



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 2020/09

A G E N D A

Monday, September 28, 2020 – 6:30 p.m.

Videoconference & Teleconference

Join Microsoft Teams Meeting

1-807-701-5980 Conference ID: 440 837 902 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed. Videoconference & Teleconference available due to COVID-19 Pandemic.

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						Couture, Erin (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>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

PART I: Regular Board Meeting

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

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 28, 2020 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2020/09 Regular Board Meeting, September 28, 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 2020/08: August 24, 2020;

[*\(Attached\)*](#)

5.2 Board Policy Review Committee: September 15, 2020

[*\(Attached\)*](#)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of September 15, 2020 and approves as reviewed:*

- P-303 Purchasing
- P-310 Records Information Management
- P-412 Public Access Defibrillators in Board Facilities
- P-521 Community Involvement Activities
- P-708 Community Service
- P-718 Footwear

[*\(Attached\)*](#)

[*\(Attached\)*](#)

[*\(Attached\)*](#)

[*\(Attached\)*](#)

[*\(Attached\)*](#)

[*\(Attached\)*](#)

to be posted to the Board website with an implementation date of September 29, 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: Learning Spaces Renovations

*(Power Point Presentation
– M. Paris/ N. Morden Cormier)*

7.2 Excellence in Education: SGDSB System Presentation Presentation Titled: Celebrating Excellence at SGDSB

(Video Presentation – N. Morden Cormier)

https://sgdsb-my.sharepoint.com/:v/g/personal/jlucas_sgdsb_on_ca/EdKbGRN421tAIQ2VnIlvKDMBtHKapFZTI4tSAsVVKtzq-w?e=SrW8Xv

7.3 Report No. 55

Update – Student Trustees Report: September

(Attached - Trustees, S. Schwantz & E. Couture)

8.0 Reports and Matters for Decision

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

- | | | |
|-------|---|----------------------------------|
| 8.1.1 | Board Policy Review Committee (BPRC) | (M. McIntyre/ N. Morden Cormier) |
| 8.1.2 | Occupational Health and Safety Committee (OHSC) | (M. Groulx/ M. Paris) |
| 8.1.3 | Special Education Advisory Committee (SEAC) | (M. McIntyre/ W. Goodman) |
| 8.1.4 | Board Audit Committee | (M. McIntyre/ C. Tsubouchi) |
| 8.1.5 | Indigenous Education Advisory Committee (IEAC) | (P. Cormier/ N. Morden Cormier) |

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi

- 9.1 Report No. 56:
2019/2020 Interim Report No. 3

Business /Negotiations Chair: Mark Mannisto

(Attached - B. Harris/ C. Tsubouchi)

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 57:
Director's Monthly Report: September 2020

(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. 58:
Summer Transitions Program

(Attached – W. Goodman)

- 11.2 Report No. 59:
Virtual Learning Schools

(Attached – Carol Leroux/ C. Bishop)

- 11.2 Report No. 60:
Secondary Mental Health Workers
✓ **That**, the Superior-Greenstone DSB having received
Report No. 60, Secondary Mental Health Workers,
approves the staffing and creation of a new job class
as presented.

(Attached – D. Renaud/ W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair

- 13.1.1 Canadian School Board Association (CSBA):
Indigenous Trustee Panel

(Attached)

- 12.2 Trustee Associations and Other Boards

- 13.2.1 OPSBA's Annual General Meeting September 26, 2020

- 12.3 Trustee Activities

- 12.4 Future Board Meeting Agenda Items

- 12.5 Board Meeting Evaluation Reminder

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 2020/08: August 24, 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 2020/08 Regular Board Meeting, Monday, September 28, 2020 adjourn at _____, p.m.

2020 - Board Meetings

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

Monday, October 19, 2020

*Designate Site: SGDSB Board Office

Monday, November 16, 2020

Monday, November 30, 2020 (1:00 p.m.)

*Designate Site: Board Office

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2020/09

Committee of the Whole Board: Closed Session.

Monday, September 28, 2020

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed - Videoconference & Teleconference available due to COVID-19 Pandemic.

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 2020-08: August 24, 2020 [\(Attached\)](#)
- 4.0 Personnel Item A: (W. Goodman)
- 5.0 Report No. IC-01-20: [\(Attached - W. Goodman\)](#)
- 6.0 Report No. IC-02-20: [\(Attached - W. Goodman\)](#)
- 7.0 Report No. IC-03-20: [\(Attached - N. Morden Cormier\)](#)



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Regular Board Meeting 2020/08

MINUTES

Monday, August 24, 2020 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams Meeting

1 – 8 0 7 - 7 0 1 – 5 9 8 0 Conference ID: 649 389 105 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed. Videoconference & Teleconference available due to COVID-19 Pandemic.

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) 8:22 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			Couture, Erin (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		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</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 Oath of Office: 2020-2022 Student Trustee

- 2.1 Erin Couture: (Nipigon-Red Rock District High School): Declaration & Oath of Office
Erin Couture, appointed to fill the Student Trustee vacancy, recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

3.0 Regular Meeting Call to Order

90/20

Moved by: Trustee M. Groulx

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 24, 2020 be called to order at 6:34 p.m.

Carried

4.0 Approval of Agenda

91/20

Moved by: Trustee K. Pristanski

Second: Trustee M. Mannisto

✓ **That**, the agenda for the Superior-Greenstone DSB 2020/08 Regular Board Meeting, August 24, 2020 be accepted and approved.

Carried

5.0 Disclosures of Interest re: Open Session

There were no disclosures offered at this time.

6.0 Minutes: Board Meetings and Board Committee Meetings

- 6.1 Minutes and Report Correction
Board Chair Pinky McRae advised that an administrative error was made in the numbering of the board report presented at the July 9, 2020 Special Board meeting. The following resolution will allow for the correction of the report sequence number in the meeting minutes and the board reports files.

92/20

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB approve the correction to report numbers recorded into the July 9, 2020, Special Board 2020/04 Meeting minutes, so that the report number incorrectly stated as Report No. 50 are changed to the correct sequence being Report No. 51.

Carried

- 6.2 Board Meetings
The meeting minutes of July 9, 2020 will be corrected to adjust the Board Report numbering sequence and the June 22, 2020 meeting minutes, item 12.3 – Trustee Activities, will be amended to read, “Board Chair Pinky McRae attended”, in correction to noting Trustee McIntyre’s name in error.

93/20

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2020/07: June 22, 2020, as amended.
2. Special Board Meeting 2020/04: July 9, 2020, as amended.

Carried

7.0 Business Arising Out of the Minutes

Nil.

8.0 Delegations and/or Presentations

Presentations will resume at the September meeting.

9.0 Reports and Matters for Decision**9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****9.1.1 Indigenous Education Advisory Committee (IEAC)**

Director of Education Nicole Morden Cormier provided a review of the agenda items discussed at the IEAC meeting held on June 16, 2020. The agenda included a review of the summer programs planned, the expansion of Ojibway Language classes available to students, reopening of schools, and an update on the Indigenous Youth Council. The Director noted that the Committee also discussed the Indigenous Education Lead position concerns and the plans moving forward to reengage in consultation. The Committee celebrated Nancy O'Donnell and her contributions to the advancement of Indigenous Education. During the summer months Administration has engaged in a number of First Nation Advisory Committee meetings with those communities who hold Education Service Agreements to plan for the safe return to learning.

10.0 Reports of the Business / Negotiations Committee

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

10.1 Report No. 52: Board Estimates 2020-2021

Superintendent of Business Cathy Tsubouchi provided a PowerPoint presentation to assist in her review of the report. The 2020-2021 Estimates have a \$251,477.00 deficit necessary for compliance purposes. The Estimates comply with the Ministry of Education's requirements. Financial statements and interim report will be brought before the Board in the months to come. A report on Trustee expenses will be presented at the end of the year.

94/20*Moved by: Trustee M. Mannisto**Second: Trustee K. Pristanski*

✓ ***That***, the Superior-Greenstone DSB having received Report No. 52, Board Estimates for 2020/2021, adopts the Estimates for the 2020/2021 school year as presented.

*Carried***10.2 Borrowing Bylaw 147**

Superintendent of Business Cathy Tsubouchi presented the Borrowing Bylaw 147 that was sent under separate cover from the agenda. She advised that due to a change in the timelines of the release of Ministry funding, it is recommended to the Board to increase the borrowing by-law from seven million dollars to 10 million dollars. C. Tsubouchi noted that an additional request for borrowing will be brought forward before the Board in the near future for capital project spending.

