic transmission as a means to commit criminal activity (examples include but are not limited to fraud, extortion, sale and/or purchase of restricted goods)
Defamatory Libel	A matter published without lawful justification or excuse, that is likely to injure the reputation of any person by exposing that person to hatred, contempt or ridicule, or that is designed to insult the person. <i>The Libel and Slander Act, RSO 1990, Chapter L.12.</i>
Disclosing or Gathering Personal Information	Disclosing personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
Hacking and Other Crimes Related to Computer System	Examples include (but are not limited to): <ul style="list-style-type: none"> • gaining unauthorized access to a computer system • trying to defeat the security features of network connected devices • use of software and/or hardware designed to intercept, capture and/or decrypt passwords • intentionally spreading a computer virus • destroying or encrypting data without authorization and with the intent of making it inaccessible to others with a lawful need to access it. • interfering with other’s lawful use of data and technology
Harassment	Sending electronic messages, without lawful authority, that causes people to fear for their safety or the safety of anyone known to them.
Hate Propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace.
Interception of Private Communications or Electronic Mail (in transit)	Unlawfully intercepting someone’s private communications or unlawfully intercepting someone’s electronic mail.
Obscenity	Distributing, publishing or possessing for the purpose of distributing or publicly displaying any obscene material.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY <i>Management Guideline Applies</i>	602.2
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
June 26, 2018 May 23, 2012	June 5, 2018 May 1, 2012	December 2024 December 2023

POLICY

It is the policy of the Superior-Greenstone District School Board to provide authorized employees and service providers with access to the Board's Information Technology systems, including its electronic mail, internet, and voice mail systems when deemed appropriate for educational use. The Superior-Greenstone District School Board is committed to ensuring that Information Technology is used for proper work-related purposes and in a manner that is not detrimental or harmful to the interests of others or that compromise the confidentiality or proprietary nature of information belonging to the Board. Employees will work in an ethical, professional and responsible manner when dealing with technology.

DEFINITIONS

"approved service provider" is an organization that provides educational or ancillary services to the Board, for example, a transportation consortium.

"employee" is a person who performs any work for, or supplies any services to, an employer for wages (excluding honoraria).

"information technology" refers to all forms of technology used to create, store, exchange, and use information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

"internet" means an electronic communications system connecting computers all over the world through which individual subscribers can interact and share information.

"spamming" refers to sending an annoying or unnecessary message to a large number of users.

"unlawful activity" see Appendix A

GUIDELINES

- 1.0 The Board shall maintain electronic mail, internet, and voice mail systems as part of its technology platform. These systems are provided to assist in the conduct of Board business and may be utilized only as directed or outlined by the Board.
- 2.0 All e-mail and internet communications sent and received by employees shall remain the property of the Board. Employee e-mail, internet, or voice mail communications are not private or personal despite any such designation by the sender or the recipient. Personal or private communications transmitted on the Board's electronic information system may be accessed, reviewed, copied, deleted, retained, or disclosed by the Board at any time and without notice.

- 3.0 The Board reserves the right, without prior notice to the employee, to monitor the Information Technology systems at the work site. The Board may access these systems at any time without prior notice to the employee or service provider.
- 4.0 All users of e-mail, voice mail, and the internet shall abide by generally accepted rules of etiquette, including the following:
- Be polite. Do not be abusive in your exchanges with others
 - Use appropriate language. The use of abusive, harassing, or profane language is prohibited.
 - Do not post chain letters or engage in “spamming”.
- 5.0 *All users shall respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.*

APPENDICES

Appendix A: Unlawful Activity

References:

Policy 102: Mission Statement
Policy 607: Electronic Communications System
Policy 608: Computer Network Security
Policy 707: Employee Code of Conduct
The Education Act
The Libel and Slander Act, RSO 1990, Chapter L.12.
The Municipal Freedom of Information and Protection of Privacy Act

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Hacking and Other Crimes Related to Computer System	Examples include (but are not limited to): <ul style="list-style-type: none"> • gaining unauthorized access to a computer system • trying to defeat the security features of network connected devices • use of software and/or hardware designed to intercept, capture and/or decrypt passwords • intentionally spreading a computer virus • destroying or encrypting data without authorization and with the intent of making it inaccessible to others with a lawful need to access it. • interfering with other’s lawful use of data and technology
Harassment	Sending electronic messages, without lawful authority, that causes people to fear for their safety or the safety of anyone known to them.
Hate Propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace.
Interception of Private Communications or Electronic Mail (in transit)	Unlawfully intercepting someone’s private communications or unlawfully intercepting someone’s electronic mail.
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No: 13

Date: February 18, 2020









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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: February

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

The following report provides examples from our schools and system of how the Multi-Year Strategic Plan is being operationalized.

	<p>Our Grade 10 music class visited MNPS's Gr 7/8's to introduce them to our music program. This is an example of how we are ensuring that a smooth transition to high school exists for students, as research has demonstrated that transitions can be difficult for students.</p>	
	<p>In response to our Lunchable Recycling Program, the Grade 7/8 Students engaged in a mathematical compare and contrast of pre-packaged "Lunchables" and "Lunchables" made with individual ingredients purchased as the grocery store. Students uncovered eye-opening results as it relates to health and environmental impact (video of findings can be viewed on the MNPS Facebook Page)</p>	
	<p>Kayla Rutenberg, a custodian at MRHS, will be representing Marathon and the province of Ontario in the 5-Pin Bowling event during the Special Olympics Canada Winter Games from February 25-29 in Thunder Bay. Kayla is a former MRHS student and the entire community is behind her. Students and staff organized a BBQ Fundraiser with support from Sirard's Independent Grocer. Over \$400 was raised for Kayla! Mr. Osborne's Outdoor Education Class ended the first semester with some ice fishing on Penn Lake within Marathon. Students braved cold temperatures to practice their fishing techniques. A number of students and staff participated in the KAIROS Blanket Exercise, led by Nancy O'Donnell. As always, the exercise was powerful and left an important impression on those who participated. It was students who requested that the exercise be brought back to the school.</p>	
	<p>It's that time of year again!! Students in the primary hallway will be voting for 10 Blue Spruce Books. Students gathered in the Library find out the titles of the books for this year. Students will be reading all books with their class and voting on their favourite. This is a great way to engage students in expressing their opinions and voice!</p>	



Hard work pays off! Just ask LSHS student Micheal Keay who recently accepted an Automotive Services Technician Apprenticeship through his co-op work at Bumper to Bumper in Terrace Bay. [#BeeLikeMike](#) [#BeeAStinger](#). Congratulations Michael!



The Rekenrek is an important mathematical tool that helps students reason about numbers, build fluency, and compute using number relationships. In the pictures the students are working in partners as a team. The person in the front can touch the Rekenrek. The person behind is the 'helper'. The teacher says a number (stop #) and the student manipulating the rack counts as the helper assists, verbally prompts and/or guides his/her peer learner!



The grade 3/4 class continues to participate in outdoor education in our school yard despite some chilly weather in January. They have taken time to learn how to use our school set of snowshoes and created tracks in the snow. This was a great movement break during the day for our students and they find it helps them to return to class, energized and ready to learn.













Miss Alanen's grade 2, 3, 4, 5 class has been learning about structures in science class, and what makes them strong and stable. They worked on a very simple, yet effective experiment using only books, paper and tiles. The purpose was to see how much weight a single piece of paper could hold through various stages of the paper being folded. The students had a lot of fun making predictions, documenting their findings, and discovering what it took to make the paper stronger, in order to hold more and

more tiles.




On January 27, 2020 during Family Literacy Day, the Wolfpack engaged in a school wide read aloud of *Say Something!* Students wrote positive, encouraging statements to add to our school wide bulletin board. The Wolfpack continues to support each other by fostering positive well-being.


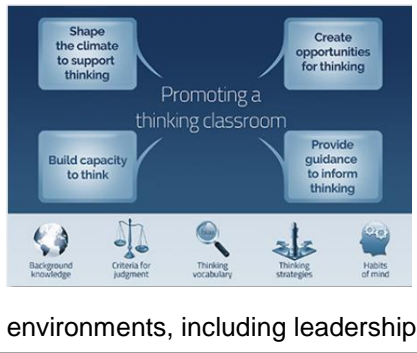




	 <p>MMPS' Grade 2/3 class is working with Nichole Whatley from the Thunderbird Family and Child Center learning about SNAP - Stop Now and Plan. This is a 13-week program aimed at helping children recognize and regulate their emotions and behavior and will include the parents. This is an excellent example of the partnerships that we have in our communities as we maximize services for students (which is an Objective in our Strategic Plan under Well-Being).</p>
	<p>B.A. Parker received two pictures from Shaun Hedican. They are now hanging in the front entrance to welcome people to the school. They depict a family of beavers which perfectly represents our school. We are proud and honoured to receive such beautiful pieces of artwork as it celebrates identity.</p> 
	<p>The School Within a College (SWAC) program has just begun and already we are seeing positive results with our students engaged in their learning. We are also offering a Dual Credit course in Woodworking class which will begin very soon. We are happy to report some new students registering for semester two and are excited about our Foods Program.</p>
	<p>Dorion Public School in collaboration with EarlyON hosted a community event to celebrate Family Literacy Day on Monday, January 27th. There were different activities that highlighted the learning that can be done in 20 minutes which was the theme - Take 20 minutes to make learning together part of your everyday. Everyone came together to contribute to homemade soup and biscuits, play board games, read their favourite book, create some homemade Valentines, contribute to a community mural but ultimately, we enjoyed spending the time together! Another example of the mutually beneficial partnerships that we have with community agencies.</p>
	 <p>The SK/1 class hosted a job fair this month and invited people from the MNR, OPP and the Township of Nipigon to teach them about their roles in our community and the importance of their organizations. This is an example of the ongoing outreach that we are engaged in with community partners.</p>
	 <p>Chief Hardy from Rocky Bay First Nation came to visit the school on Thursday, January 23. He brought pizzas for the kids and toured the school. The new furniture arrived for the main lobby and it has become a more active hub for students. The new vice principal/principal started in January.</p>