95/20*Moved by: Trustee J. Nesbitt**Second: Trustee M. Groulx*

✓ ***That***, the Superior-Greenstone DSB approves Bylaw No. 147 being a bylaw to authorize the borrowing of up to 10 million dollars (\$10,000,000.00)

*Carried***11.0 Reports of the Director of Education**

Director of Education: Nicole Morden Cormier

Nil.

12.0 Reports of the Education Committee

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

12.1 Report No. 53: Summer Learning Programs

Student Success Lead Carole Leroux presented the Summer Learning Programs report that was written in collaboration with Vice-Principal Heidi Cloutier. The report outlined the success of the Summer Co-

operative Education/Alternative Learning Program, the Reach Ahead Program, and the Literacy/Numeracy Summer Learning Program.

12.2 Report No. 54: SGDSB Reopening Update

Superintendents of Education Charlie Bishop and Will Goodman provided a comprehensive review of the school reopening plans. They advised that all SGDSB elementary and secondary schools will open for conventional in-person delivery of teaching and instruction, five days a week as outlined by the “Guide to Reopening Ontario Schools”, issued by the Ministry of Education. Parents will have the choice to opt their children out of in-person delivery. They outlined the enhanced public health protocols that have been implemented to provide a layered approach to safety for staff and students.

13.0 New Business

Board Chair: Pinky McRae

13.1 Board Chair

13.1.1 Designated Meeting Site October 19, 2020

Board Chair Pinky McRae discussed that at the December organizational meeting the Learning Centre was selected as the designated meeting site to allow for school tours and an in-person meeting. Due to COVID-19 safety precautions, tours are currently suspended. Therefore, the September meeting will continue as a virtual meeting, and Trustees may attend on site at the Board office in Marathon if they wish for the October meeting.

13.2 Trustee Associations and Other Boards

13.2.1 OPSBA's Annual General Meeting September 26, 2020

P. McRae issued a reminder to Trustees that the OPSBA's Annual General Meeting will take place on September 26, 2020 through a virtual platform. Trustee Paul Cormier and Trustee Allison Pelletier confirmed their attendance at the meeting as the OPSBA Director/Voting Delegate and Alternate Director/Alternate Voting Delegate.

13.3 Trustee Activities

Nothing to report at this time.

13.4 Future Board Meeting Agenda Items

There were no agenda items requested at this time.

13.5 Board Meeting Evaluation Reminder

The Board Chair reminded Trustees to please complete the Board Meeting Evaluation form that was included in an email. The results will be brought forward at the Organizational Board meeting.

14.0 Notice of Motion

Nil.

15.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:22 p.m.

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

16.1 Agenda: Committee of the Whole Board – Closed

96/20

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:22 p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session**97/20***Moved by: Trustee J. Nesbitt**Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:58 p.m. and that this portion be open to the public.

Carried**17.0 Report of the Committee of the Whole Closed Section B****17.1 98/20***Moved by: Trustee M. Mannisto**Second: Trustee M. Groulx*

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

1. Regular Board 2020/07: June 22, 2020

Carried**17.2 Other Recommendations from Committee of the Whole Closed Session**

Nil.

18.0 Adjournment**99/20***Moved by: Trustee M. Mannisto**Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB 2020/08 Regular Board Meeting, Monday, August 24, 2020 adjourn at 8:59 p.m.

Carried**2020 - Board Meetings***Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.*

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 2020/08

Committee of the Whole Board: Closed Session.

Monday, August 24, 2020

Videoconference and Teleconference

TOPICS

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed - Videoconference & Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:22 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2020-07: June 22, 2020
- 4.0 Personnel Item A
- 5.0 Personnel Item B
- 6.0 Personnel Item C
- 7.0 Personnel Item D

Regular Board Meeting 2020-08

Monday, August 24, 2020

MINUTES

APPROVED THIS _____ DAY OF _____, 2020

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
 Teleconference/Videoconference Meeting – Marathon, ON
 Tuesday, September 15, 2020 @ 6:30 p.m.

MINUTES

Microsoft Teams Meeting
 +1 807-701-5980 Conference ID: 491 322 785#

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
Harris, Brent: <i>Manager of Finance</i>			x		
Denis Nault: <i>Manager of Human Resources</i>			x		
Linda Demers: <i>Coordinator of Business Services</i>			x		
Gerrilynn Christianson: <i>Recorder</i>			x		

1.0 Review of Minutes: June 2, 2020

The minutes of the June 2, 2020 Board Policy Review Committee were approved by the Board at the June 22, 2020 Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: June 2, 2020**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of June 3, 2020 through to July 3, 2020. Stakeholder feedback was received for Policy 310, Policy 718 and Policy 706. Policy 706 will be deferred to the November meeting.

P-723 Disability Support

Manager of Human Resources Denis Nault advised that the draft policy previously presented will now be revoked as it is better communicated through a Guideline as opposed to a policy.

P-718 Footwear

The policy was revised to include a reference to policy 706.

P-706 Health and Safety

The policy was edited with a slight revision as a result of posting for stakeholder feedback. The Policy must now be approved by the Occupational Health and Safety Committee at their October meeting, before it can be reviewed by the Board Policy Review Committee. The policy will be added to the November 3, 2020 Agenda.

P-412 Public Access Defibrillators in Board Facilities

No stakeholder feedback received.

P-310 Records Information Management

Coordinator of Business Services Linda Demers provided a detailed review of the stakeholder feedback that was received. The policy was adjusted to reference the specific version of the schedule and guideline for OASBO. Feedback was received and the policy was adjusted.

P-303 Purchasing

Manager of Financial Services Brent Harris provided a review of the revisions that have been updated in the policy. The updates will include the job titles for the Financial Services Manager and Manager of IT. Also, the policy reference to PCard will be revised to read "PCard/Credit Card".

P-521 Community Involvement Activities

No stakeholder feedback received.

P-708 Community Service

No stakeholder feedback received.

Action Item: Submit Policy 718, P-412, P-310, P-303, P-521 and P-708 for Board approval at the September 28, 2020 meeting. Policy 706 will be brought forward to the November 3, 2020 BPRC meeting.

3.0 Reviews: New/Existing Policies

P-204 Trustee Associations

Director of Education Nicole Morden Cormier advised that after careful review of the policy, there are no suggested revisions or enhancements.

Action: Submit Policy 204 for stakeholder review.

P-205 Cooperation with Other Boards

The Director advised that there are no suggested revisions or enhancements.

Action: Submit Policy 205 for stakeholder review.

P-207 Lines of Communication Regarding Complaints

The Director discussed the revisions to the policy that include the adding of a policy statement. The revisions also articulate the handling of complaints from stakeholders and outlines that concerns should be dealt with at the closest level of the issue. If a matter could not be resolved at that level, then the concern would be brought forward to the next level up. Thus, ensuring that complaints are addressed in a timely manner.

Action: Submit Policy 207 for stakeholder review.

P-209 Agenda

The Director and the Board Chair reviewed the policy. The document was updated to reflect the current process for the requesting of adding items to the board agenda. This policy will also be updated in the Trustee Handbook once the Board has approved the policy.

Action: Submit Policy 209 for stakeholder review.

P-403 Students Handling Dangerous Substances

Superintendent of Education Charlie Bishop provided a detailed review of the revisions made to the Student Handling Dangerous Substances policy. He also discussed the safe handling of Dangerous Substances and noted that they are only accessible by trained and authorized personnel.

Action: Submit Policy 403 for stakeholder review.

P-503 Interviewing Students

The Superintendent of Education Will Goodman advised that there are no suggested revisions or enhancements to the policy at this time.

Action: Submit Policy 503 for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of September 16, 2020

Trustee Mark Mannisto joined the meeting at 6:54 p.m.

P-204 Trustee Associations
P-205 Cooperation with Other Boards
P-207 Lines of Communication Regarding Complaints
P-209 Agenda
P-403 Students Handling Dangerous Substances
P-503 Interviewing Students

Action: Submit Policy 204, Policy 205, Policy 207, Policy 209, Policy 403 and Policy 503 for stakeholder review on September 16, 2020.

5.0 List All Policies to Refer to Board for Approval on September 28, 2020

P-718 Footwear
P-412 Public Access Defibrillators in Board Facilities
P-303 Purchasing
P-310 Records Information Management
P-521 Community Involvement Activities
P-708 Community Service

6.0 2020 Meeting Schedule

November 3, 2020 at 6:30 p.m.