**Stewardship:
CEO and CFO
Conference -
Council of
Directors of
Education**

Cathy Tsubouchi, Superintendent of Business and Nicole Morden Cormier, Director of Education, attended the Council of Director's of Education's CEO/CFO conference on January 21, 22 and 23. The agenda included presentations from the Ministry of Education regarding some of their priorities (Grade 1-8 mathematics curriculum release, experiential learning, the importance of skilled trades, etc.), a session on cyber security, a discussion of the importance of public education from People for Education's Annie Kidder, several carousels and a review of the recommendations regarding Internal Audits. Attendance at this conference allows us to reflect on our own operational practices as there are presentations from organizations and school boards that provide us with new ways of thinking and operating.

Relationships and Stewardship: SGDSB Senior Management Meeting	<p>The team of senior managers meet for two hours on the first Monday of every month via SKYPE. The purpose of these meetings is to increase Communication, Collaboration and Consultation around our operational practices. The agenda is co-constructed by all participants, which includes the Superintendents of Education (Charlie and Will), the Superintendent of Business (Cathy), Manager of Finance (Brent), Manager of Mental Health (Deana), Manager of Plant (Marc) and Manager of Human Resources (Denis). In February, the new team met for a full-day with the purpose of increasingly aligning the leadership practices and structures that we currently use with our teams, as we each manage the complex change that is required to continue to move SGDSB forward. The Integrated Model of Leadership is a tool that the Management Team is exploring, as we seek to manage, direct and further engage all members of our teams in the mission, vision and beliefs of SGDSB. In addition, we developed a deeper understanding of two of the Nine Critical Features of Strong Districts (research from Ken Leithwood), including ensuring that our mission, vision and goals are widely shared and understood (#1) and how we nurture productive working relationships with staff, partners, parents and the community (#9). We reported on the progress of our Operational Plans and the implementation of our individual Communication Plans. The day embedded opportunities for the Senior Management Team to reflect, refine and collaborate around our practices.</p>	<p>Figure 6.3. The complete model of integrative leadership</p> <table><tr><th>MANAGING</th><th>DIRECTING</th><th>ENGAGING</th></tr><tr><td>PLAN<ul style="list-style-type: none">• Finding a winning strategy• Setting targets and goal• Allocating resources against the strategy</td><td>VISION<ul style="list-style-type: none">• Setting a direction—developing a workable vision for the future• Articulating the vision in clear language</td><td>VALUES<ul style="list-style-type: none">• Defining the values that bring the vision to life• Articulating the values in a way that is meaningful to everyone• Modeling the values by living them every day</td></tr><tr><td>ORGANIZE<ul style="list-style-type: none">• Designing an organization that focuses on the strategic imperatives• Assembling and developing the team• Monitoring and adjusting the organization to deal with changing circumstances</td><td>ALIGNMENT<ul style="list-style-type: none">• Identifying the various constituencies that have to be led• Communicating the vision in a way that is understood and relevant• Selling the vision to ensure commitment</td><td>CLARITY<ul style="list-style-type: none">• Ensuring clear targets and goals are set that are consistent with the vision and strategy• Searching for and making decisions where open problems are slowing down the organization• Ensuring that everyone is aware of the boundaries for action</td></tr><tr><td>CONTROL<ul style="list-style-type: none">• Monitoring results and reports to ensure goals are being met• Paying attention to dysfunctional steering effects from the controls as designed• Devising ways to assess the commitment of the organization to the vision</td><td>MOTIVATION<ul style="list-style-type: none">• Appealing to the basic but often untapped human needs, values, and emotions• Stirring a sense of belonging and self-esteem in the fulfillment of the vision• Ensuring people see the personal payoff from achieving the vision</td><td>INVOLVEMENT<ul style="list-style-type: none">• Ensuring that systems and procedures are in place that allow everyone to be involved• Holding back when necessary to allow others to find the solution• Devising ways to assess the organization's level of involvement</td></tr></table>	MANAGING	DIRECTING	ENGAGING	PLAN <ul style="list-style-type: none">• Finding a winning strategy• Setting targets and goal• Allocating resources against the strategy	VISION <ul style="list-style-type: none">• Setting a direction—developing a workable vision for the future• Articulating the vision in clear language	VALUES <ul style="list-style-type: none">• Defining the values that bring the vision to life• Articulating the values in a way that is meaningful to everyone• Modeling the values by living them every day	ORGANIZE <ul style="list-style-type: none">• Designing an organization that focuses on the strategic imperatives• Assembling and developing the team• Monitoring and adjusting the organization to deal with changing circumstances	ALIGNMENT <ul style="list-style-type: none">• Identifying the various constituencies that have to be led• Communicating the vision in a way that is understood and relevant• Selling the vision to ensure commitment	CLARITY <ul style="list-style-type: none">• Ensuring clear targets and goals are set that are consistent with the vision and strategy• Searching for and making decisions where open problems are slowing down the organization• Ensuring that everyone is aware of the boundaries for action	CONTROL <ul style="list-style-type: none">• Monitoring results and reports to ensure goals are being met• Paying attention to dysfunctional steering effects from the controls as designed• Devising ways to assess the commitment of the organization to the vision	MOTIVATION <ul style="list-style-type: none">• Appealing to the basic but often untapped human needs, values, and emotions• Stirring a sense of belonging and self-esteem in the fulfillment of the vision• Ensuring people see the personal payoff from achieving the vision	INVOLVEMENT <ul style="list-style-type: none">• Ensuring that systems and procedures are in place that allow everyone to be involved• Holding back when necessary to allow others to find the solution• Devising ways to assess the organization's level of involvement
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Stewardship: Indigenous Education at SGDSB		<p>SGDSB was represented at Nishnawbe Aski Nation's Education Partnership Program for two Curriculum Sharing Sessions. This is an opportunity for educators to share culturally responsive strategies with First Nation resources. Groups were set up to review over 55 resources that include Indigenous perspectives and worldviews. Next steps will be to distribute these resources throughout the district. We hope to share these through school libraries and teacher sharing.</p>												
Stewardship: Recruitment & Relationships at Lakehead University	<p>As we continue to enhance and develop processes to engage in ongoing outreach activities with Lakehead University's Faculty of Education, we are establishing mutually beneficial partnerships. Superior-Greenstone was represented at the annual Education Career Fair where we connected with first and second year, Faculty of Education students. Through placements or opportunities to work as an unqualified occasional teacher prior to their graduation as well as an employment as an Occasional Teacher post-graduation Superior-Greenstone is an appealing option for many!</p> <p>As a further way to develop relationships, we offered a seminar on Inquiry in Primary Junior and highlighted the learning, passion and opportunities that our Educators have to engage with our amazing outdoor learning environments. Those who participated left wanting to know more and inspired by the learning opportunities staff at SGDSB engage in.</p>													
Relationships: Transition to Kindergarten for Special Education Students	<p>Thunder Bay and District partners continue to collaborate to enhance communication and transparency with and among staff, families and community partners to foster a positive sense of belonging. A transition document has been created that will be used to help guide the transition for children who may require additional supports, services and a transition plan that is responsive to individual student needs. Partnerships continue to deepen with our Child Care partners and by using a consistent transition document we are ensuring that regardless of where a child may be transitioning from in our district we will already have the systems and structures in place to support them and their families. Transition meetings will take place throughout the Transition to Kindergarten season between Child Care staff including the Resource Teacher, our Special Education Teachers, Educators, Principals and families so we can learn as much as we can about our new students and how we can be ready when they join us in September.</p>													