Tentative dates:

- February 9, 2021
- April 6, 2021
- June 15, 2021
- September 14, 2021
- November 2, 2021

The Board and Committee meeting schedule will be brought forward at the November 30, 2020 organizational meeting for review/approval.

7.0 Other

7.1 COVID-19 PPE Requirements

The Director advised that all current safety measures and protocols implemented in response to the COVID-19 Pandemic do not require a written policy. These protocols are mandated under the Emergency Management and Civil Protection Act for school boards to follow and are outlined on the Ministry website.

7.2 Policy Review

The Director advised that all policies presented to the Board Policy Review Committee are reviewed by the Boards Human Rights and Equity Advisory, Mahejabeen Ebrahim. She also advised that Accessible versions of the policies are available to the public upon request.

8.0 Adjournment

Moved: Trustee J. Nesbitt

Second: Trustee M. Mannisto

That, the Board Policy Review Committee Meeting of September 15, 2020 adjourn at 7:02 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name PURCHASING

303

Board Approved:

January 21, 2013
October 18, 2011
June 22, 2010
May 18, 2010
Sept. 7, 2004

Reviewed:

January 15, 2013
September 26, 2011
May 31, 2010
April 26, 2010
March 20, 2007

Review Before: December 2025
December 2018

POLICY

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

PROCEDURES**1.0 Definitions**

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

2.0 Supply Chain Code of Ethics

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Supply Chain Code of Ethics, attached as Appendix A.

3.0 Broader Public Sector (BPS) Procurement Directive

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Directive, attached as Appendix B.

4.0 Authorization to Purchase Goods & Services

Authorization to purchase goods and services in accordance with this policy is granted by the Board to Administration within the limits of the approved budgets and in accordance with the Approval Authority Schedule as set out below.

In the event that budgets have not been approved by the Board prior to the commencement of a fiscal year, the Administration is authorized to make only those purchases which are necessary for the continuation of existing programs and services.

Approval Authority Schedule

Position Title	Purchase Limit
Board of Trustees approval required	Over \$500,000
Director of Education and Superintendent of Business	\$500,000
Plant Services Manager	\$100,000
Financial Services Manager, Manager of IT	\$50,000
Principal	\$5,000

5.0 Competitive Procurement Thresholds

The purchasing process which must be used is determined by the total value of goods and services to be purchased. In the case of a multi-year lease or contract, the total payments over the life of the lease or contract including extensions shall be used to determine the total value.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

For Goods and Non-Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
Less than \$250	Purchases amounting to not more than \$250 may be made by Petty Cash, Cheque Request or Purchase order. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
Less than \$100	Purchases amounting to not more than \$100 may be made by Petty Cash. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
More than \$100 but less than \$500	Purchases amounting to more than \$100 but less than \$500 may be made by P-card/Credit Card, Cheque Request or Purchase order. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
More than \$250 \$500 but less than \$5,000	Purchases amounting to more than \$250 \$500 but less than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.

More than \$5,000 but less than \$100,000	Purchases amounting to more than \$5,000 but less than \$100,000 will be made by purchase order after obtaining at least 3 written quotes (where possible).
\$100,000 and more	Purchases of \$100,000 or more will be made by Tender/RFP/RFQ issued by the department responsible. Supporting documentation will be held on file by the department.

For Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
Less than \$100,000	Where possible, at least 2 written proposals are to be obtained from consultants clearly stating contract amount and service description prior to submitting a purchase order for approval. Supporting documentation must be attached to the purchase order or contract.
\$100,000 and more	Formal requests for proposals are to be issued by the department on an open competitive basis. Supporting documentation will be held on file in the department.

Note: Consulting services are defined as “the provision of expertise or strategic advice that is presented for consideration and decision making.” Consulting services for the purpose of this policy excludes services that are required by legislation or regulation to be provided by the following licensed professionals: medical doctors, dentists, nurses, pharmacists, veterinarians, engineers, land surveyors, architects, accountants, lawyers and notaries.

6.0 Non-Authorized Purchases

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, **course registrations**, catering, groceries and purchases through Petty Cash.

7.0 Purchases for Personal Use

Items for personal use of employees may not be purchased through the Board.

8.0 Exceptions

The Superintendent of Business shall be permitted discretion in the application of item 5.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,
- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,

- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

9.0 Tender Opening

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

10.0 Release of Tender Information

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

11.0 Staff: Gifts and Gratuities

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

12.0 Co-operative Purchasing

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

13.0 Superintendent of Business

Any questions regarding this policy should be directed to the Superintendent of Business.

Appendix A
Policy 303 Purchasing
As at April 1, 2011

Ontario Broader Public Sector (BPS)
Supply Chain Code of Ethics

Goal: To ensure an ethical, professional and accountable BPS supply chain.

1. *Personal Integrity and Professionalism*

Individuals involved with Supply Chain activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2. *Accountability and Transparency*

Supply Chain Activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

3. *Compliance and Continuous Improvement*

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

Appendix B
Policy 303 Purchasing
As at April 1, 2011

Ontario Broader Public Sector (BPS)
Procurement Directive

~~Go to Ontario Broader Public Sector Procurement Directive~~

The BPS Procurement Directive can be found on the following site:

<https://www.ontario.ca/page/broader-public-sector-accountability>

The current Directive, as of July 01, 2011 is also attached in this Appendix.

~~A detailed description of all the above requirements is found in the Supply Chain Guideline, issued by Ontario Ministry of Finance:~~

~~<http://www.fin.gov.on.ca/en/ontariobuys/documents/scg.html>~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION **310**

Policy Name RECORDS INFORMATION MANAGEMENT

Board Approved:

Review Prior To: December 2025

POLICY

It is the policy of the Superior-Greenstone District School Board to maintain a comprehensive Records Information Management System which conforms to the provisions of the Education Act, the Freedom of Information and Protection of Privacy Act and other relevant legislation and regulations.

The board recognizes its responsibility to maintain proper Record Retention Schedules and detailed Destruction/Transfer Procedures in accordance with legislative requirements while preserving records and other items of an enduring value and/or of historical interest.

The board therefore endorses the formalized Records Information Management System in accordance with OASBO's Generic Records Retention Schedule, **as updated periodically and posted on OASBO's website**, and the following applicable guidelines.

DEFINITIONS

A **Record** is any information however recorded whether in print form, on film, by electronic means, or otherwise. Records can be in many formats: paper, video, audio, microfilm, or electronic. Examples of records include the following:

- email;
- text message;
- digital media;
- websites;
- electronic document management systems.

A **Transitory Record** is useful for only a short time and has minor importance. When its use is over it should be deleted or destroyed. Examples of transitory records include the following:

- personal messages;
- general notices and announcements;
- copies of documents and emails;
- cc, bcc, or FYI emails kept only for convenience;
- drafts and working documents to prepare final records with a few exceptions such as agreements/contracts, drafts in developing legislation.

A **Non-Record** has no bearing on the organization's functions, operations, or mandate. Non-records are typically used, if ever, only for a very limited period of time. They do not have to be collected and maintained. These documents are not required to be retained and therefore do not appear on a records retention schedule. Examples of non-records include the following:

- reference books;
- published legislation from other boards, municipalities or government agencies;
- extra copies/convenience copies.

Records Centre is a centrally-located area provided to store inactive and archived records.

GUIDELINES

- 1.1 The Superintendent of Business is responsible for ensuring that staff are provided with the most recent version of the OASBO Generic Records Retention Schedule and that Records Information Management System training is provided. Supervisory Officers and Principals shall ensure that their staff are adequately trained regarding Records Information Management System procedures.
- 1.2 Records are to be retained for the period of time as specified by OASBO'S Generic Records Retention Schedule. Records to be destroyed/transferred must also be managed in accordance with OASBO's Generic Records Retention Schedule.
- 1.3 Supervisory Officers and Principals are responsible for the management and retention of records in their respective departments/schools in accordance with established Records Information Management Procedures until the records are transferred to a central Records Centre.
- 1.4 Active records should be managed in each department/school's active office or desk area. The determination of a record as active or inactive is generally based on the frequency with which the information is likely to be accessed, and the goal is to minimize the amount of record storage space required in the primary work area. Records held within the required retention period relating to previous years or referred to infrequently are considered inactive records.
- 1.5 An inactive record may be transferred to a central Records Centre until the end of its required retention period. It is important to note that inactive storage areas must be areas that allow for the protection and preservation of records, and must be free of the risk of damage.
- 1.6 Each school/department shall maintain up-to-date database listings of current, transferred and destroyed records.
- 1.7 The Superintendent of Business or designate shall maintain an up-to-date listing of records retained at a central Records Centre. A listing of destroyed records once held at a central Records Centre will also be retained by the individual designated by the Superintendent of Business to manage records.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES AND GROUNDS	
<i>Policy Name</i>	PUBLIC ACCESS DEFIBRILLATORS IN BOARD FACILITIES	412

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
October 27, 2015	October 5, 2015	December 2025
June 19, 2012	March 26, 2012	December 2020
May 20, 2009		

POLICY

The Superior-Greenstone District School Board is committed to the health and safety of its students, faculty, staff and visitors. In order to provide opportunities for assistance to be given to individuals who may experience cardiac arrest on school property, the Board has acquired automatic external defibrillators (AED's) for use in schools and at designated events that can be accessed by staff members and the public.