<p>Learning: Technology Enabled Learning and Teaching: Beyond the Hour of Code</p>	<p>We expect students to exercise the six global competencies in order to learn, progress and achieve in relation to their goals. We endeavour to provide technology embedded practices which allow students to demonstrate critical thinking, creativity, communication, and collaboration skills. Mrs. Girouard's JK-3 class at Beardmore Public School won our Beyond the Hour of CODE week #2 challenge. She and her students won a pizza party and spent the afternoon coding with Ms. Wallwin and doing a little pizza dancing! In Mrs. Girouard's class, computational thinking is embedded in the learning and provides opportunities for students to demonstrate their global competencies seamlessly throughout their learning.</p>	
<p>Learning: Continued work with Usha James of the Thinking Consortium</p>		<p>Leaders as Learners. We are continuing to enhance our professional, collaborative learning through a job-embedded approach. Critical thinking is foundational to the work of our Board Learning Plan and the development of School Learning Plans. During the afternoon of January 21st, system leads, and principals continued their learning with Usha to dig deeper into the four facets of the thinking framework (left image) providing further information around how each facet helps to inform practices that nurture thinking environments. While the image to the left uses the word "classroom" our board is using this framework in all environments, including leadership.</p>
<p>Stewardship and Learning: OYAP- Pursuing an Apprenticeship Pathway</p>	<p>The Ontario Youth Apprenticeship Program provides experiential opportunities that promote intentional learning for students which will help support and celebrate identity and a sense of belonging. In Semester I, there were 21 SGDSB students who participated in OYAP which exposed them to a variety of trades, including but not limited to, Automotive Service Technician, Child Development Practitioner, Welder, and Facilities Technician. Two students went through the process of registration for their identified trade and will be continuing in the apprenticeship pathway upon completion of their OSSD. Jaden Roberts of MNHS completed 220 hours with Manroc Developments Inc. as a Heavy-Duty Equipment Technician which will carry over into second semester where he needs an additional 220 hours to complete his OSSD. From here, he will be employed by Manroc and will continue his apprenticeship. Jaden has been recognized by his employer for having a positive attitude, great work ethic, and being a team player. In addition, Michael Hogue from GCHS completed 355 hours as Truck and Coach Technician with Ray & Doris Truck Parts. When asked about Michael his employer replied, "they don't make many like him, his work ethic and eagerness to learn is second to none". Michael completed his OSSD at the end of Semester I and is now employed full time and working towards the completion of his apprenticeship. Both students recognize that a future career working in the skilled trades provides them with high pay, good benefits, flexibility, rewarding work with unlimited opportunity.</p>	
<p>Relationships: After School Development Program</p>		<p>Of the many fun and engaging community activities the Nipigon After-School Program has engaged in so far, one of their highlights this month was their visit to the Nipigon Fire Department. This opportunity not only allowed the children some non-threatening exposure to the station, trucks and firemen dressed in gear, but also an opportunity for emergency responders to learn about some of the sensitivities and anxiety children with Autism and other special needs sometimes experience. Through the collaborative work of the After-School Program facilitators, the promotional officer, and the committed firemen of the Nipigon Fire Department, they delivered an amazing session</p>