The expectation is to have the Public Access Defibrillators located in accessible public locations in each school facility. Procedures related to use and maintenance of the Public Access Defibrillators will be reviewed annually.

Any member of the public can access a P.A.D. and apply it to a victim who may appear to be having a cardiac arrest. The quicker the response – the greater the chance that the victim of a cardiac arrest will survive.

DEFINITIONS

“Public Access Defibrillators (P.A.D.)” is an automated external defibrillator that has been designed for public use.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS & STUDENTS	
<i>Management Guideline</i>	COMMUNITY INVOLVEMENT ACTIVITIES	
<i>Applicable Policy</i>	COMMUNITY INVOLVEMENT ACTIVITIES	521
<hr/>		
<i>Board Approved:</i>	<i>June 23, 2015</i>	<i>Reviewed: May 11 & April 13, 2015</i>
	<i>June 16, 2009</i>	<i>June 10, 2009</i>
	<i>December 10, 1999</i>	<i>January 20, 2003</i>
		<i>Review by: December 2020</i>

GUIDELINE

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the students is paramount.

It should be noted that students are not paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

RESPONSIBILITIES**1.0 The Board**

The school board shall:

- a) Implement community involvement activities throughout its secondary schools;
- b) Develop a list of approved community involvement activities in consultation with school principals and in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer;
- c) Ensure that all participants, including students and the sponsors of community involvement activities are adequately covered by the Board's insurance.

2.0 The Principal

The principal shall:

- a) Ensure that a description of the community involvement requirements and an outline of the policies and procedures for completing the requirement are included in the school course calendar;
- b) Provide information about the community involvement requirements to parents, students and community sponsors;
- c) Provide students with a list of the Board's approved list of activities as well as activities that are ineligible;
- d) Shall ensure that students are provided with the information and forms needed to complete the community involvement requirement as well as copies of the Board's

information documents that are to be given to the parents and to the person supervising the community involvement activity;

- e) In consultation with the appropriate supervisory officer, determine whether the student's proposed activity is acceptable if the activity is not on the Board's approved list;
- f) The Principal shall determine whether the student has met the community involvement requirement and if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

3.0 The Student

In consultation with their parents, students shall select an activity or activities from the boards' list of approved activities, or choose an activity that is not on the list, provided that it is not on the board's list of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, a student must provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities". Students under eighteen years, must have a parent **sign** if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" must be completed by the student, the community sponsor (person or organization that provided the community involvement opportunity) and a parent or guardian, if a student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

4.0 The Parents

Parents should assist their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" and the "Completion of Community Involvement Activities" forms if the student is under the age of eighteen years.

5.0 The Community Sponsors

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations **s** within the community may be asked by the student to sponsor a community involvement activity. The person or organization shall provide any training, equipment, or special preparation that is required for the activity. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the ["Completion of Community Involvement Activities"](#) form.

6.0 Community Involvement Activities

6.1 Board Approved Activities

Community involvement activities may take place in a variety of settings, including not for profit organizations, public and private institutions (including hospitals, literacy groups, churches, and museums), and informal settings. This is to be completed outside the students' normal instructional hours – that is, the activities are to take place in the students' designated lunch hours, before or after school, on weekends, or during school holidays.

- Assisting community organizations with the organization and carrying out of community events in a non-alcohol environment
- Participation on community or regional planning committees.
- Providing assistance for individuals in the community (such as seniors and special needs citizens).
- Fundraising for community organizations.
- Organizing and assisting with school events and committees.
- Assisting local sports and recreational activities.

These activities should not take place after 10:00 p.m. (unless approved by a parent).

6.2 Ineligible Activities

The ministry has developed a list of activities that are ineligible as community involvement activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education portion of a course, job shadowing, work experience);
- Takes place during the time allotted for the instruction program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" period is permissible;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;
- Involves the operation of a vehicle, power tools, or scaffolding;
- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling substances classed as "designated substances: under the Occupation Health and Safety Act"
- Requires the knowledge of a trades person whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuable;
- Consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- Involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARDCompletion of 40-Hours Community Involvement Activities Credit

(Please Print)

Student: _____	Principal: _____
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School: _____	Telephone: _____
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Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the Principal requests it.

Activity	Number of Hours	Date of Completion	Location & Telephone Number	Supervisor's Name & Signature	Principal's Signature
<i>Total Hours</i>					

Student's Signature: _____ Date: _____ Parent's Signature: _____ Date: _____

For Office Use Only	<input type="radio"/> Completion has been noted on the student's OST _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> <i>Signature of School Official</i> <i>Date</i> </div>
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Personal information contained on this form is collected pursuant to the Municipal Freedom of Information and protection of Privacy Act.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	COMMUNITY SERVICE	708
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
June 23, 2015	May 11 & April 13, 2015	December 2025
February 17, 2010	October 26, 2009	December 2020
March 12, 1999	December 3, 2004	

POLICY

The Superior-Greenstone District School Board recognizes the desirability of the involvement of its employees in the life of the communities in which they live and in which the Board has educational jurisdiction and that this involvement will inevitably include community, cultural and other types of organized activity on a volunteer basis. This involvement could include community, cultural and other types of organized activities on a voluntary basis.

PROCEDURES**1.1 Definitions**

"Community Service" for the purposes of this policy is understood to include the following:

- ✓ cultural groups,
- ✓ athletic groups,
- ✓ service clubs,
- ✓ church groups,
- ✓ charitable organizations,
- ✓ hobby groups,
- ✓ recreational groups, and,
- ✓ other similar local groups.

2.0 Absence from Duties

Time off for community service, as defined above, is provided through the applicable Collective Agreement in such categories as "personal days."

3.0 Maximum

The provisions in Collective Agreements represent the maximum that the Board allows for absence re for the purpose of engaging in such activities.

4.0 Not Covered by Collective Agreement

Employees not covered by a Collective Agreement or similar provision will be considered on an individual basis upon application to the employee's Supervisor. Sufficient lead-time advanced notice must be provided to allow consideration of any such request(s).

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name FOOTWEAR

718

Board Approved: June 21, 20
September 8, 2012
December 4, 2007

Review: June 7, 2016
September 4, 2012

Review By: **December 2025**
~~December 2017~~

POLICY

In the School Board workplace, there are potential risks for foot injuries. These risks could arise from objects that fall or roll, sharp objects, slippery surfaces, chemical products, power sources or any other risk that may cause injury to the foot, or cause a person to slip, trip, or fall. All reasonable effort will be taken by the Board to eliminate or reduce these risks by establishing physical or administrative control measures. In addition to these measures, the Board has established requirements regarding the type of footwear to be worn, in order to counter the risks that cannot be covered by the control measures in place.

This Policy applies to all employees of the Board, while on Board business, either on or off Board property, and contractors while on Superior-Greenstone District School Board property.

RESPONSIBILITIES**1.1 Senior management, school management and supervisors must:**

- Identify the activities that require protective footwear;
- Determine the appropriate type of protective footwear according to the identified risk;
- Direct those under their supervision to wear the appropriate footwear.
- Ensure that employees wear the appropriate footwear in all areas where a risk exists.

2.1 All personnel shall:

- Wear the appropriate protective workplace footwear at all times;
- Ensure that footwear used is in good condition.
- Check with their supervisor, when unsure about what might be required.

3.1 All personnel shall not:

- Walk around workplaces in bare feet or in socks;
- Wear open-toed sandals, flip flops, "crocs" or similar footwear.
- Walk outdoors in wet, ice, or snow conditions, without proper outdoor footwear.