that not only promoted questions and excitement for some children (possibly future firefighters), but also a safe environment for some to overcome fears and anxieties. This is only one example of how our After-School Programs develop relationships and close social bonds between home, school, and community to foster our students' sense of physical and emotional safety in order for them to thrive, explore and take risks. As quoted by a parent attending the Nipigon program, "The program has been very successful for my girls. The positive encouragement and patience that the coordinators and peer mentors put in place has given my girls the confidence to try new things without fear of failure or judgement from others. Their self-esteem has greatly improved, and they are more willing to try new experiences now. I appreciate that they were able to be a part of the program and I will continue to bring my girls."



Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 13, Director's Monthly Report: February, 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.: 14

Date: February 18, 2020

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: SGDSB Communication Plan

**STRATEGIC
PRIORITY:** Relationships

Background

The Aim of the Relationships Pillar of our Multi-Year Strategic Plan is to strengthen our current relationships. We recognize that when we have positive relationships with students, staff, families and community partners, well-being and a positive sense of belonging are fostered. One way to achieve improved relationships is through effective, two-way communication. Superior-Greenstone DSB has identified the need to "develop strategies to enhance communication and transparency" (SGDSB Strategic Plan Relationship Objective, pg. 15, 2018).

Research articulated through the Strong Districts and their Leadership (Leithwood, pg. 11, 2013) document indicates that districts must work towards increased transparency, particularly if they want to ensure that the mission, vision and goals of the organization are to be shared by all. A component of the Director's Growth Plan, therefore, is targeted at fostering these conditions through improved communication from and with our system leaders (Superintendents, Managers, Principals and Vice-Principals, and System Leads), schools, families and the broader community.

A survey of staff was completed in March 2019. This survey was designed to with two purposes; to establish baseline information regarding the effectiveness of the current communication strategies, and to identify specific areas of need relating to internal communication. While all permanent staff were provided with the opportunity to respond to this survey, 161 responses were received, with approximately half of those responses from teachers. The survey results indicated that while we have some significant strengths in our communication strategies and tools, the need to standardize our approach to communication, both within schools and within the district, is necessary.

Current Situation

The purpose of the SGDSB Communication Plan is to present a clear and concise framework for communicating with stakeholders, both internally and externally. It has been designed to establish a comprehensive and integrated communications process that outlines and reinforces the strategies and expectations that are currently in place and those that need to be integrated into practice. The plan is designed to provide clarity regarding what constitutes effective communication and seeks to support the understanding of how some current documents and structures are to be seen as forms of communication. This includes, but is not limited to, the Strategic Plan and the Board Learning Plan for Student Achievement and Well-Being. These documents are key communication strategies for our internal stakeholders and support is required to see them as such.

The goals of the initiatives outlined in our Communication Plan include the following:

1. To foster strong relationships that promote high staff engagement in the district;

2. To implement a communications program that is focused on the priorities outlined in our 2018-2023 Multi-Year Strategic Plan;
3. To ensure our goals of student achievement and well-being are reinforced in communications;
4. To provide direction and resources for communication activities in support of our goals;
5. To support confidence in our system by ensuring that staff have access to information about key issues through consistent, inclusive, accessible, transparent, two-way and open communication;
6. Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for SGDSB;
7. Utilize a variety of media to maximize awareness and support of SGDSB's goals, objectives and programs; and
8. To establish communication standards that are accessible and compliant with the Accessibility for Ontarians with Disabilities Act (AODA).

To achieve these goals, we have articulated three Communication Initiatives which have been titled "Internal Communications", "External Communications" and "School and Community Relations". These are broad initiatives that reflect the standardization that is necessary at this time. We have developed eight objectives that we will operationalize:

1. Clarify district flow of information;
2. Provide ongoing training and support for administrators in effective communication with staff and the public;
3. Provide regular information on district-wide issues;
4. Create a system to encourage flow of information from parents/community to the district;
5. Publish and distribute informational pieces;
6. Communicate with community groups;
7. Be visible in the community; and
8. Highlight Faculty/Staff Accomplishments.

Next Steps

The Stages of Implementation dictate that we must first ensure system awareness of this plan. To achieve awareness, the Communication Plan will be posted to the SGDSB website for public viewing and a summary poster will be produced for all sites that captures key features of the plan. Although the plan has been vetted through all leaders and they have been asked to provide feedback, and a presentation has been provided at a Labour-Management Meeting, the development of a thorough understanding of this plan and its requirements is necessary. This will be accomplished by the Director of Education through various strategies (video communication, presentation to leadership groups, etc.) by June 2020, at which time we will move onto the second Stage of Implementation (Beginning Implementation). This stage will include the adoption of a specific and measurable goal and associated strategies that will be included as a part of the Director's Growth Plan for the 2020-2021 school year.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 14, SGDSB Communication Plan, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education

*Leithwood, K. "Strong Districts and Their Leadership". Institute for Education Leadership: 2013.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No.: 15

Date: February 18, 2020

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Proposed School Year Calendar 2020-2021

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

Background:

The Board Administration in consultation with its constituent stakeholders including parents, School Councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous and neighbouring boards have developed its 2020-2021 School Year Calendar.

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

The PA dates are to be determined by each Board. The remaining school days shall be instructional days. Two PA days are to be used for assessment and completion of report cards at the elementary level. Under PPM 151 Boards must ensure the three mandatory PA days are devoted to provincial education priorities. One PA day must be devoted to the provincial priority of developing and implementing strategies to improve student achievement in mathematics. The second mandatory PA day must be devoted to topics identified in Collective Agreements such as developing strategies to ensure equity for all students and Occupational health and safety training, including training on violent incident reporting. The third PA day is to be devoted to teachers' professional learning to any one of the provincial education priority areas including, but not limited to, Indigenous education, foundational math, financial literacy, mental health and well-being, as well as science, technology, engineering and mathematics fundamentals (STEM). Beginning in the 2020-21 school year, PPM No. 151 will be amended to include bullying prevention, intervention and de-escalation training as part of the third PA day devoted to provincial education priorities.

Current Situation:

In January 2020, after initial consultation with representatives for school administrators, local branch affiliates of teachers' federations, unions and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from members of the school communities, including teachers and staff, parents, School Councils and Parent Involvement Committee members.

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

- Shared busing with coterminous boards
- A balanced number of days in each semester
- A consistent school year calendar with coterminous boards
- Scheduling of co-curricular activities

- Increased opportunities for professional learning
- Supporting negotiated items in the collective agreement

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 15: 2020-2021 School Year Calendar accepts the proposed Calendar, and That, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



Superior-Greenstone District School Board

Regular Board Agenda February 18, 2020 Page 54 of 65

Proposed 2020-2021 School Year Calendar (Elementary and Secondary)

School Holidays Professional Activity Days Examination Days (Secondary)
All Students begin school on Wednesday, September 2, 2020 and end on Friday, June 25, 2021

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

In accordance with the Ministry of Education, Ontario Regulation 304, as amended by O. Reg. 364/15 School Year Calendar, Professional Development Days, and Superior-Greenstone DSB in conjunction with its coterminous boards is proposing the 2020-2021 School Year Calendar as illustrated.

School Holidays

September 7, 2020	Labour Day	March 15-19, 2021	March Break
October 12, 2020	Thanksgiving Day	April 2, 2021	Good Friday
December 21, 2020 to January 1, 2021	Christmas Break	April 5, 2021	Easter Monday
February 15, 2021	Family Day	May 24, 2021	Victoria Day



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

Report No.: 16

Date: February 18, 2020

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

FROM: Kathleen Schram, Numeracy/School Effectiveness Lead

SUBJECT: Numeracy Portfolio for 2019-2020: An Overview

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships and Stewardship

Background

In 2019, the ministry announced their *Focusing on the Fundamentals* math strategy, which really has been a continuation of the *Renewed Math Strategy* launched in 2016; both with the purpose of helping to support students across the province achieve better results in mathematics. Through both initiatives, funding has been provided for board-based facilitators and release time to engage in collaborative professional learning.

The goals associated with the funding are to:

- Effectively prepare for the implementation of the math curriculum;
- Increase the performance of students in targeted schools;
- Continue to build educator math content knowledge and pedagogy on the fundamentals of math to ensure that students are prepared for success in the classroom and in their future;
- Ensure that students, parents, teachers, as well as school and school board leaders have the supports, tools and resources they need to advance student learning and confidence in math; and
- Continue to respect parents and families and ensure that they are aware of what their children are learning in school.