4.1 Type of footwear that must be worn for general classroom or office duties:

- Closed-toe shoes;
- Soft rubber soles;
- Flat or a maximum 2 1/2 inch heel.



5.1 Type of footwear that must be worn for Shops, Science labs, and similar risk areas:

- Appropriate protective footwear must be worn at all times in the areas where chemical products are used or stored. Perforated shoes, sandals or other shoes of this type shall not be worn in the laboratories, prep rooms, or areas where spillage may occur.

- An appropriate shoe must cover and protect the entire foot. Footwear manufacturing materials including the sole and the upper must be compatible with the laboratory or shop environment, the material being handled and the functions that are carried out.
- Depending on the type of risk one faces, footwear that offers more protection may be warranted. Footwear with soles resistant to slippery surfaces, abrasives, oils, or heat might be considered.
- Any uncertainty in what would be appropriate footwear must be brought to the attention of the supervisor, by the employee prior to the employee being exposed to the risk.

6.1 Type of footwear that must be worn by Maintenance and Custodial staff:

- Construction Sites, Outside and Grounds Work: Maintenance and custodial staff shall wear proper footwear when working outside. Footwear must carry a Canadian Standards Association (CSA) protection class of Grade 1 (green label), and protect the entire foot from lawn care equipment and flying debris. This applies to all workers, whether operating grounds care equipment, or working in other areas.
- Indoor work: When working indoors and particularly when performing floor care tasks which may cause exposure to wet or otherwise unusual or slippery floor conditions, footwear should be chosen which is slip resistant and suitable for the task. When moving furniture or performing similar tasks, CSA Grade 1 (green label), CSA Grade 2 (yellow label) or Grade 1 (blue label) rated footwear must be worn.
- Construction Sites - Specialized work: Where there is potential for injury to feet due to an impact, perforation, electrical shock, static electricity, etc., it is necessary to wear protective footwear approved by the CSA that is specific to the risk faced. Any uncertainty in this area must be brought to the attention of the supervisor, by the employee prior to the employee being exposed to the risk.

	<p>Yellow triangle footwear has sole puncture protection and Grade 2 protective toe (withstand impact up to 90 joules)</p>	<p>Light industrial work environments that need both puncture and toe protection.</p>
	<p>Blue rectangle footwear provides Grade 1 protective toe with no protective sole</p>	<p>For industrial work that does not require puncture protection.</p>

- Winter Exterior Work: Maintenance and Custodial Staff shall wear proper winter traction aids when performing any outdoor work required during winter months. The footwear traction devices must be worn when performing any exterior task such as mail runs, shoveling, sanding & salting, garbage disposal, exterior building inspections etc..
- Boots carrying the green diamond label, the diamond granules provide hyper grip for outdoor and industrial footwear are acceptable products

Note: *Winter months will consist of when ground conditions have snow or ice present.*

7.1 Type of footwear that must be worn by Education Staff:

- Depending on the type of risk one faces when performing yard supervision duty or partaking in exterior excursions, exterior traction devices offer more slip protection. Footwear with built in traction devices designed for exterior wear might be considered.
- Education employees shall wear board approved winter traction aids when performing any outdoor student supervision work required during winter months.

- Traction devices will be supplied by Superior-Greenstone DSB

Note: *Winter months will consist of when ground conditions have snow or ice present.*

- Boots carrying the green diamond label, the diamond granules provide hyper grip for outdoor and industrial footwear are acceptable products

8.1 Type of footwear that must be worn by Contractors and others on Board Property:

- Contractors, Architects, Engineers, Inspection staff, and all others that enter onto Board property to carry out services, must abide by the Footwear Policy as it applies to Maintenance and Custodial staff.

9.1 Review of this Policy:

- From time to time, the Board may review this policy and make changes as advisable.

Proposed Education Traction Devices:

This section is only for information and identifying the type of traction device that will be the recommended safety devices for the education sector.

- Lightweight
- Fast On, Fast Off
- Foot slip protection with forefoot cleats maintains traction throughout your natural stride while walking
- Lightweight TPE Elastomer holds securely in place.
- Providing superior grip on ice, snow, and pavement
- Boots carrying the green diamond label, the diamond granules provide hyper grip for outdoor and industrial footwear are acceptable products

REMOVE PICTURES



References:

- Policy 717 Workplace Harassment and Human Rights
- Policy 706 Health and Safety



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

Report No: 55

Date: September 28, 2020

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

FROM: Student Trustees, Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: September

**STRATEGIC
PRIORITY:** Stewardship

Background Information

We left our 2019/2020 school year in an unusual position. Students were learning from home, unable to see their peers, and trying to adapt to this difficult transition. Although we were not able to be active leaders in our school building, Stephanie and Sydney continued to challenge the Senators. We discussed how to be a leader to ourselves, being a leader in our communities, and what leadership may look like in the upcoming school year.

Current Situation

As the new school year has started, we have received input from various students on their experience with the transition back to school following the COVID-19 protocols. One student has said that they're glad to be back in-class learning with other students, while others have said that wearing a mask all day long and sitting in class for half of the day has affected their ability to focus. However, a student also shared how they've come up with a solution, putting in headphones and listening to music. Finally, a grade 9 student shared with us about her difficult experience transitioning into high school because her age group missed out on the 'Transition Day' back in June. Without that Transition Day, she found it difficult navigating her way around the school, and forming the important relationship with teachers.

Next Steps

Our next steps are to ensure that there are Student Senators in each school and then to reach out to these Senators by creating an Edsby post to get their input on the transition back to school. We also will be encouraging the Senators to reach out to their fellow students and gain a different perspective. The post on Edsby will be asking students to share with us their experiences on distance learning, and the current learning experiences, such as wearing masks, the 'quadmesters', social distancing, etc. Lastly, we want to connect with students who are participating in remote learning.

One of our main goals for this school year is for students to recognize the importance of their mental health, along with the mental health of their peers. The adjustments made to suit the current state have not only been a difficult challenge for a vast majority of students, but have contributed to numerous mental health struggles with these unprecedented times and learning to navigate the new system.

Currently, our plan is to check in weekly on the Senators and make sure they know we are one of many support systems available to them.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 55, Student Trustee Report: September, for information.

Respectfully submitted by:

Sydney Schwantz
Student Trustee

Erin Couture
Student Trustee

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 56

Date: September 28, 2020

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: 2019/2020 Interim Report No. 3

STRATEGIC PRIORITY: Responsible Stewardship of Resources

Background

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

Current Situation

The attached report covers the period from September 1 to June 30, 2020 and is the third report for the 2019/2020 school year.

Administrative Recommendations

The report entitled, 2019/2020 Interim Report No. 3 is presented to the board for information.

Respectfully submitted,

Brent Harris
Manager of Financial Services

Cathy Tsubouchi
Superintendent of Business

SUPERIOR-GREENSTONE DSB
2019-20 Interim Financial Report #3

For the Period Ending June 30, 2020

Summary of Financial Results

	Estimates	Forecast	In-Year Change	
			\$	%
Revenue				
Operating Grants	29,421,383	29,158,639	(262,744)	(0.9%)
Capital Grants	8,742,215	8,734,880	(7,335)	(0.1%)
Other	4,619,662	6,152,676	1,533,014	33.2%
Total Revenue	42,783,260	44,046,195	1,262,935	3.0%
Expenditures				
Classroom	26,694,106	26,751,058	56,952	0.2%
Other Operating	2,818,962	2,938,495	119,533	4.2%
Transportation	1,600,101	1,608,526	8,425	0.5%
Pupil Accommodation	11,204,650	11,333,796	129,146	1.2%
Other	496,652	496,652	-	0.0%
Total Expenditures	42,814,471	43,128,527	314,056	0.73%
In-Year Surplus (Deficit)	(31,211)	917,668	948,879	
Prior Year Accumulated Surplus (Deficit)	7,115,072	5,072,903	(2,042,169)	
Accumulated Surplus (Deficit) for Compliance	7,083,861	5,990,571	(1,093,290)	

Note: Forecast based on year-to-date actuals up to June 30, 2020

Changes in Revenue

- Although enrolment has increased, overall Operating Grant Revenue is down due to lower Q & E Grant as a result of positional bumping
- Other Revenue increased due to increased other pupil enrolment and additional Priorities and Partnership Fund (PPF) grants

Change in Expenditures

- Classroom and Other Operating Expenditures are up due to PPF grants issued after completion of board estimates.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a surplus of \$917,668

Risks & Recommendations

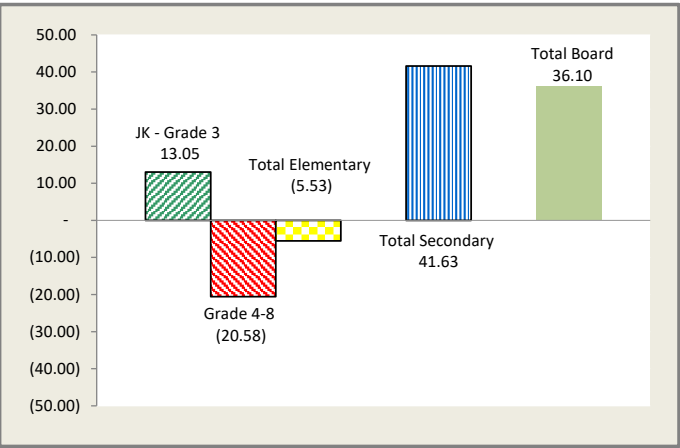
- Retirement payments are being funded from our current grants

Summary of Enrolment

ADE	Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK - Grade 3	319.00	332.05	13.05	4.1%
Grade 4-8	401.00	380.42	(20.58)	(5.1%)
Other Pupils	46.00	48.00	2.00	4.3%
Total Elementary	766.00	760.47	(5.53)	(0.7%)
Secondary <21				
Pupils of the Board	501.59	519.75	18.16	3.6%
Other Pupils	89.41	112.88	23.47	26.2%
Total Secondary	591.00	632.63	41.63	7.0%
Total	1,357.00	1,393.10	36.10	2.7%

Note: Forecast is based on actual March 31, 2020

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

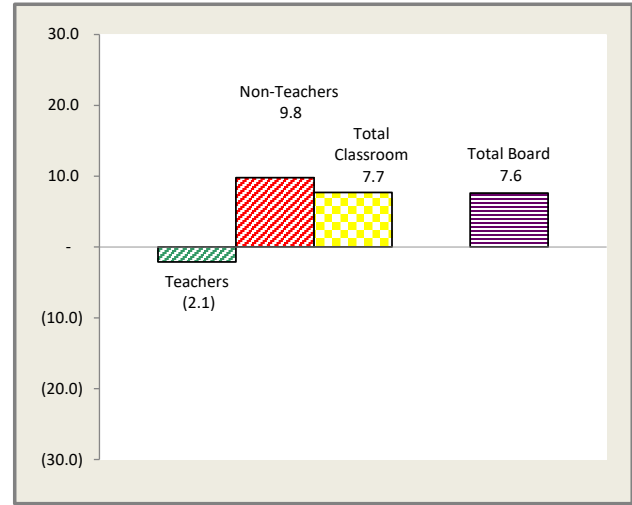
- Total board enrolment is up 36.10 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	132.7	130.6	(2.1)	(1.6%)
Non-Teachers	125.9	135.7	9.8	7.8%
Total Classroom	258.6	266.3	7.7	3.0%
Non-Classroom	68.0	67.9	(0.1)	(0.1%)
Total	326.6	334.2	7.6	2.3%

Note: Forecast is based on Actual FTE for March.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Teachers down 2.1 due to vacant positions on count date.
- Non-teachers is up due to additional EAs for which there is revenue to offset.



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

Report No: 57

Date: September 28, 2020

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

FROM: Nicole Morden Cormier, Director of Education









SUBJECT: Director's Monthly Report

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

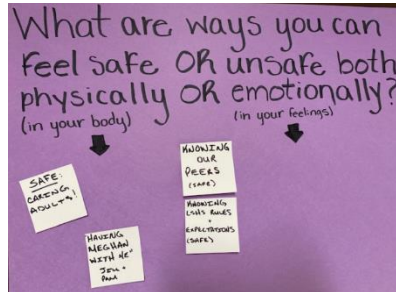
Background

The Director's Monthly Report is an opportunity to showcase examples of the numerous ways in which school personnel and system staff are operationalizing the 2018-2023 Multi-Year Strategic Plan. For the month of September, we have provided a variety of examples that demonstrate how schools and the system are reopening during the COVID-19 pandemic.

	  <p>Huge thanks to our Parent Council that was able to purchase outdoor benches/tables for us, so that we can have outdoor classroom space. Fingers crossed for a great fall!!</p>
	 <p>As we continue to promote experiential and outdoor inquiry and learning, our outdoor spaces also serve an important health and safety purpose as we continue to find creative ways to engage in the regular use of our outdoor spaces.</p> 
	<p>Marathon High School extends thanks to our custodial, maintenance, and plant staff for their work preparing the school for both staff and students. The Staggered Start days provided a coordinated approach to welcoming students back in the building and time to go over COVID-related protocols and procedures. Our new Mental Health Worker, Brittany Turnbull, is an important part of the return to school as a key support for student well-being, creating a strong team with our Child and Youth Worker Nicole Piché.</p> 



Staff of Margaret Twomey were dressed up and excited to welcome back our students! Balloons, hats signs and of course face masks greeted our students as they arrived back to school!












One of the main foci for the LSHS school team as they come back together is student well-being. There new Mental Health Worker, Meghan Miller has been connecting with students to ensure that we have the conditions in place so that students feel safe while they come back together.



Although school may not look exactly as it has in the past, our students and staff are embracing this new normal and enjoying learning in our Outdoor Classroom space!




In an effort to promote a welcoming environment at SPS, Zoey and Peyton (2 Leaders of SPS Kclub) put together and delivered small welcome packages for each of our new students. The team met and determined that we would build on our goal of spreading kindness last year to "promoting inclusivity!" The SPS gear and small gifts were purchased last year for this purpose and it was very exciting to deliver them to our 9 new students!!

	<p>Through the great work of our custodial staff, Beardmore Public School was ready to go. There has been great cooperation with all the staff and the parents to ensure our children's entry to school has been as safe as possible as we continually adapt to our new environment. Social distance markers are at the bus stops, outside lines and throughout the school to ensure social distance is maintained to the best of our ability. We even have developed an outdoor classroom to make our learning safer and more exciting.</p>
	<p>Students were excited to have their 'PAWSitively Better Together' board up again this year. As wolves, students work together to: Problem Solve, Act Responsibly, Work Together and Show Kindness. They are always excited to see how their actions are acknowledged on this wall. This connects to and supports the well-being pillar student objective of recognizing and celebrating the importance of identity while creating individual uniqueness and collective belonging.</p> 
	<p>MMPS launched two new wellness programs for students this year. When students come in for breakfast they go through a fun emotional "check in" with our CYW and all students receive warm fuzzies (positive messages) with snacks.</p>  
	<p>The students at BAPS are taking advantage of all the different kinds of weather that we see in Northern Ontario. They have been playing tag in the sunshine, soccer in the wind, and jumping in muddy puddles in the rain. Another area of interest for the students is all of the renovations that are happening outside around the school. The JK/SK class and the Grade 1/2 are enjoying watching the construction people at work. They are completing an inquiry on construction work!</p>  

	<p>GCHS students have been welcomed back to school through a staggered start process, allowing students and staff to become familiar with new COVID-19 guidelines and protocols. Grade 9 students have adapted well to being housed in their own wing of the school, with the intention of keeping our students and staff as safe as possible. Staff and students should be commended for their positivity as we discover a new 'normal' together.</p>
	<p>Dorion Public School is dedicated to continuing to enhance our learning and experiences in our outdoor learning environment. All classes are spending time outdoors in a variety of ways for a multitude of learning opportunities. The Kindergarten students have found a rabbit leg and are wondering about what happened to it, Grade 1-3 are busy finding patterns and sorting objects found in nature, the Grade 4-5 class uses individual picnic blankets to enjoy independent reading outside, and the Grade 6-7-8 class is studying the trees we have on our property and classifying them. We are grateful for the space and resources our spot on the Dorion Loop provides us!</p>
	<div data-bbox="545 577 987 913">  </div> <div data-bbox="766 913 1198 1234">  </div> <p>George O'Neill Public School has had a major renovation over the summer and students and staff have been enjoying our new learning spaces. We have a new outside play area for our Kindergarten students to engage in outdoor learning. The Kindergarten and Grade 1 classrooms have been completely renovated and we have an updated Learning for All Room, Library and Video Conference Room.</p>
	<p>Our staff and students are so happy to be back together in the building. Adapting to the new changes in the building has gone well and we are all learning how to manage this new way of interacting with each other. Our Physical Education teacher, Joe Braun, came up with some creative solutions to teaching Physical Education during this time. Below is a picture of the individualized gym equipment that he put together for the students in his grade 10 class.</p> <div data-bbox="779 1285 1421 1768">  </div>

The following submissions outline the leadership that has been taking place during the month of September by System Principals, System Teachers and System Staff.

Relationships and Well-Being Indigenous Education System Principal: Shy-Anne Bartlett	This month, we have worked on strategies to build stronger Relationships with our First Nations Partners. This will be done through regular FNAC meetings, an additional IEAC meeting, and regular communication between the Indigenous Education Lead and our partners. We are working on Well-Being for our students by creating an environment where students can see their identity. This will be started by creating signs around all school and admin buildings that reflect the Ojibwe language and identity.
Well-Being and Learning Mental Health Profile: Deana Renaud, Manager	We have provided all staff with Professional Development on mental health and well-being in the first PD days of the school year. We have provided resources and implementation strategies to ensure a mentally healthy return to school. Our Social Emotional Learning Plan continues to be our guiding document and foundational tool for staff to utilize. Our Social Workers have started at Lake Superior High School and Marathon High School. They are strategically working at building relationships in their respective schools and will be implementing programming in classrooms as well as provide individual psychotherapy to students. This month our health promotion topic is suicide prevention. We have made a social media post and provided resources on our Facebook page, we will be providing SAFETALK at Marathon High School and Lake Superior High School for students, offering suicide awareness courses to our Child and Youth Workers, developing a safety plan template for school staff and be revising our Suicide Prevention, Intervention and Post Intervention procedural document for our board.
Learning, Relationships: Transitions and Return to School Special Education Lead System Principal: Annick Brewster	This month started early with supporting students in transitioning back-to-school by rebuilding strengthening positive relationships. We were able to support the transition of 86 students in 13 of our schools in the two-weeks prior to the start of school. The program aimed to support students needing help returning to school with a seamless transition focused on building relationships, refamiliarizing themselves with the school and staff and having time to learn and adjust to new routines. The observations and support provided were shared with SGDSB staff upon return to school so that Classroom and Special Education teachers could continue the momentum, giving students a head start in returning to learning. As a continuation of this support, we have focused this month on tightening communication strategies with staff to further support families and students, as well as inform planning to ensure consistent practices are implemented to support students.
Relationships: Transitions to Kindergarten Early Years System Principal: Hillary Freeburn	Although the transition to Kindergarten has been different than in the past, the relationships that we are building with new children and families joining our school communities remain one of our largest priorities in the Early Years. Connections with staff via phone calls, videos, Facebook/Edsby messages, school virtual sessions etc. all led to new Kindergarten students feeling safe and ready to join their teachers and classmates. A gentle entry allowed additional time for learning the new routines (handwashing, hygiene, physical distancing etc.) The relationships that are being built will be foundational moving forward to ensure our youngest learners are well supported at home and school.
Learning: New Math Curriculum System Numeracy Principal: Kathleen Schram	As we continue to demonstrate commitment to learning by striving to be current in our professional knowledge, we updated a page on our Math Matters website - New Math Curriculum 2020 - and emailed out a short video speaking to the resources on this page and how they can support with implementation. We also created a SGDSB Math Team within Teams and are looking forward to using this as a tool to connect with and support educators.
Learning: Virtual School Staff Technology Enabled Learning and Teaching Contact: Stacey Wallwin	As we continue to demonstrate commitment to learning by striving to be current in our professional knowledge, we are challenging our thinking, collaborating and learning new technologies and practices to enhance our virtual classrooms for our newly created SGDSB Virtual Schools. We are excited to continue to learn with each other so that our students are provided with authentic, and engaging learning experiences in safe, and inclusive online, classroom communities.

	 <p>Miss. Brideau JK/SK</p> <p>Mrs. Keetch Gr.1-3</p> <p>Mrs. Usiski Gr.1-3 and NSL</p> <p>Ms. Nesplak Gr 4-6</p> <p>Ms. McDuff Gr 7-8</p> <p>Ms. Hill Gr 10 Civics & Careers Gr 10 English</p> <p>Mr. Thiboutot Gr.9 English Gr.9 Geography</p> <p>Ms. Syrek Gr 11 Law & Gr 12 English</p> <p>Mr. McDonough Gr.11 Geography Gr.11 English</p> <p>Mrs. Leroux Principal</p>
<p>Learning: Supporting Land-Based learning as We Return to School</p> <p>School Effectiveness System Principal: Kellie Wrigley</p>	<p>As we enter into a school year with so many safety protocols, educators across the board are recognizing now more than ever, the importance of taking the learning outdoors. Being outside not only provides students with an opportunity for a mask break and their daily physical activity, it offers them an opportunity to engage in deep learning that is authentic and engaging. To support this work going forward we have engaged in our initial planning meetings with The Critical Thinking Consortium, who are working directly with Marjorie Mills Public School, on an outdoor learning unit that will engage students in learning from and for the land, while incorporating Indigenous Perspectives. We are looking forward to the implementation of this initiative in the coming weeks that is sure to have a significant impact on the rest of our schools as we share the learning and the impact of authentic and intentional learning that is happening on the land around us. This is a wonderful opportunity for us to move from outdoor education to truly Land-Based Learning.</p>
<p>Learning: Silver Linings Through the Pandemic</p> <p>Superintendent of Education: Will Goodman</p>	<p>Over the past year our organization has learned a great deal about balancing well-being, relationships and curriculum during a pandemic. We have effectively mobilized, staff, resources and funds in order to strengthen foster optimal learning opportunities for all students. We have learned the importance that education plays in lives of all students during times of challenge.</p>
<p>Well-Being and Relationships</p> <p>Positive Behaviour Support: Melissa Bianco</p>	<p>The month of September continues to be busy supporting smooth transitions on multiple levels for neurodiverse learners attending SGDSB. The summer PBS program was successful in supporting students with autism spectrum disorders to maintain previously learned skills as well as acquire new ones. Having a connection and some familiarity over the summer helped reduce anxiety and fears and facilitated a smooth return back to school settings.</p> <p>In addition to working collaboratively as school teams to ensure the provision of supports that are responsive to individual student needs, work at a system and regional level continues as the Positive Behaviour Support Lead, and parents/guardians from our region participate as part of the Northern Capacity Building Advisory Committee for Thunder Bay and District. This committee, which is comprised of both professionals and parents/guardians, began work in June and will continue through to March 31st, 2021 to develop and implement a capacity building strategy to support programs, services and supports for children with autism and their families. This collaboration and partnership is a perfect example of families, schools and communities working together for the betterment of supports and opportunities in our district.</p>
<p>Learning and Stewardship: Virtual Co-op-A Design Thinking Experience</p> <p>Experiential Learning Lead: Shawna Grouette</p>	<p>School boards have been advised that Virtual Co-op placements are preferred but that in-person Co-op could occur under the right health & safety conditions. In SGDSB, through efforts to adjust to an ever-changing world, we have revisited the Cooperative Education Placement Assessment Guidelines to include COVID-19 protocols and will continue to work with community partners to incorporate Virtual Co-op experiences. Student Co-op placements throughout the board will be assessed on an individual basis in conjunction with the Thunder Bay District Health Unit. In addition, Cooperative Education teachers have been introduced to the OCTE Summer project resource titled "A Design Thinking Experience" to support Virtual Co-op. This project is designed to present students with sector specific experiences or challenges that will provide authentic opportunities to develop transferable critical thinking skills and solve sector related problems. Through this Virtual Sector Specific Problem Solving (challenge-based) Experience, students will have the opportunity to learn about the Career Sector that interests them and develop new</p>

	skills, while they work through the Design Thinking Process to experience solving real life problems, and their achievement of personal goals.
Learning: Specialist High Skills Major (SHSM) Student Success System Principal: Carole Leroux	Specialist High Skills Major programs and Dual Credit opportunities in the high schools contribute significantly to the exposure to potential career paths and develop the skills necessary for success in the 21st century, resulting in student agency. SHSMs will be operating in full program capacity this year; however, planning is currently taking place to obtain certifications virtually along with contextual learning experiences. The majority of our Dual Credit programs are trades-based and will therefore be on hold until college instructors are able to be in schools. We currently have 2 Dual Credits that could be delivered virtually but are not scheduled until later in the year. We continue to be grateful for the experiences and funding these programs add to our students' learning journeys.
Learning: Pathway Planning System Guidance Teacher: Keith Hedlund	As we begin a new year filled with excitement and uncertainties it is extremely important to remain focused on our learning pathways. Through guidance we will continue to support students with the expansion our pathway planning. The addition of the grade 3 to 5 Xello Pathway Planning software will help students become engaged participants in their learning. We will continue to build relationships with our students by helping them plan for their future today.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 57, Director's Monthly Report, 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: 58

Date: September 28, 2020

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

FROM: Will Goodman, Superintendents of Education

SUBJECT: Summer Transitions Program

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

Background

In May 2020, the Ministry of Education outlined an expansion to summer learning opportunities. This expansion included the development of summer programs to support students with special needs and mental health concerns transition back to school. To provide this programming, the Ministry of Education allocated funds to design programs and address student need based on local priorities. These funding categories included: hiring qualified staff and purchasing program materials/Classroom Supplies; and Administrative/Supervisory costs.

Outcome

Superior-Greenstone DSB designed, planned and delivered a two-week transition back-to-school program from August 17, 2020 to August 28, 2020.

There were 86 students with special needs and mental health concerns who were supported as part of this program. These students represented 13 of our schools (9 elementary schools and 5 secondary schools) that participated in the program. Those schools that didn't participate had no students register for the program. Each school was able to be staffed by Summer Learning Tutors which were hired to support our students. In total, 11 Summer Learning Tutors were hired across the region.

Summer learning services also continued during this time, in which 6 students received Speech-language services, remotely.

Focus

Our focus for the transition program varied based on the needs of the students. These ranged from supporting students with Autism to providing a chance for students to familiarize themselves with their new school and environment. The frequency of the sessions also depended on the need. For some students they attended day long sessions, while others came in and met with staff and the Transition Tutor for one hour to learn about new routines and structures, what to expect going back to school. Others who couldn't attend were provided with packages to view with their families.

Feedback

To date, families who participated in the program were very happy with the supports they received and felt that their children were better prepared to return to school. Student observations and feedback were shared with returning staff so that continuity of support could continue upon reopening of schools.

Administrative Summary:

That, the Superior-Greenstone DSB receive Board Report No. 58: SGDSB Summer Transition Program, for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education



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

Report No: 59

Date: September 28, 2020

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

FROM: Carole Leroux: Student Success

SUBJECT: Virtual Learning Schools

STRATEGIC

PRIORITY: Learning & Well-being

Background

In August the Ministry of Education identified the plan to offer families the options to learn either remotely through a virtual platform or face-to-face within our physical schools. After surveying our families (by August 26th), it was identified that approximately 180 students were interested in learning remotely resulting in the quick, but thoughtful construction of our Virtual Learning Schools. We hosted a Caregiver Open House on September 3rd (one elementary and one secondary) to share the considerations of our Remote Learning Plan and the intentions and expectations of remote learning. Our numbers remained strong which required the hiring of 4.5 elementary educators for 86 students and 4 secondary teachers for 94 students. Classes began on September 14th.

This work is deeply connected to the Learning and Well-being pillars of our Strategic Plan as these Virtual Learning Schools have given the opportunity for families to have confidence and peace of mind while their children work towards their pathways goals from their homes with support from their caregivers and community, when required. For many of these students this option supports them on a deeper mental health level beyond COVID-19 concerns. This opportunity provides routine, supported development of technological skills, social interaction and collaboration, and active engagement and ownership of their achievement.

Current Situation

As of September 21st, we have 66 elementary and 74 secondary students. Our grade compilations consist of JK/SK (10), Grades 1-3 (15), Grades 4-6 (19), Grades 7 and 8 (22) and secondary supports 8 classes for quadmester 1. The figure below shows the courses offered this quadmester for secondary students and the schedule of each learner.

Time	Grade 9	Grade 10	Grade 11	Grade 12
9:00 – 9:56	ENG1D/1P	ENG 2D/2P	NBE3C/E	ENG 4U/4C
9:56 – 10:10	Break			
10:10 – 11:06	ENG 1D/1P	ENG 2D/2P	NBE3C/E	ENG 4U/4C
11:06 – 11:20	Break			
11:20 – 12:16	CGC1D/1P	CHV2O/GCL2O*	CGG 3C	CLU 3C
12:16 – 1:00	Lunch	Lunch	Lunch	Lunch
1:00 – 1:57	CGC1D/1P	CHV2O/GCL2O*	CGG 3C	CLU 3C
1:57 – 2:10	Break			
2:10 – 3:25	Asynchronous/Prep	Asynchronous/Prep	Asynchronous/Prep	Asynchronous/Prep

Since hiring we have offered training and support on Edsby, Google Classroom, Microsoft Teams and Brightspace platforms to increase familiarity and confidence to Virtual Learning Educators and Leads who may be supporting the classes.

Our educators and Virtual Learning Team have been diligently making calls to students and families to support connections to the platforms and technology and also addressing any concerns or challenges they are experiencing. Registrations and deregistration's have been plentiful as students and families navigate the options that best suit their needs.

Next Steps

While we continue to support students in getting connected to their new learning environments and educational teams, we will be offering a Parent Series to help them become more familiar with Edsby and their child's learning platform to increase their confidence in their co-facilitator role and to address well-being as remote learner supporters. In October, we will be endeavouring to support these Virtual Learning Schools with two .5 administrators and a .5 secretary to ensure the smooth operation of all functions and processes that schools require, virtual or not.

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 59, Virtual Learning School, for information.

Respectfully submitted by:

Charlie Bishop,
Superintendent of Education

Carole Leroux,
Student Success Lead



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

Report No: 60

Date: September 28, 2020

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Secondary Mental Health Workers

STRATEGIC PRIORITY: Learning, Well Being, Relationships, 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.

In 2019-2020 SGDSB has received Priorities and Partnerships Funding (PPF) to support the 1.6 FTE temporary role of Mental Health Workers in our high schools. Over the course of this past year the Ministry of Education has invested further in the mental health supports and has committed to moving funds into the Grants for Student Needs (GSN).

Current Situation

We are pleased to report that our GSN funds will support 2.0 FTE permanent Mental Health Workers. The introduction of these roles as permanent positions requires the creation of a new job class and grid seen below as well as respective benefits for non-union administration.

	2	1	0
September 1, 2020	74040	72945	71850
September 1, 2021	74780	73674	72569

It is recommended that the 2.0 FTE Mental Health Worker positions be funded by Superior-Greenstone District School Board as well as the creation of a new permanent non-union position.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Report No. 60, Secondary Mental Health Workers, approves the staffing and creation of a new job class as presented.

Respectfully submitted by:

Will Goodman
Superintendent of Education

We're ready now, let's talk:

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Reflections from Indigenous Trustees

*An online trustee panel hosted by the
Canadian School Boards Association*

Date: Oct 8, 2020

Time: 01:00 PM Eastern Time

A panel of experienced Indigenous leaders will explore questions related to their role as trustees. Moderated by Renee St. Germain - Assembly of First Nations Director of Education and member of the CSBA Board of Directors, panelists will share their invaluable expertise and experience. Topics include: How to move away from tokenism towards actual diversity; Why school boards should reflect those they serve; Anti-racist professional development for trustees; Next steps in moving beyond TRC recommendations to meaningful change; and, The importance of accountability.

Panelists:

Barb Flett: Barb was born and raised in Île-à-la-Crosse, she is fluent in Cree and Michif. She has been a trustee with the Île-à-la-Crosse School Division for 23 years. Barb has also been a board member on the Northern Teacher Education Program and the local community authority. Barb is a grassroots advocate.

Kimberly Greyeyes: Member of the Muskeg Lake Cree Nation, advocate for Indigenous children and youth, trustee with the Prairie Spirit School Division, the Indigenous Constituency Representative with the SSBA, and former Human Resources Administrator and Director of Operations.

Darren Googoo: Former chair of the Cape Breton Regional School Board, former Chair of the Council on Mi'kmaw Education, former chair of EdCan, and Director of Education for Membertou.

Peter Garrow: Former director for both the Ahkwesahsne Mohawk Board of Education and Assembly of First Nations, and presently MCA's Entewatatha:wi (We Will Govern) Program Coordinator, responsible for the Self Government negotiation process between the Mohawks of Akwesasne and Canada.

Participants will be able to post questions to panelists during the session.

Click the following link Join Zoom Meeting:

<https://zoom.us/j/98100275683?pwd=OWMyb1pOaUIkSllLWkdMTFVQbXFsdz09>

Dial in Toll-free (No video): 1 888 475 4499

Meeting ID: 981 0027 5683

Passcode: 32427