Our overarching goal continues to be monitored through our EQAO cohort data: **By 2020, 100% of students will exceed or maintain their achievement scores as measured by their 3 to 6 or 6 to 9 EQAO cohort data in mathematics.** This goal supports the staff objective within the Learning Pillar of our Strategic Plan to *enhance our culture of professional, collaborative learning through a job-embedded approach.*

Current Situation

We currently have two individuals who are ½ time Board Based Facilitators: Tara Balog (also ½ VP for Manitouwadge Public School) and Leslie Blackwood (also ½ VP for Schreiber Public School). Both work directly with our School Effectiveness Lead (Kathleen Schram), to champion the numeracy work within our Board. This year we also received ministry approval to use our funds to contract Tom Boland to provide additional support as well. Tom has supported our educators with math training in the past, and is one of the co-authors of The Third Path – A Relationship Based Approach to Student Well-Being and Achievement.

The intent of this team is to provide training and coaching to our math teachers to support their professional learning and planning instruction, along with their monitoring of impact on student performance. Unfortunately, the political sanctions have made it difficult to engage in this work this year.

We were, however, able to engage in our system wide Numeracy Day in October, where elementary schools explored and gained a deeper understanding of math specific data; like their students' 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. Marathon High School was also the only high school that had grade 9, a de-streamed math class running first semester, allowing the teacher and Tara to work collaboratively to address some of the challenges.

Next Steps

Our team continues to work together to build resources to use with our educators once sanctions have lifted. We have used information obtained from our Numeracy PD Day to support our planning for this year. We are also working to create a series of posts to put out through our EDSBY platform to support connecting with parents.

This year we have purchased MathUp, a comprehensive, online, K–8 instructional tool to support 31 of our elementary teachers and are working on designing a rubric to measure impact of its use. We have also set a goal that, **by June 2020, all elementary educators utilizing MathUp, will identify the impact of the resource as measured through the indicators within the rubric.** This will help us to collect information to support our collective learning moving forward next year. This goal also supports the staff objective within the Learning Pillar of our Strategic Plan to *demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.*

A revised math curriculum for Grades 1 – 8 is scheduled to be released in spring 2020 to be implemented in fall 2020, so we will also be working around implementation of this once it is released.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 16, Numeracy Portfolio for 2019-2020: An Overview, for information.

Respectfully submitted by,

Kathleen Schram
School Effectiveness/Numeracy/MISA Lead

Nicole Morden Cormier
Director of Education

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

Report No.: 17

Date: February 18, 2020

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

FROM: Deana Renaud, Mental Health Manager

SUBJECT: Mental Health Portfolio Update

STRATEGIC

PRIORITY: Well Being, Relationships, Learning Stewardship

Background

The mental health and wellness of our students and staff is fundamentally connected to the achievement of our learners. It is a topic that transcends the entirety of Superior-Greenstone District School Board's 2018-2023 Strategic Plan, with impactful and intentional implementation guided by our four pillars: learning, well-being, stewardship and relationships.

We know that a successful mental health strategy will contribute to positive outcomes in the achievement and well-being of all individuals within our organization. We understand that student voice and input is essential to our understanding of an effective mental health strategy.

Current Situation

The current priorities of the Mental Health Portfolio are to:

- Fully understand the needs of students and staff through the holistic collection of data utilizing multiple sources and methods.
- Develop and enhance SGDSB student mental health support and services.
- Establish collaborative relationships and engage in meaningful partnerships with community services.
- Engage students through health promotion and direct service provision across a spectrum of support.
- Increase emotional intelligence and provide capacity building for staff to implement mental health and wellness in curriculum.
- Implementation of trauma informed and culturally appropriate approaches

Next Steps

The mental health profile in education continues to expand and will focus on board priorities in mental health service delivery and capacity building such as strengthening our understanding of the diverse communities we serve and enhancing our community partnerships to ensure optimal resource management. We will:

- Continue to gather data through various methods to attain student voice including the implementation of our new client management system (called EMHware);
- Ensure the ongoing evaluation of services and programs to guarantee quality improvement, effectiveness cultural propriety;
- Further implement of a system of professional practice and accountability through hiring and training mental health workers in schools and provide more directive clinical supervision and training to Child and Youth Workers and Attendance Counsellors.
- Ensure the ongoing collaboration with community partners and joint project efforts to increase access and improve care coordination for students and families.

In 2020-2021 the mental health portfolio will focus on efforts to increase student and family engagement to support overall child and youth mental health and well-being.

Administrative Recommendations

That the Superior-Greenstone District receive Board Report No.17, Mental Health Portfolio Update, for information.

Respectfully submitted by

Will Goodman
Superintendent of Education

Deana Renaud
Mental Health Manager

Friday, January 10, 2020

Honourable Christine Elliott, M.P.P.
Minister of Health and Long-Term Care
Ontario Ministry of Health and Long-Term Care
80 Grosvenor Street
Toronto, ON
M7A 2C4

Dear Minister Elliott:

I am writing on behalf of the trustees, staff and 65000 students of the Waterloo Region District School Board, to highlight the most serious health issue facing our school communities.

Minister, there is unanimous agreement within our Board, that Vaping and the consumption of Vaped products, has quickly become the number one threat to student health and well-being.

We are deeply concerned about the rapidly increasing rate at which our youth are experimenting with vaping products, and are hoping to work with you and your government on a strategy to protect young Ontarians from the harms and risks associated with vaping use.

As you may have seen, in our community, University of Waterloo Professor David Hammond has published research showing that between 2017 and 2018 vaping increased by 74 percent among Canadian teens between the ages of 16 and 19.

We are pleased with your recent remarks to the CBC, (December 5, 2019) confirming your government's understanding that this is a serious issue, and that "there is more to be done." Further, the recent decision to ban the promotion of vaping products in convenience stores and gas stations as of January 1, 2020 is a welcome start to this New Year.

Although an important step, it is one of many, which need to be made in order to address this issue, and we are urging you to follow the example of other jurisdictions and increase the minimum age of 21 for the sale of tobacco and vaping products and prohibit the sale of flavoured vaping products.

These regulatory changes are supported by our school board and public health partners across the Province and across Canada, as they are proven to help deter students from



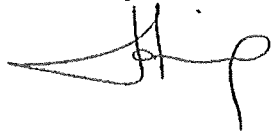
51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca



engaging in vaping and the negative-and often unexpected-health consequences associated with these products.

Minister, we share a mutual goal which is to protect young Ontarians from the risks and harms of vaping, and to work to reverse this concerning trend. We are committed to working with you and all stakeholders to reduce the promotion and appeal of these products and look forward to hearing from you on our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Herring', with a stylized flourish at the end.

Jayne Herring
Chair of the Board of Trustees
Waterloo Region District School Board

Cc: Premier Doug Ford
Education Minister Stephen Lecce
Region of Waterloo Public Health
OPSBA
Chairs of Ontario English Public School Boards



Superior-Greenstone District School Board

TRUSTEE CONFERENCE / WORKSHOP

APPLICATION FORM

Trustee / Student Trustee Name: Dr. Paul Cormier, Trustee

Date of Conference / Workshop: Day(s) 2nd - 5th Month July Year 2020

Location of Conference / Workshop: Banff Centre for Arts and Creativity, Alberta Canada

Name of Conference / Workshop: CSBA Annual Congress and National Trustee Gathering on Indigenous Education 2020

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

With the theme "standing Stronger Together" this conference will bring together leaders in education, human rights and the rights of Indigenous peoples.

Speakers include: Lieutenant-General, The Honourable Romeo Dallaire (Ret'd), Stan Wesley,

Tara Teng, and Andy Hargreaves.

What are the estimated expenses for this conference / workshop?

Conference / Workshop Registration: \$1150 Approximatly

Transportation: Approximately \$800 (estimated cost of flight), Shuttle Service Airport to Banff \$120

Meals: As per the SGDSB bylaws.

Accommodation: \$1,120

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

Professional development on Indigenous Education



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

Report No.: 18

Date: February 7, 2020

TO: Members of the Superior-Greenstone District School Board

FROM: Pinky McRae, Trustee

SUBJECT: Ontario Public School Board Public Education Symposium

STRATEGIC

PRIORITY: Learning

Background

OPSBA Public Education Symposium was held in Toronto on January 23 to the 25th. The Symposium covered numerous topics such as Core Governance, Leadership and Deep Learning, Legal Restrictions of the Role of the Trustee's to name a few. Attached is the full program outline.

Current Situation

I attended many sessions however one worth noting was the presentation titled: Strong Governance Practices and Locally Elected School Trustees. The panel noted the importance of trustees understanding their roles and responsibilities and the potential repercussions of what the government may consider should trustees continue to overstep their roles. Understanding good Governance is of the utmost importance.

This was my 10th Symposium and although the lineup of speakers was interesting, I would suggest OPSBA gear more workshops around more experienced trustees.

Next Steps

Share more detailed information with trustees.

Recommendations

That the Superior-Greenstone DSB receive Report No. 18, Ontario Public School Board Public Education Symposium, for information.

Respectfully submitted by:

Pinky McRae,
Trustee/Board Chair



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Trustee Evaluation: Regular Board Meetings

"Every meeting is a process, and evaluation makes the process complete.

Meetings are held with a purpose, and a post meeting evaluation determines whether the purpose was met."

Trustees are invited to complete the following evaluation form after each Regular Board Meeting. Evaluation Forms should be signed and dated and submitted to the Executive Assistant no more than 5 working days after the meeting. Evaluations will be collected and reviewed, and annual feedback will be provided to the Board to determine areas for growth. When responses are unsatisfactory, please provide a comment to explain.

Reflection	Yes	No	N/A
Do you feel that the information in the agenda package adequately prepared you for the meeting?			
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).			
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)			
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.			
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.			
Comments:			

Name:

Signed:

Date: