



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Our Mission:**

“Working together to engage students through meaningful learning and empower them to build the skills They need to be successful today and in the future”.

**Our Vision:**

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

**Our Motto:**

“Small schools make a difference”.

**Our Values:**

- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

### Regular Board Meeting 2026/06 A G E N D A

Monday, May 25, 2026 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting - [Join the meeting now](#)

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 738 885 156#

**Board Chair:** Pinky McRae

**CEO:** Will Goodman

Location: Manitowadge High School, Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting  
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
Section (B) In-Camera: – (closed to public) TBA

**1.0 Roll Call**

<b><u>Trustees</u></b>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megan						Pristanski, Kal					
Fairservice, Dan ( <i>censure</i> )						Michano, Julie					
Jarvis, Allison						Anthony, Miley (Student)					
Liscomb, Pat						McLeod, Rylee (Student)					
McRae, Pinky						Sabourin, Sam (Student)					
Hardy, Pam						Goodman, William: CEO					
Nesbitt, Jason											

<b><u>Board Administrators</u></b>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Leroux, Carole: <i>Superintendent of Education</i>					
Love-Jedruch, Flora: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Balog, Tara: <i>Assistant Superintendent</i>					
Brewster, Annick: <i>Assistant Superintendent</i>					
Harris, Brent: <i>Assistant Superintendent</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Kashak, Doug: <i>Manager of Mental Health</i>					
Dee, Christine: <i>Team Lead – Payroll Services</i>					
Chouinard, Connie: <i>Team Lead – Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Team Lead - Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications Coordinator</i>					
Zeleny, Lisa: <i>Executive Assistant</i>					

**2.0 Regular Meeting Call to Order**

*That, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 25, 2026, be called to order at \_\_\_\_\_ p.m.*

**3.0 Trustee Attendance**

*That, the Superior-Greenstone District School Board approves the absence of Trustee \_\_\_\_\_ from the Regular Board Meeting scheduled for May 25, 2026, and that the Trustee be recorded as “excused with approval of the Board,” in accordance with Section 228(1)(d) and Regulation 313/24 of the Education Act.*

**4.0 Approval of Agenda**

*That, the agenda for the Superior-Greenstone DSB 2026/06 Regular Board Meeting, May 25, 2026, be accepted and approved.*

[\(Attached\)](#)

**5.0 Disclosures of Interest re: Open Session****6.0 Minutes: Board Meetings and Board Committee Meetings****6.1 Meeting Number Correction for April 27, 2026**

*✓ That, the Superior Greenstone DSB approve the correction to the April 27, 2026 board meeting Number sequence recorded on the April 27, 2026 Board Agenda and Meeting minutes, Resolution No. 67/26, Resolution No. 76/26, and Resolution No. 77/26. And that the meeting records be amended to read as 2026/05 Regular Board Meeting, April 27, 2026.*

**6.2 Board Meeting Minutes**

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

1. Regular Board Meeting 2026/05: April 27, 2026.

[\(Attached\)](#)

**6.3 Board Committee Meeting Minutes****6.3.1 Committee Meeting Minutes**

*That, the minutes of the following Board Committee meetings be acknowledged as received:*

1. Indigenous Education Advisory Committee Meeting April 14, 2026
2. Special Education Advisory Committee Meeting April 7, 2026

[\(Attached\)](#)

[\(Attached\)](#)

**6.3.2 Board Policy Review Committee: May 19, 2026**

[\(Attached\)](#)

*That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of May 19, 2026, and approves as reviewed:*

- P – 214 META: Policy Initiation, Identification, Development, Implementation and Review
- P – 611 Copyright
- P – 704 Equitable Hiring
- P – 712 Recognition of Employees, Trustees and Community
- P – 725 Confidentiality of Medical Records
- P – 510 Suspected Child Abuse
- P – 532 Bomb Threat Response

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

*to be posted to the Board website with an implementation date of May 26, 2026, and all of which shall supersede any previous policies.*

**7.0 Business Arising Out of the Minutes**

**8.0 Delegations and/or Presentations**

- 8.1 Showcasing Learning: Schreiber Public School (Will Goodman,  
Presentation Titled: Community Partnership for Land-Based Learning Video Presentation)
- 8.2 Excellence in Education: Manitowadge High School (Presentation – Principal,  
Presentation Titled: Community Partnerships and Land Based Learning (Jody Kuczynski)
- 8.3 Report No. 44:  
Student Trustee Report: May 2026 (Attached - Student Trustees,  
Miley Anthony, Rylee McLeod, & Sam Sabourin)
- 8.4 Trustee Presentation (W. Goodman/ P. McRae)

**9.0 Reports and Matters for Decision**

- 9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
  - 9.1.1 Indigenous Education Advisory Committee Report (W. Goodman)
  - 9.1.2 Special Education Advisory Committee Report (M. Brunskill/ W. Goodman)
  - 9.1.3 Board Policy Review Committee Report (A. Jarvis/ W. Goodman)

**10.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: Alex Marton  
Assistant Superintendent: Brent Harris

- 10.1 Report No. 45:  
Enrollment Summary as of March 31, 2026 (Attached – A. Marton)
- 10.2 Report No. 46:  
Capital Projects 2025-2026 Update (Attached – G. Muir/ A. Marton)
- 10.3 Report No. 47:  
2026-2027 Central Staffing (Attached – A. Marton)  
  
*That, the Superior-Greenstone DSB having Received Report No. 47, 2026-2027 Central Staffing, approve the proposed staffing levels for the 2026-2027 fiscal year.*
- 10.4 Report No. 48:  
2026-2027 Principal and Vice-Principal Staffing (Attached – A. Marton)  
  
*That, the Superior-Greenstone DSB having Received Report No. 48, 2026-2027 Principal and Vice-Principal Staffing, approve the proposed staffing levels for the 2026-2027 fiscal year.*

**11.0 Reports of the Chief Executive Officer**

Chief Executive Officer: William Goodman

- 11.1 Report No. 49:  
CEO's Monthly Report: May 2026 (Attached – W. Goodman)
- 11.2 2026 – 2028 Student Trustee Appointment (W. Goodman)  
  
*That, the Superior-Greenstone DSB accept the Appointment of Sophie McGrath from Manitowadge High School to serve as the 2026-2028 Student Trustee, effective for the period August 1, 2026, to July 31, 2028.*

**12.0 Reports of the Education Committee**

Superintendent of Education: Carole Leroux  
Superintendent of Education: Flora Love-Jedruch  
Assistant Superintendent: Tara Balog  
Assistant Superintendent: Annick Brewster

- 12.1 Report No. 50:  
Experiential Learning: Land-Based Learning

(Sent under separate cover - C. Leroux)

**13.0 New Business**

Board Chair: P. McRae

- 13.1 Board Chair  
13.1.1 Update: Trustee PD Request

(P. McRae)

- 13.2 Trustee Associations and Other Boards

- 13.2.1 OPSBA Board of Directors Update

(J. Nesbitt)

- 13.3 Trustee Activities

- 13.4 Ministry Updates for Trustees

(W. Goodman)

- 13.5 Future Board Meeting Agenda Items

**14.0 Notice of Motion**

**15.0 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.

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

[\(Attached\)](#)

- 16.1 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.*

- 16.2 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.*

**17.0 Report of the Committee of the Whole Closed Section B**

- 17.1 *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 Meeting 2026/05:April 27, 2026;

[\(Attached\)](#)

- 17.2 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)*

**18.0 Adjournment**

*That, the Superior-Greenstone DSB 2026/06 Regular Board Meeting, Monday, May 25, 2026 adjourn at \_\_\_\_\_, p.m.*

<b><u>2026 - Board Meetings</u></b>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, June 22, 2026	Monday, July 13, 2026	Monday, August 24, 2026
Monday, September 21, 2026 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, October 19, 2026	Monday, November 9, 2026 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 7, 2026		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2026/06**

Committee of the Whole Board: Closed Session.

Monday, May 25, 2026

Manitouwadge High School, 200 Manitou Road West, Manitouwadge, Ontario

**A G E N D A**

**Board Chair:** *Pinky McRae*

**CEO:** *William Goodman*

*Location: Manitouwadge High School, Videoconference & Teleconference*

*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 2026/05: April 27, 2026* [\*\(Attached\)\*](#)



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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**Our Vision:**

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

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- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

### Regular Board Meeting 2026/05 M I N U T E S

Monday, April 27, 2026 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 744 808 178#

**Board Chair: Pinky McRae**

**Director: Will Goodman**

Location: SGDSB Learning Centre, Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting  
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
Section (B) In-Camera: – (closed to public) TBA

**1.0 Roll Call**

<b><u>Trustees</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megan					x	Nesbitt, Jason			x		
Fairservice, Dan ( <i>censure</i> )						Pristanski, Kal	x				
Jarvis, Allison	x					Michano, Julie			x		
Liscomb, Pat			x			Anthony, Miley (Student)			x		
McRae, Pinky			x			McLeod, Rylee (Student)					x
Hardy, Pam			x			Sabourin, Sam (Student)					x

<b><u>Board Administrators</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>	x				
Leroux, Carole: <i>Superintendent of Education</i>			x		
Love-Jedruch, Flora: <i>Superintendent of Education</i>			x		
Marton, Alex: <i>Superintendent of Business</i>			x		
Balog, Tara: <i>Assistant Superintendent</i>					x
Brewster, Annick: <i>Assistant Superintendent</i>			x		
Harris, Brent: <i>Assistant Superintendent</i>			x		
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>			x		
Kashak, Doug: <i>Manager of Mental Health</i>			x		
Dee, Christine: <i>Team Lead – Payroll Services</i>			x		
Chouinard, Connie: <i>Team Lead – Business Services</i>					x
Nault, Denis: <i>Manager of Human Resources</i>			x		
Lucas, Jay: <i>Team Lead - Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					x
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications Coordinator</i>			x		
Zeleny, Lisa: <i>Executive Assistant</i>			x		

**Land Acknowledgement**

Manager of People and Culture Denis Nault provided the land acknowledgement.

**2.0 Regular Meeting Call to Order****65/26**

Moved by: Trustee J. Nesbitt

Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, April 27, 2026, be called to order at 6:34 p.m.

Carried**3.0 Trustee Attendance****66/26**

Moved by: Trustee P. Liscomb

Second: Trustee P. Hardy

✓ **That**, the Superior-Greenstone District School Board approves the absence of Trustee Pat Liscomb, Pam Hardy, Julie Michano, Jason Nesbitt, Pinky McRae and Megen Brunskill from the Regular Board Meeting scheduled for April 27, 2026, and that the Trustee be recorded as “excused with approval of the Board,” in accordance with Section 228(1)(d) and Regulation 313/24 of the Education Act.

Carried**4.0 Approval of Agenda**

Agenda item 13.1.2 Correspondence from Hamilton-Wentworth DSB, was added to the agenda. Agenda Item 12.5 Experiential Learning Report will be deferred to the May 25<sup>th</sup> meeting. Report No. 38 required an adjustment, and the updated copy was circulated before the meeting.

**67/26**

Moved by: Trustee J. Michano

Second: Trustee P. Liscomb

✓ **That**, the agenda for the Superior-Greenstone DSB 2026/06 Regular Board Meeting, April 27, 2026, be accepted and approved as amended.

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

There were no disclosures of interest provided at this time.

**6.0 Minutes: Board Meetings and Board Committee Meetings****6.1 Board Meeting Minutes****68/26**

✓ Moved by: Trustee K. Pristanski

Second: Trustee J. Nesbitt

**That**, the minutes of the following Board Meeting be adopted as presented:

1. Special Board Meeting 02/2026: April 13, 2026;

Carried**6.2 Board Committee Meeting Minutes****6.2.1 Committee Meeting Minutes****69/26**

Moved by: Trustee P. McRae

Second: Trustee K. Pristanski

✓ **That**, the minutes of the following Board Committee meetings be acknowledged as received:

1. Indigenous Education Advisory Committee Meeting February 3, 2026

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

Nil.

**8.0 Delegations and/or Presentations**

- 8.1 **Showcasing Learning: Learning Through Community Connections - Indigenous Education**  
The Director provided an introduction to the showcasing learning video presentation titled *Learning Through Community Connections*, developed by Manager of Indigenous Education Shy-Anne Bartlett. The video highlighted the meaningful community connections that support student learning across the district, with a particular focus on partnerships with First Nation communities and the powerful impact of learning through connections to land, culture, and community.
- 8.2 **Excellence in Education: Marjorie Mills Public School - Meaningful Community Connections**  
A video presentation titled *Meaningful Community Connections* was shared by Marjorie Mills Public School Principal Kristan McMahon. The presentation highlighted the school's work to strengthen attendance, communication, and family engagement through meaningful community connections.
- 8.3 **Student Trustee Verbal Report: April 2026**  
Student Trustee Miley Anthony provided a verbal update for the month of April, highlighting preparations for the Student Trustee Elections taking place on April 30. Miley shared that an information meeting was held for interested students, with strong interest shown in the role and positive engagement from students across the district, including elementary students participating in Student Senate activities. Appreciation was expressed to Miley for her leadership in coordinating the process and supporting the transition to incoming Student Trustees.

**9.0 Reports and Matters for Decision**

- 9.1 **Board Committee Reports: (Statutory / Standing / Ad Hoc)**
- 9.1.1 **Indigenous Education Advisory Committee Report**  
The Director provided a verbal update on the Indigenous Education Advisory Committee meeting held on April 14. Discussions included continued growth in Indigenous language programming, updates on the Board Action Plan and Indigenous portfolio funding, and planning for the next meeting on May 12, which will be hosted by Education Director Pam Hardy and her team.
- 9.1.2 **Parent Engagement Committee Report: Parent Engagement Presentation – April 21, 2026**  
Superintendent Flora Love Jedruch provided a verbal update on Parent Engagement Committee activities, including the third PEC meeting/ parent engagement presentation held on April 21 that focused on vaping and youth wellness. The presentation, led by the Thunder Bay District Health Unit, shared evidence-based information and strategies to support safe and healthy school communities, and was recorded to allow for broader family engagement and future sharing.

**10.0 Reports of the Business / Negotiations Committee**

*Superintendent of Business: Alex Marton  
Assistant Superintendent: Brent Harris*

- 10.1 **Report No. 37: 2026-2027 SEIU Staffing**  
Superintendent of Business Alex Marton provided a review of the report and how the staffing needs are determined. He advised that staffing changes reflect the evaluation of school needs. A clerical error was noted in the report total that was amended.

**70/26**

*Moved by: Trustee J. Nesbitt*

*Second: Trustee P. McRae*

**✓ That, the Superior-Greenstone DSB having received Report No. 37, 2026-2027 SEIU Staffing, approve the staffing levels for 2026-2027 as presented.**

**Carried**

- 10.2 Report No. 38:2026-2027 OSSTF-ESS Staffing  
 Director of Education Will Goodman and Superintendent of Business Alex Marton provided a review of the report for the OSSTF-ESS Staffing for the 2026-2027 school year. They discussed the various roles that are within this staffing group and emphasized their support for students and school operations.

**71/26**

Moved by: *Trustee J. Nesbitt*                      Second: *Trustee P. Liscomb*

✓ **That**, the Superior-Greenstone DSB having Received Report No. 38: OSSTF-ESS Staffing, approve the staffing levels for 2026-2027 fiscal year as presented.

Carried

**11.0 Reports of the Director of Education**

*Director of Education: William Goodman*

- 11.1 Report No. 39: Director's Monthly Report: April 2026  
 Director of Education Will Goodman provided a review of the report. The activities highlighted how the schools are making a difference in communities through meaningful community connections and partnerships.
- 11.2 Update: 2026-2027 School Year Calendar  
 The Director advised that the 2026-2027 modified calendar has been approved by the Ministry of Education.

**12.0 Reports of the Education Committee**

*Superintendent of Education: Carole Leroux  
 Superintendent of Education: Flora Love-Jedruch  
 Assistant Superintendent: Tara Balog  
 Assistant Superintendent: Annick Brewster*

- 12.1 Report No. 40: 2026-2027 Finalized Elementary Staffing  
 Superintendent of Education Flora Love Jedruch provided a review of the finalized Elementary Staffing report and highlighted the revisions made to the report since first presented on April 13, 2026.

**72/26**

Moved by: *Trustee K. Pristanski*                      Second: *Trustee P. McRae*

✓ **That**, the Superior-Greenstone DSB having received Report No. 40, 2026-2027 Finalized Elementary Staffing, approves the staffing levels for the 2026-2027 fiscal year as presented.

Carried

- 12.2 Report No. 41: 2026-2027 Finalized Secondary Teacher Staffing  
 Superintendent of Education Carole Leroux provided a review of the finalized Secondary Staffing report and highlighted the minor revisions made to the report since first presented on April 13, 2026.

**73/26**

Moved by: *Trustee J. Michano*                      Second: *Trustee P. Liscomb*

✓ **That**, the Superior-Greenstone DSB having Received Report No. 41, 2026-2027 Finalized Secondary Staffing, approve the Secondary staffing levels for the 2026-2027 fiscal year as presented.

Carried

- 12.3 Report No. 42: Student Achievement Plan Public Reporting  
 Assistant Superintendent Annick Brewster presented the Student Achievement Plan Public Report, which outlines SGDSB student achievement data in comparison to previous years and provincial results. Discussion highlighted the importance of considering local demographics and small school board context when reviewing data, while also recognizing ongoing efforts to improve attendance, EQAO outcomes, and student achievement through targeted supports such as math coaching and increased student participation.

- 12.4 Report No. 43: Culture of High Expectations & Inclusivity: Improving Attendance  
 Assistant Superintendent Annick Brewster presented the attendance report for information, highlighting ongoing efforts to strengthen positive relationships, improve attendance, and reduce unverified absences across the district. Improvements were noted in both elementary and secondary panels, including a reduction in unverified absences and the implementation of enhanced automated attendance calls at the secondary level. Attendance continues to be a key focus within the Multi-Year Strategic Plan, with Trustees recognizing the positive growth and continued commitment to student support.

**13.0 New Business**

*Board Chair: P. McRae*

13.1 Board Chair

13.1.1 Reminder: Regular Board Meeting May 25, 2026 – Location Manitouwadge

The Board Chair reminded Trustees that the next Board meeting will be held on May 25, 2026, at Manitouwadge High School, and noted that an attendance questionnaire will be distributed shortly to assist with hotel and meal planning. Trustees were also informed of upcoming informal sessions being planned across the district to provide community members interested in running for Trustee with an opportunity to learn more about the role and engage in conversation with current Trustees and senior administration.

13.1.2 Member Board correspondence from the Hamilton-Wentworth DSB

The correspondence was sent under separate cover from the agenda and reviewed for information.

13.2 Trustee Associations and Other Boards

13.2.1 OPSBA Board of Directors Update

Trustee Jason Nesbitt advised that the OPSBA Annual Meeting and Trustee gathering plans may change. He will share any future updates as they are available.

13.3 Trustee Activities

Nil.

13.4 Ministry Updates for Trustees

The Senior Administration provided Ministry updates for information.

13.5 Future Board Meeting Agenda Items

Trustees were asked to please email the Board Chair or Director with any agenda requests for the next 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) 8:05 p.m.

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

16.1 Agenda: Committee of the Whole Board – Closed

**74/26**

*Moved by: Trustee P. Liscomb*

*Second: Trustee K. Pristanski*

*✓ That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:05 p.m. and that this portion be closed to the public.*

**Carried**

16.2 Rise and Report from Closed Session

**75/26**

Moved by: Trustee P. McRae                      Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:10 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 **76/26**

Moved by: Trustee K. Pristanski                      Second: Trustee P. Liscomb

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

1. Regular Board Meeting 2026/04:February 23, 2026;

Carried

17.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

**18.0 Adjournment**

**77/26**

Moved by: Trustee J. Nesbitt                      Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB 2026/05 Regular Board Meeting, Monday, April 27, 2026 adjourn at 8:11, p.m.

<b><u>2026 - Board Meetings</u></b>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, May 25, 2026 <i>*Designate Site: Manitowadge High School</i>		
Monday, June 22, 2026	Monday, July 13, 2026	Monday, August 24, 2026
Monday, September 21, 2026 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, October 19, 2026	Monday, November 9, 2026 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 7, 2026		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2026/05**

Committee of the Whole Board: Closed Session.

Monday, April 27, 2026

Board Office, 12 Hemlo Drive, Marathon, Ontario

**T O P I C S**

<b>Board Vice- Chair:</b> Allison Jarvis	<b>Director:</b> William Goodman
<i>Location:</i> Board Office, Videoconference & Teleconference	<i>Recorder:</i> G. Christianson

PART II: Committee of Whole Board – Closed	<i>Section (B): In-Camera 8:05 p.m.</i>
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- 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 2026/04: February 23, 2026

**Regular Board Meeting 2026-05**

Monday, April 27, 2026

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2026

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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**Our Vision:**

To meet the needs of all learners while sparking curiosity and joy in learning."

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Gikino'amaadiiwigamigoonsan ezhi-gichi-apiitendaagwag  
"Small schools make a difference"

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**Anishinaabe Gikino'amaagewin Gaa-anokaadamowid (Indigenous Education Advisory Committee)**

**Tuesday, April 14, 2026– 10:00 a.m. to 12:00 p.m.**

**Meeting Minutes**

**1.0 Roll Call**

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
<b>First Nations Communities</b>	OS	TC	VC	A	R	<b>Tribal Councils &amp; Representatives</b>	OS	TC	VC	A	R
(Aroland) Angela Towedo, (alt) Eunice Magiskan			X			EEP Program Liaison - Matawa, Shelby Chng					X
(Biigtigong Nishnaabeg) Lisa Michano			X			Randi Ray and/or Wabun Education Partnership Program.				X	
(Bingwi Neyaashi Anishinaabek FN) Braidey Stein				X		Kris Skworchinski Regional Education Council Coordinator, KEB –(10:18)			X		
(Bingwi Neyaashi Anishinaabek FN) Camille Borysewicz				X		Tim Robbins, Metis Nation of Ontario - Senator	X				
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) , Cagney Hardy			X			Nokiiwin – Katie Borysewicz					X
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Madisyn Hardy			X								
						Nokiiwin Education Advisor – Scott Baker / Loretta Sky					X
(Ginoogaming #77) Martha Taylor				X							
(Ginoogaming #77) Chris Hill						<b>Representatives</b>					
						Sara McAllen, Grad Coach - GCHS			X		
(Marten Fall FN) Suzanne Baxter					X	Sara Park, Grad Coach - NRHS			X		
						Delaney Michano, Grad Coach - MRHS			X		
(Marten Falls FN) Louise Coaster					X	Melissa Lanovaz, Grad Coach - LSHS			X		
(Pays Plat) Valerie Auger				X		Patti Pella, Education Officer, Ministry of Education					X
(Netmizaaggamig) Amber Deveraux			X								
(Netmizaaggamig) Monique Brownlee			X			<b>Trustees</b>					
Netmizaaggamig) Lori Guinchard						Pinky McRae (Ex-officio)					X
						Pamela Hardy, Indigenous Trustee ( <b>Committee Chair</b> )				X	
(Red Rock) Marilyn Netemegesic,					X	Kal Pristanski (alt)			X		
(Red Rock) Ted Wawia				X		Allison Jarvis			X		
						Megan Brunskill			X		
						Samuel Sabourin, Indigenous Student Trustee(10:24)			X		
(Red Rock) Kellie Wrigley (10:21)			X			<b>Board Administration</b>					

(White Sands) Sue Taylor				x		Will Goodman, <i>Director of Education</i>	x				
Animgiigoo Zaagi'igan Anishinabek, Nikki Goodman			x			Carole Leroux, <i>Superintendent of Education</i>	x				
Animgiigoo Zaagi'igan Anishinabek Rhailli Hookanen				x		Shy-Anne Bartlett, <i>Manager of Indigenous Education</i>	x				
Wabun (Flying Post First Nation) Angela McLeod				x		Flora Love-Jedruch, <i>Superintendent of Education</i>	x				
						Alex Marton, <i>Superintendent of Business</i>			x		
						Brent Harris, <i>Assistant Superintendent of Business</i>	x				
(Longlac 58 First Nation)						Anthony Jeethan, <i>Human Rights &amp; Equity Advisor</i>				x	
						Lisa Zeleny, <i>Executive Assistant</i>	x				

## 2.0 **Opening Prayer**

Elder Judy Wawia open the April 14 Indigenous Education Advisory Committee meeting with prayer, smudge and song to represent the children we serve.

## 3.0 **Welcome and Introductions**

Shy-Anne Bartlett welcomed members and requested an amendment to the agenda to add Native Language update for the 2026-2026 school year to be added in 5.4 of the agenda. Members approved the addition.

## 4.0 **Approval of the Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)**

### 4.1 IEAC Meeting Minutes, February 3, 2026

**Moved by:** M. Brownlee

**Second:** N. Goodman

That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting February 3, 2026, be accepted and approved.

Carried.

## 5.0 **Apane go Dazhindamowaad (Standing Agenda Items)**

### 5.1 Community Updates

Chris Hill spoke on the high costs associated with Elders-in-Residence programs and mentoring services and asked other community partners for their input and what funding resources they have used or use currently. A.Towedo provided some information to C.Hill. Members are encouraged to continue conversations that support collective learning and the sharing of knowledge and resources.

Senator Robbins shared the Thunder Bay Metis Council recently had their meeting at which time it was determined there is [reimbursement] funding for Metis students for the 2024-2025 school year. Information can be accessed on their website. Brent Harris, Chair of the Metis Council, provided the link to Guidance Counsellors and to S.Bartlett at the meeting.

### 5.2 Follow-Up Report to February 3, 2026 IEAC

S.Bartlett presented the February 3 IEAC Follow-Up report and highlighted Student Engagement and Re-Engagement (SOAR Program), Education Capacity Building – Additional Qualifications, the Indigenous Youth Leadership and Immersion Camps.

IEAC feedback confirms support in continuing to prioritize Language AQ's and First Nations, Metis, and Inuit (FNMI). Two individuals have expressed interest in getting their AQ qualifications.

**Indigenous Youth Leadership** has been **rescheduled to June 10** in partnership with our coterminous board and ECO Superior. Two students from each elementary school and 4 students from each high school will be attending.

S.Bartlett confirmed the community of Ginoogaming, in partnership with Matawa, will host the Immersion Camp in the Greenstone area. In addition, the Nipigon Immersion Camp will be supported by Red Rock Indian Band and Pays Plat and will be hosted in Pays Plat. Immersion camps will be offered in multiple communities to increase accessibility and create opportunities for students who may face transportation barriers that could otherwise limit their participation.

S.Bartlett expressed gratitude to our First Nation partners for supporting the Immersion Camps.

### 5.3 Language Development

Current situation – Immersion camps are our focus to expand our language program in an immersive setting. Language Bowl is scheduled for May 13, which is being organized and presented by BZA. We have four schools attending and our coterminous board will also have four schools attending, as well as Federal schools and schools from the Lakehead School Board.

### 5.4 Additional item – Native Language Programming/Staffing

Flora Love-Jedruch provided information for Native Language Programming for the 2026-27 school year. We are pleased to confirm an additional 0.5 FTE Native Language teacher position will be allocated to Terrace Bay Public School, Schreiber Public School and Margaret Twomey Public Schools enhancing opportunities for students to participate in face-to-face instruction.

## 6.0 Nonde-ayaan ji-gaagiigidoyaang (Open Discussion of Areas of Need):

### 6.1 AQ Supports

S.Bartlett opened floor for comments and questions regarding having the AQ funds support Native Language and FNMI AQ courses as a vetted Land-based AQ has not been found; none were raised at this time.

### 6.2 SGDSB Student and Family Support

Will Goodman updated the committee regarding the Student Family Support Offices. Currently, only support offices that are operational are the 12 school boards under ministry supervision. The Support Office is for parents/guardians to reach out to provide them with an avenue to have conflicts resolved in a timely manner. The goal is to have a separate number, and email for parents /guardians to access. The floor was opened to members for questions and comments; there were none one at this time

### 6.3 Transition from Community Opportunities Engagement

An opportunity/information was presented to members to better support students transitioning from their home communities to high school, particularly for Grade 9 and 10 students. During COVID, a model was implemented that allowed some students to remain in

their community while continuing their education, and some students reported feeling supported when returning to in-person learning. There is interest in exploring whether a similar model could be thoughtfully reintroduced to support students who experience significant barriers to full-time in-person attendance, including mental health challenges. This proposed option would focus on Grade 9 and 10 students, allowing them to remain in their community with support from First Nation educators, families, and community partnerships, recognizing that virtual options are not currently available at these grade levels.

IEAC members shared initial reflections, questions, and considerations to help inform further discussion. Topics raised to further a discussion highlighted considerations related to staffing capacity in communities, student engagement, accountability, and shared responsibility among students, families, First Nation education authorities, and schools. Members emphasized the importance of maintaining high academic expectations while acknowledging that aspects such as social connection, hands-on learning, and experiential opportunities are essential components of student success. It was noted that any approach would need to be individualized, integrated into transition planning, and developed in partnership with First Nation communities, with careful consideration of factors such as technology access, family support, and community readiness.

The overall goal identified was to reduce barriers for students who are struggling and to work collaboratively with First Nation communities to support student well-being and engagement. Members expressed interest in continuing the dialogue and agreed that further discussion is needed, and a Special IEAC meeting would be helpful to further explore this topic at a future date.

S.Bartlett will forward proposed dates and times to members.

#### 6.4 AI Guiding Principles

Annick Brewster presented the attached information. The floor was opened for questions and comments; none were raised at this time.

### 7.0 **Anishinaabe Gikino'amaagewini-Dazhindamowaad (Indigenous Education Updates)**

#### 7.1 Graduation Coach Update

##### 7.1.1 Graduation Coach Update – NRHS

Members are encouraged to review the report provided in the agenda package.

##### 7.1.2 Graduation Coach Update – GCHS

Members are encouraged to review the report attached in agenda package.

##### 7.1.3 Graduation Coach Update – MRHS

Members are encouraged to review the report attached in agenda package.

##### 7.1.4 Graduation Coach Update – LSHS

Melissa Lanovaz provided an overview of transition-focused work occurring within elementary schools, highlighting efforts to support students through conversations about school engagement, including clubs, sports, mental health supports, and orientation activities. An open house is scheduled for April 14, and high school

visits are planned involving Melissa, the Mental Health Worker, as well as follow-up discussions related to post-secondary pathways. Support is also being provided to students who are preparing to transition directly into the workforce. Aaron Fewkes, Schreiber Public School Vice Principal, will be visiting Longlac the High School next week to support students with bursary applications.

The Mental Health Worker continues to engage with students through bi-weekly visits in the cultural room, creating a supportive environment that allows for relationship-building and informal conversation. As well, Attendance Counsellors continue to work collaboratively with students and parents to address attendance challenges and to support students who are experiencing ongoing difficulties with school engagement.

## **8.0 Ginkino-amaagewini-Odaakewiqimaa Oshkichigaadewinan (Director of Education Updates)**

### **8.1 Director's Quarterly Report**

W. Goodman thanked IEAC members and partners for their participation in the 360-degree feedback process related to his role as Director. He shared that he is looking forward to attending the upcoming Niigaan Conference in Sault Ste Marie and referenced the AI Guiding Principles that were presented, noting that this work represents an important area of system learning at SGDSB. Preparing students to engage with artificial intelligence through responsible and informed use continues to be a key focus.

An update was provided on staffing, noting that elementary and secondary teaching allocations were presented the previous evening and will be brought forward to the Board of Trustees next month. While enrolment has decreased slightly in both panels, efforts continue to maintain staffing levels to support student programming and system needs.

W. Goodman also shared his enthusiasm for SGDSB's upcoming presentation at the Canadian School Boards Association (CSBA) Conference in July, recognizing the collaborative work of Chris Hill and Sherry Taylor. This presentation will highlight the Indigenous Skilled Trades program and showcase SGDSB's learning and experiences developed in partnership with Ginoogaming First Nation.

An update was provided on Summer Learning Programs, with a request for continued support in sharing opportunities within communities, as additional teaching staff are still being sought.

A brief update on Bill 101, *Putting Students First Act*, noting that first reading has occurred, but the Bill has not yet been approved. He shared that additional information will be communicated once the legislation is finalized, including updates related to changes impacting Trustee roles.

## **9.0 Awashime Dazhindamowaad (Additional Agenda Items)**

### **9.1 Board Action Plan (BAP) 2026-2027 Discussion**

S. Bartlett we will be sending out an email looking for member participation in the Board Action Plan.





<b>3.0</b>	<b>Additions to the Agenda:</b>	
	There were no additions to the agenda.	
<b>4.0</b>	<b>Business Arising from Minutes:</b>	
	Nil.	
<b>5.0</b>	<b>Agenda Items:</b>	
<b>5.1</b>	<b>Standing Item: Update from SEAC Community Members</b>	
	Vice Chair Sheila Zappitelli advised that Superior Greenstone Association for Community Living has recently reposted a management position. The committee members were encouraged to share this information within their professional networks.	
<b>5.2</b>	<b>Circle of Care</b>	
	Manager of Mental Health Doug Kashak provided a review of the presentation. He shared the highlights regarding the Circle of Care meeting that took place and outlined the plans for several meetings in the future.	
<b>5.3</b>	<b>Neurodiversity Challenge</b>	
	<p>Vice-Principal Caterina Tolone provided an update on the Neurodiversity Challenge currently underway across Superior-Greenstone District School Board (SGDSB).</p> <p>The Neurodiversity Challenge has been issued to all staff and is designed to promote the sharing of inclusive and responsive classroom strategies that support neurodiverse learners. Educators are encouraged to highlight the strategies they are implementing by submitting photos of these practices in action.</p> <p>As an incentive to participate, classes whose strategies are shared will be entered into a draw for a pizza party.</p> <p>In addition to the challenge, a variety of neurodiversity strategies have been shared with educators to support classroom implementation and enhance inclusive learning environments.</p> <p>An additional update on participation and outcomes of the Neurodiversity Challenge will be provided at a future SEAC meeting</p>	
<b>5.4</b>	<b>MDT Updates</b>	
	<p>Erik Leroux, Learning for All System Principal, provided a Multidisciplinary Team update outlining ongoing work to better support students with complex needs. The Board is currently gathering system-wide data to inform the potential development of a Care and Treatment Education Program (CTEP), including identifying students who are not consistently attending school due to significant mental health, behavioural, or medical needs.</p> <p>A key focus of this work is strengthening partnerships with community agencies, including SEAC members, to support coordinated care and integrated educational programming, as well as exploring potential collaboration with Superior North Catholic District School Board on regional approaches.</p> <p>Erik also shared updates on the refinement of the Educational Assistant (EA) staffing process, noting the use of student-level data, collaborative discussions, and transparent decision-making to ensure equitable and responsive allocations. Board-level staffing decisions are made in April, with ongoing adjustments based on student needs and enrollment. These efforts reflect the Board's continued</p>	

	commitment to inclusive, student-centered practices supported by data, collaboration, and strong partnerships.
<b>5.5</b>	<b>Special Education Plan – Final 2026-2027</b>
	The Committee reviewed the final draft of the 2026/2027 Special Education Plan and was asked to consider its approval for the upcoming year. It was noted that minor revisions may still be required as IPRCs are finalized. The plan will also be shared with community partners for final review and feedback. Discussion included consideration of ways to streamline the document to support clarity and more meaningful input, with a suggestion to focus on key components such as fundamentals, principles, and action items. Eric will review the document to identify opportunities for condensation. Following discussion, the Special Education Plan was approved by the Committee.
<b>6.0</b>	<b>Correspondence: TDSB Letter</b> <i>Recurring Unmet Needs of K-12 Students with Disabilities/Special Education Needs.</i>
	<p>The Committee received correspondence from the Toronto District School Board (TDSB) Special Education Advisory Committee for information and awareness. The letter was presented by Superintendent Flora Love-Jedruich on behalf of the Director and outlined concerns regarding ongoing and worsening challenges for students with special education needs within TDSB, including issues related to the Ministry-appointed Supervisor and calls for stronger supports for students. It was noted that the circumstances described are specific to TDSB, as their board is currently under provincial supervision, and do not directly reflect the context of our board.</p> <p>The Committee agreed that it is appropriate to receive the correspondence for information at this time. Should similar themes or concerns arise locally, the matter may be revisited and brought forward for further discussion. Trustee Brunskill noted that the correspondence raises broader considerations regarding the Ministry’s approach to supervision. While no direct action is required from SEAC, it was suggested that the information could be shared at a future Board meeting for Trustees to consider in relation to system-level challenges and potential advocacy efforts.</p>
<b>7.0</b>	<b>New Business:</b>
	Nil.
<b>8.0</b>	<b>Information Items:</b>
	Nil.
<b>9.0</b>	<b>Agenda Items Next meeting Date/Time/Venue: May 5, 2026 @ 3:00 pm</b>
	Nil.
<b>10.0</b>	<b>Adjournment:</b>
	<p><i>Moved by: Trustee M. Brunskill</i> <span style="float: right;"><i>Second: Trustee J. Nesbitt</i></span></p> <p>✓ <b>That</b>, the Superior-Greenstone DSB Special Education Advisory Committee Meeting on <b>Tuesday April 7, 2026</b> adjourn at <b>3:51 p.m.</b></p> <p style="text-align: right;"><b><u>Carried</u></b></p>

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## Board Policy Review Committee

Videoconference/Teleconference Meeting

Tuesday, May 19, 2026 at 6:30 p.m.

**MINUTES**

Microsoft Teams Meeting

Or call in 1 807-701-5980 Phone Conference ID: 129 256 943#

<b>Members</b>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			x			Pam Hardy					x
Megen Brunskill			x			Kal Pristanski ( <i>Alternate</i> )			x		
Allison Jarvis			x			McRae, Pinky ( <i>Ex-Officio</i> )					x
Pat Liscomb				x		Will Goodman: CEO			x		

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Alex Marton: <i>Superintendent of Business</i>					x
Flora Love-Jedruch: <i>Superintendent of Education</i>			x		
Carol Leroux: <i>Superintendent of Education</i>			x		
Tara Balog: <i>Assistant Superintendent</i>					x
Annick Brewster: <i>Assistant Superintendent</i>			x		
Denis Nault: <i>Manager of People and Culture</i>					x
Brent Harris: <i>Assistant Superintendent</i>					x
Gord Muir: <i>Manager of Facilities and Transportation</i>					x
Nick Kitchener: <i>Manager of IT Services</i>					x
Shy-Anne Bartlett: <i>Manager of Indigenous Education</i>					x
Anthony Jeethan: <i>Human Rights and Equity Advisor</i>			x		
Lisa Zeleny: <i>Executive Assistant</i>					x
Gerrilynn Christianson: <i>Executive Assistant &amp; Communications Coordinator (Recorder)</i>			x		

**1.0 Review of Minutes: March 3, 2026**

Moved: J. Nesbitt

Second: M. Brunskill

That, the Board Policy Review Committee approve the March 3, 2026 meeting minutes as presented.

Carried**2.0 Business Arising from Minutes: March 3, 2026**

P – 214 META: Policy Initiation, Identification, Development, Implementation and Review

P – 801 Chief Executive Officer

P – 611 Copyright

P – 704 Equitable Hiring

P – 712 Recognition of Employee, Trustees and Community

P – 725 Confidentiality of Medical Records

P – 510 Child Abuse and Neglect – Duty to Report

P – 532 Bomb Threat Response

The Chief Executive Officer Will Goodman advised that there was no stakeholder feedback received for the policies posted. Policy 801 will not be recommended for approval at this time, as additional revisions may be required as a result of the Ministry of Education regulatory changes regarding the role of the Director of Education, that has now changed to Chief Executive Officer. The CEO advised that regulations are expected from the Ministry by the end of the week.

The Committee discussed the impact of the regulatory changes with the CEO now becoming a member of the board. It was recommended to review the new regulation with legal counsel to determine if an internal conflict policy is required, along with the potential need for insurance. No feedback was received.

Action Item: Submit Policy 214, P-611, P-704, P-712, P-725, P-510, and P-532 be submitted to the Board of Trustees for approval on May 25, 2026

**3.0 Reviews: New/Existing Policies**

CEO Will Goodman advised that the Board Policy Review workplan for this school year has been completed. Therefore, no new policies will be introduced for review at this time. However, he noted that a summer meeting may be required, should any of the new Ministry Regulations from Bill 101, impact school board policies. The CEO will continue to monitor this and schedule a Board Policy meeting if required. He expressed gratitude to the leadership team for their hard work to complete the scheduled policy work.

**4.0 List All Policies to be Referred to the Board for Approval on May 25, 2026**

P – 214 META: Policy Initiation, Identification, Development, Implementation and Review

P – 611 Copyright

P – 704 Equitable Hiring

P – 712 Recognition of Employee, Trustees and Community

P – 725 Confidentiality of Medical Records

P – 510 Child Abuse and Neglect – Duty to Report

P – 532 Bomb Threat Response

Action Item: Submit Policy 214, P-611, P-704, P-712, P-725, P-510, and P-532 be submitted to the Board of Trustees for approval on May 25, 2026

**5.0 2026 Meeting Schedule**

A meeting is on the calendar for September 15, 2026, at 6:30 p.m., however this will potentially be cancelled if not required. The Committee discussed the impacts to the meeting schedule due to the upcoming Trustee election and the implementation of Bill 101.

The Committee expressed their support for the senior admin team, as they navigate the challenges of implementing the new regulations, in addition to their regular workload.

**6.0 Adjournment**

*Moved: J. Nesbitt*

*Second: K. Pristanski*

*That, the Board Policy Review Committee Meeting of May 19, 2026, adjourn at 6:48 p.m.*

*Carried*

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Policy Name</i>	META: Policy Initiation, Identification, Development, Implementation and Review <i>Management Guideline Applies</i>		214
<i>Board Approved:</i>	<u>November 7, 2019</u> June 21, 2016 October 18, 2011 March 21, 2006	<i>Reviewed:</i> <u>March 3, 2026</u> June 7, 2016 September 26, 2011	<i>Review by:</i> <u>December 2030</u> <del>December 2024</del>

### **POLICY**

It is the intent of Superior-Greenstone District School Board to set out a process of policy development/review, which will provide for thoroughness and consistency in approach. Policy statements provide a framework for decision-making and guidelines for the effective operation of the system.

Policies developed through this process will reflect the values of the board and rigorous standards for which we are held accountable.

The Superior-Greenstone District School Board (SGDSB) is committed to building an inclusive community where every student, family, and staff member feels respected, valued, and connected. We foster wellbeing by creating safe, caring, and supportive environments that promote mental, emotional, and social health. We believe that learning should spark curiosity and joy, and we strive to nurture innovative, engaging, and creative learning experiences that inspire every learner to reach their full potential.

All Board policies shall be interpreted and applied in a manner consistent with applicable legislation, including the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Board's commitments to equity, inclusion, accessibility, and reconciliation.

### **1.0. Rationale**

- 1.1 The Superior-Greenstone District School Board recognizes the need for clear, effective policies to provide direction and focus for decision-making and action. Establishing a process, which defines how policies will be initiated and/or identified, how policies will be developed, the process for policy implementation and how policy review is undertaken is essential to the establishment of exemplary policies.

Policy of the Board should:

- a) Reflect the basic philosophy and values of the Superior-Greenstone District School Board;
- b) Create a framework for the stable operation and provide direction to the education system;

- c) Constitute guidelines for decision making and action by those with decision making responsibility;
- d) Provide defined guidelines within which the Board of Trustees will exercise its legislative authority;
- e) Establish limits within which activities of the board may be carried out by designated staff;
- f) Reduce inconsistency and duplication by establishing clear criteria and parameters for administrative, employee and students' actions.

## 2.0. Guidelines

### 2.1 Board Policy Statements may be:

- a) statements of philosophy, goals, objectives or priorities, or
- b) standards or principles by which individuals make judgments, take courses of action, or
- c) guidelines for decision making or to future action by the Board, administrative personnel or staff, or
- d) statements or criteria or models for establishing principles and parameters for the development of derivative or subordinate policies (e.g. school policies).

### 2.2 Each board policy shall:

- a) be consistent with the mission statement and goals of the board;
- b) provide rationale;
- c) be written in clear, concise inclusive language;
- d) be sufficiently broad to allow administrators to be guided in their decisions and actions, and
- e) conform to current legislation and regulations.

### 2.3 Board policies should:

- a) be designed in a standard format;
- b) be reviewed according to prescribed procedures;
- c) be developed by involving individuals who are identified by the board;
- d) be clear on how they are to be implemented.

### 2.4 Trustees, employees and students are responsible for acting in accordance with Board Policy.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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Section PROGRAM

Policy Name COPYRIGHT ~~POLICY STATEMENT~~

611

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Board Approved: \_\_\_\_\_

Reviewed: \_\_\_\_\_

Review By: December 2031

\_\_\_\_\_  
April 20, 2021

\_\_\_\_\_  
April 6, 2021

\_\_\_\_\_  
December 2026

\_\_\_\_\_  
November 20, 2012

\_\_\_\_\_  
November 6, 2012

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**POLICY**

It is the policy of the Superior-Greenstone District School Board (SGDSB) to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The SGDSB will communicate the *Fair Dealing Guidelines (Appendix A)* to all schools ~~locations on an annual basis~~ annually in order to ensure that ~~all~~ staff understand the obligations of the ~~school~~ board in accordance with the *Copyright Modernization Act*.

The *Fair Dealing Guidelines* and the *Copyright Decision Tool* will be shared with standing items for discussion at the first Principals and Vice-Principals Meeting of each school year.

**REFERENCES**

- Copyright Modernization Act
- Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium
- Education Ministers' Policy Statement on Fair Dealing

## Appendix A

### Fair Dealing Guidelines

#### Background

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

#### Guidelines

- 1.0 Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
- 2.0 Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
- 3.0 A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a) as a class handout
  - b) as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
  - c) as part of a course pack
- 4.0 A short excerpt means:
  - a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
  - b) one chapter from a book
  - c) a single article from a periodical
  - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
  - e) an entire newspaper article or page
  - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
  - g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

- 5.0 Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
- 6.0 Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
- 7.0 Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.
- 8.0 In addition to the above-noted guidelines, the CMEC Copyright Consortium have developed the [Copyright Decision Tool](#). The online tool allows teachers to quickly decide whether “fair dealing” permits classroom use of printed materials, artistic works, or audiovisual materials without first getting copyright permission.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section PERSONNEL

Policy Name Equitable Hiring Policy  
Management Guideline Applies

704

Board Approved: June 22, 2021  
January 31, 2017  
March 22, 2011  
March 12, 1999Reviewed: March 3, 2026  
June 7, 2021  
September 6, 2016  
February 28, 2011  
February 20, 2007Review By: December 2031  
December 2026**POLICY**

It is the policy that the Superior-Greenstone District School Board (SGDSB) apply hiring procedures that attract, recruit, and promote diverse, qualified individuals to [support student outcomes, achieve its strategic objectives while supporting the wellbeing and success of all students](#). ~~The procedures will consider the following five areas:~~

- ~~1. Diversity, Equity, and Human Rights~~
- ~~2. Qualifications, Merit and Experience~~
- ~~3. Fairness and Transparency~~
- ~~4. Employment Mobility~~
5. [Monitoring and Evaluation](#)

All hiring decisions are made at SGDSB in accordance with applicable legislation, the Ontario Human Rights Code, the Canadian Charter of Rights, Collective Agreements. This Policy also upholds the principles in Regulation 298, "Operation of Schools – General", R.R.O, 1990, including those related to teacher qualifications and providing the best possible education program for students with due regard to their safety and wellbeing.

**[5 Areas of Consideration for Procedures](#)****[1.0 Application](#)**

[To promote equitable hiring, SGDSB procedures will consider the following:](#)

**[1.2 ~~1.2~~ Diversity, Equity and Human Rights Representation](#)**

In keeping with the *Truth and Reconciliation Commission's* calls to action and the spirit of the *United Nations Declaration of the Rights of Indigenous Peoples*, SGDSB is committed to advancing the human rights of Indigenous peoples (First Nations, Métis and Inuit).

~~The Superior Greenstone District School Board promotes human rights and equity and~~SGDSB is committed to achieving a representative workforce that reflects ~~the diversity in our province~~ and meets the needs of ~~the students body~~. The following steps will be taken to achieve an inclusive, diverse and representative workforce.

- value, promote and encourage the hiring of staff from under-represented groups;
- ensure ~~all employment policies and practices~~[hiring procedures](#) are non-discriminatory; ~~and~~
- ~~work aim~~ to intentionally identify and remove ~~systemic~~ barriers ~~for marginalized communities at each stage of in the~~ hiring proceduresss.

**[2.2 1.2](#) Qualifications, Merit and Experience**

~~The Superior Greenstone District School Board~~SGDSB seeks to build a diverse workforce while adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General” and obligations under collective agreements. SGDSB will consider the following in the evaluation of qualifications and experience: recognizes the importance of the following when developing its selection and evaluation criteria:

- ~~valuing applicants’~~ additional experiences, lived experiences, skills, backgrounds and perspectives;
- ~~valuing applicants’~~ demonstrated experiences and commitment to creating safe, inclusive, equitable, accessible environments; and
- ~~considering applicants’ response to SGDSB strategic priorities and;~~
- granting first consideration, where skills, ability, and qualifications of the applicants are relatively equal, to applicants who self-identify as members of historically under-represented groups. ~~Where a collective agreement governs the hiring or promotional process, this will be done in a manner that is consistent with SGDSB’s collective agreement obligations.~~

### 3.2 1.3 Fairness and Transparency

In recognition of its commitment to accountability as a fair, equitable and inclusive employer, SGDSB will implement ~~and sustain~~ the following ~~mechanisms-procedures~~ to help ensure that candidates are evaluated through a fair and transparent process:

- a conflict of interest policy ~~and process~~;
- bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in applicable Regulation;
- where possible, diverse hiring panels to draw on the different experiences, skill sets and educational and professional backgrounds in the Board ~~and~~;
- objective evaluation criteria and structured interview questions that prevent selection bias;
- provide training for individuals participating in hiring processes on equitable hiring practices, human rights obligations, unconscious bias, and accessibility requirements; and
- maintain records of completed training and provide refresher opportunities at regular intervals.

### 4.2 1.4 Employment Mobility

The Superior-Greenstone District School Board supports employment mobility and the renewal of an experienced workforce. SGDSB is committed to providing equal opportunity to qualified applicants who have relocated from other school boards in Ontario to apply for any positions (occasional, long-term occasional, or permanent) for which they are qualified.

### 5.2 1.5 Monitoring and Evaluation

~~The Superior Greenstone District School Board~~SGDSB will regularly monitor and evaluate its hiring policy and procedures ~~in order to~~. In addition, SGDSB will:

- ~~assess the skills, equity and human rights competencies of its workforce and examine any gaps;~~

~~In addition, SGDSB will make plans to:~~

- ~~develop and implement an appropriate response plan to ameliorate the identified gaps;~~
- collect workforce demographic data to understand, ~~determining~~ the diversity of the workforce and identifying any gaps in representation;

- develop and implement an appropriate strategy to support a the enhancement of diverse representation across all levels of the workforce and;
- ensure all employment systems, policies, procedures and practices are non-discriminatory and that they do not create unnecessary barriers to employment.
- Address violations to this policy in a timely manner, in accordance with Code of Conduct policy;
- maintain documentation of interview questions, evaluation criteria, candidate scoring, and hiring rationales for all competitions;
- retain hiring documentation in accordance with Board record retention policies and applicable legislation; and
- review hiring documentation, as appropriate, to support transparency, address concerns, and monitor equitable outcomes.-

## References

- United Nations Declaration on the Human Rights of Indigenous Rights (UNDRIP)
- Ontario Human Rights Code
- Ontarians with Disabilities Act
- The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Integrated Accessibility Standards Regulation 191/11
- PPM 165 School Board Teacher Hiring Practices
- Employment Standards Act

## Board References

- Policy 707 - Employee Code of Conduct
- Policy 714 - Criminal Background Check ~~Policy 714~~
- Policy 719 - Accessibility ~~Policy 719~~
- Policy 717 - Workplace Harassment and Human Rights ~~Policy 717~~
- Policy 723 - Conflict of Interest ~~(New Policy)~~

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	PERSONNEL		
Policy Name	RECOGNITION OF EMPLOYEES, TRUSTEES and COMMUNITY Management Guideline Applies		712
Board Approved:	<u>April 20, 2021</u>	Reviewed: <u>May 19, 2026</u>	
	<u>January 22, 2019</u>	<u>April 6, 2021</u>	Review Prior To: <u>December 2031</u>
	<u>April 17, 2012</u>	<u>October 2, 2018</u>	<u>December 2025</u>
	<u>February 22, 2012</u>	<u>March 26, 2012</u>	
	<u>June 25, 1999</u>	<u>January 30, 2012</u>	
		<u>March 21, 2006</u>	

**POLICY**

It is the policy of Superior-Greenstone District School Board to recognize outstanding and commendable contributions by Employees, Trustees and Community of time, talent and resources toward our [district education system](#). The board will recognize those who have made significant contributions in the following manner:

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

**1.0 Criteria**

The following criteria will be applied to determine eligibility for ~~the Superior-Greenstone District School Board Long Term Service Recognition Award~~; [recognition under this policy](#):

~~1.14.1~~ [For Service Recognition](#)  
Minimum of:

- a) ~~Ten (10) or twenty-five (25) years accumulated service in any capacity as a permanent employee or Trustee of the Board or a predecessor board;~~
- ~~b) twenty five (25) years accumulated service in any capacity as a permanent employee or Trustee of the Board or a predecessor board.~~
- b) Be currently employed by the Board or currently be a Trustee of the Board

[1.2 For Retirement](#)

- ~~e)a) Have been employed with the Board for a minimum of five (5) years.~~

[1.3 For Outstanding Achievement](#)

- ~~d)a) An employee, trustee or community member whose contributions should be recognized at the discretion of the Director of Education through an equitable, fair and consistent process.~~

**2.0 Rationale**

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

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

It is the desire of the board to recognize, in an appropriate manner, outstanding achievement by Staff, Trustees and Community.

**References**

- [Policy 723 – Conflict of Interest](#)

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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<i>Section</i>	PERSONNEL	725
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<i>Policy Name</i>	CONFIDENTIALITY OF MEDICAL RECORDS <i>Management Guideline Applies</i>
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<i>Board Approved:</i> November 16, 2021	<i>Review Prior To:</i> <u>December 2031</u> December 2026
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### **POLICY**

It is the policy of the Superior-Greenstone District School Board that all employee medical records, received by the Disability and Wellness ~~Administrator~~ Advisor, or designate, are kept in strictest confidence, whether active or in storage, and maintained separately from ~~the any~~ respective Human Resources People & Culture file, by the Disability and Wellness ~~Administrator~~ Advisor, or designate.

Records will be retained and destroyed in accordance with the Board's Records Retention Schedule and any other applicable legislation. Use and disclosure of records will be in accordance with the Municipal Freedom of Information and Protection of Privacy Act and any other applicable legislation.

### REFERENCES

- Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990
- Personal Health Information Protection Act, 2004, S.O.
- Human Rights Code, R.S.O. 1990
- Occupational Health and Safety Act, R.S.O. 1990
- Accessibility for Ontarians with Disabilities Act, 2005 S.O.



The duty to report of persons “who perform professional or official duties with respect to children”, including teachers and principals, should be emphasized. The following guidelines are from section 425 of the CYFSA:

~~Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:~~

- ~~1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,  
a) failure to adequately care for, provide for, supervise or protect the child, or  
b) pattern of neglect in caring for, providing for, supervising or protecting the child.~~
- ~~2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,  
a) failure to adequately care for, provide for, supervise or protect the child, or  
b) pattern of neglect in caring for, providing for, supervising or protecting the child.~~
- ~~3. The child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.~~
- ~~4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.~~
- ~~5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.~~
- ~~6. The child has suffered emotional harm, demonstrated by serious,  
a) anxiety,  
b) depression,  
c) withdrawal  
d) self-destructive or aggressive behaviour, or  
e) delayed development,  
f) and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.~~
- ~~7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.~~
- ~~8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph a, b, c, d, or e, of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.~~

## 1. Duty to Report

Any person, including a person who performs professional or official duties with respect to children, who has reasonable grounds to suspect that a child is or may need protection shall

immediately report the suspicion and the information on which it is based directly to a child protection agency appropriate to the region and child.

The duty to report overrides all other provincial confidentiality or privilege provisions, except solicitor client privilege.-client privilege.

## 2. Age Thresholds for Reporting

- Mandatory reporting applies to children under the age of 16.
- A report may be made for youth aged 16 or 17 where there are reasonable grounds to believe the youth needs protection, consistent with the Child, Youth and Family Services Act.
- The duty to report is ongoing. Additional information or new reasonable grounds require a new report, even if previous reports have been made.

## 3. Direct Reporting Requirement

A person who has a duty to report must make the report directly to the appropriate child protection agency and shall not rely on another person to make the report on their behalf.

## 4. Sexual Exploitation and Sex Trafficking

Suspected sexual exploitation or sex trafficking of a student shall be treated as a child protection concern and reported in accordance with this policy and the Board's AntiSex Trafficking Protocols, consistent with Policy/Program Memorandum No. 166.-Sex Trafficking Protocols

## 5. Protection from Liability

No action shall be instituted against a person who makes a report in accordance with the duty to report unless the person acts maliciously or without reasonable grounds for the suspicion.

Failure to report, where required by law, may result in penalties under the Child, Youth and Family Services Act.

## 6. Privacy and Confidentiality

All persons involved in reporting suspected child abuse or neglect shall:

- respect the privacy and dignity of all individuals involved;
- maintain the confidentiality of information and discussions, except as required for reporting and investigation;

- comply with applicable privacy legislation and Board procedures.

## **PROCEDURES**

### **1.0 — Duty to Report**

~~Every employee and any person, including those performing professional or official duties with respect to children, who has reasonable grounds to suspect that a child is in, or may be, in need of protection must report this information without delay to the appropriate child protection agency.~~

#### **1.1 — Person Must Report Directly**

~~A person who has a duty to report a matter shall make the report directly to the appropriate child protection agency and shall not rely on any other person to report on his or her behalf.~~

~~A person who has additional reasonable grounds to suspect that child abuse or neglect may have occurred, or is likely to occur, shall make a further report even if he/she has made previous reports with respect to the same child.~~

#### **1.2 — Individual Making Report**

~~The individual making the report shall inform the Principal immediately.~~

~~The duty of a person, including those performing professional or official duties with respect to children, to make a report overrides the provisions of any other provincial statute that would otherwise prohibit the professional or official from disclosing confidential or privileged information.~~

~~In all cases of suspected child abuse or neglect, persons making a report shall respect the privacy of all individuals involved and the confidentiality of all discussions and reports.~~

~~No action for making a report shall be instituted against a person who acts in accordance with the duty to report unless the person acts maliciously or without reasonable grounds for the suspicion.~~

~~A person performing professional or official duties with respect to children, who does not report the suspicion that a child is in need, or may be in need of protection based on information obtained in the course of his/her professional/official duties, and is convicted of the offence, is liable to a fine.~~

#### **1.3 — Responsibility to Report to Supervisory Officers**

~~1.3.1 — The Principal shall inform the Superintendent of Education immediately.~~

~~1.3.2 — The Superintendent of Education shall inform the Director immediately.~~

#### **1.4 — Responsibility of the Board**

~~The Board shall ensure that opportunities exist to educate all students about their right to live without fear of physical, sexual and emotional abuse and neglect and will support disclosure of such abuse.~~

~~The Board will educate its employees, volunteers and parents about the issues of abuse and neglect and their duty to maintain safe and abuse-free learning environments.~~

~~Where abuse has been reported, the Superior Greenstone District School Board will cooperate fully with the investigating agency.~~

### 1. Individual Making the Report

- The individual making the report shall inform the Principal immediately after contacting the child protection agency.
- The Principal shall inform the Superintendent of Education, who shall inform the Chief Executive Officer ~~Director of Education~~.

### 2. Training and Awareness

All employees shall receive annual training ~~or~~ review related to:

- duty to report obligations;
- prevention, recognition, and reporting of child abuse, sexual abuse, and exploitation;
- obligations under Erin's Law.

### 3. Documentation

Employees who make a report or receive a disclosure shall maintain appropriate factual documentation, in accordance with Board procedures and applicable privacy legislation.

### 4. Board Responsibilities

The Board shall:

- ensure annual, age-appropriate instruction is provided to students on recognizing, preventing, and reporting child sexual abuse, in accordance with Erin's Law (Bill 123);
- provide annual training and information to employees on prevention and mandatory reporting;
- share prevention and reporting resources with parents, families, and caregivers annually;
- cooperate fully with child protection agencies and other investigating authorities.

### Reference Documents

Child, Youth and Family Services Act, 2017 (as amended, including Bill 188 – Supporting Children's Futures Act, 2024)

Education Act (including Erin's Law, Bill 123)

Policy/Program Memorandum No. 166 – Anti-Sex Trafficking Protocols

Student Protection Act, 2002

Regulation 298, Education Act

520 Management Guidelines – Police and School Board Response Protocol



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	BOMB THREAT RESPONSE <i>Management Guideline Applies</i>	532
<i>Board Approved:</i>	October 18, 2022 April 20, 2021 January 31, 2017 September 8, 2008	<i>Review by:</i> December 2031 December 2027

**RATIONALE**

~~Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. To enhance safety and security, it is important that schools have plans for responding to bomb threats. According to the RCMP, the overwhelming majority of reported bomb threats are unfounded, but some are not. Care must be taken, therefore, to deal with each incident calmly and consistently.~~

~~The Ministry of Education, school boards, and police services continue to work in partnership to create safe school environments through the Police and School Board Response Protocol. This work includes planning and preparation in the event that a bomb threat is received, an explosive device is discovered, or an explosives incident takes place.~~

The Superior-Greenstone District School Board is committed to providing a safe, secure, and supportive learning and working environment for students, staff, and visitors. Threats involving explosives, whether credible or not, have the potential to cause significant disruption and harm and must be addressed in a calm, consistent, and coordinated manner.

The Board recognizes that while most bomb threats are unfounded, each threat must be treated seriously and responded to in accordance with provincial expectations, legislation, and local police direction. Effective planning, training, and cooperation with emergency services are essential components of school safety.

**POLICY**

~~It is the policy of the Superior-Greenstone District School Board that all schools will have plans and procedures for bomb threat response, which must be included in the school's Emergency Procedures Plan. The procedures for this plan are in section 9.9 of 520 Management Guidelines – Police and School Board Response Protocol, and the forms and other information to be included in the plans are contained in Appendix C of the same document. The procedures, forms, and other relevant information are contained in the Management Guidelines of this policy 532 – Bomb Threat Response as well. The direction of the police or fire department supersedes this policy.~~

It is the policy of the Superior-Greenstone District School Board that:

1. All schools and Board facilities shall maintain a bomb threat response plan as part of their site-specific Emergency Procedures Plan.

2. Bomb threat response planning and decision-making shall be conducted in collaboration with local police services and emergency responders, and the direction of police or fire services shall supersede Board policy where applicable.
3. Bomb threat response shall be aligned with:
  - The Education Act
  - The Occupational Health and Safety Act
  - The Child, Youth and Family Services Act (CYFSA)
  - The Provincial Model for a Local Police/School Board Protocol
  - Any other applicable provincial legislation or Ministry of Education direction
4. The Board shall ensure that staff, students, and relevant partners are aware of their roles and responsibilities in relation to bomb threat response, as defined in Board policy and supporting administrative documents.

## PROCEDURES

- ~~1. All school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.~~
- ~~2. The board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.~~
- ~~3. The principal or designate of each school is responsible for the overall development and final content of the individual school plan, and that the plan meets the requirements established in the Police and Schools Board Response Protocol.~~
  - ~~3.1 The principal or designate is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students.~~
  - ~~3.2 The principal or designate must be completely familiar with the school's bomb threat plan with the scope of the authority vested in, and the responsibilities associated with, the principal's position as defined in the plan.~~
- ~~4. In the event of a bomb threat, the person receiving the bomb threat must contact the police (911), inform administration and complete the **Bomb Threat Intake Checklist** (Appendix A7) in 532 Bomb Threat Response Management Guideline.~~
- ~~5. As many schools have licensed childcare centres and/or other tenants and community groups using school premises, sometimes outside of regular school hours, those organizations or individuals must be taken into consideration at all stages, including planning, training, and drills, and they must be informed of the need to follow bomb threat response procedures.~~
- ~~6. Principals must make best efforts to ensure that the appropriate staff from organizations sharing school facilities are included in the development and implementation of bomb threat response procedures and that these organizations participate in relevant aspects of planning, training, and drills, whenever possible.~~

## **1. Legislative and Policy Framework**

Bomb threat response procedures shall be implemented in accordance with applicable legislation, including the *Education Act*, the *Occupational Health and Safety Act*, and the *Child, Youth and Family Services Act (CYFSA)*, as well as the Provincial Model for a Local Police/School Board Response Protocol and any related Ministry of Education direction.

## **2. Board Responsibilities**

The Board shall ensure that:

- All schools and Board facilities maintain a site-specific bomb threat response plan as part of their Emergency Procedures Plan; and
- Schools are supported through appropriate training, resources, and alignment with Ministry of Education expectations and the local Police/School Board Response Protocol.

## **3. School Administration Responsibilities**

The principal or designate of each school is responsible for:

- The overall development, implementation, and maintenance of the school's bomb threat response plan, ensuring alignment with the Police/School Board Response Protocol;
- Being fully familiar with the school's bomb threat response plan and the scope of authority and responsibilities associated with the principal's role during a bomb threat or explosives incident;
- Ensuring that police are contacted immediately when a bomb threat is received and that all direction provided by police, fire, or emergency services is followed; and
- Ensuring that staff, students, and relevant partners are aware of their roles and responsibilities related to bomb threat response, as outlined in Board policy and supporting management guidelines.

## **4. Police and Emergency Services Authority**

Bomb threat response planning and decision-making shall be conducted in collaboration with local police services and emergency responders. During a bomb threat or explosives incident, the direction of police, fire, or emergency medical services shall take precedence over Board and school procedures.

## **5. Reporting Obligations**

Where information obtained during a bomb threat response provides reasonable grounds to suspect that a child needs protection, staff shall fulfill their duty to report in accordance with the *Child, Youth and Family Services Act* and the Police/School Board Response Protocol.

## **6. Training and Awareness**

The principal or designate shall ensure that bomb threat response procedures are communicated to staff and students in an age-appropriate manner and are reviewed as part of the school's Emergency Procedures Plan, consistent with Ministry of Education expectations.

## **7. Accessibility and Individual Needs**

Bomb threat response planning shall take into consideration the needs of students, staff, and visitors with disabilities, medical conditions, or other individual needs, consistent with applicable legislation and Ministry of Education guidance.

## **8. Shared Facilities and Community Use**

Where licensed childcare centres, community programs, or other organizations operate within school facilities, principals shall make reasonable efforts to ensure that these groups are informed of bomb threat response procedures and are included, where appropriate, in planning and preparedness activities.

## **9. Post-Incident Review**

Following a bomb threat incident, schools shall participate in a review of the response, as appropriate, to support continuous improvement of emergency planning and school safety procedures.

## **REFERENCES**

### **Superior-Greenstone District School Board**

1. Superior-Greenstone District School Board. *Policy 532: Bomb Threat Response*.
2. Superior-Greenstone District School Board. *532 Management Guideline – Bomb Threat Response*.
3. Superior-Greenstone District School Board. *520 Management Guidelines – Police and School Board Response Protocol*.

### **Ontario Legislation**

1. *Education Act*
2. *Occupational Health and Safety Act*
3. *Child, Youth and Family Services Act, 2017*

### **Ministry of Education / Provincial Direction**

1. Ontario Ministry of Education and Ministry of the Solicitor General. *Provincial Model for a Local Police/School Board Protocol*.
2. Ontario Ministry of Education. *Emergency and Crisis Response Guidance for Elementary and Secondary Schools in Ontario*.





Superior-Greenstone District School Board  
Multi-Year Strategic Plan



**Report No.:** 44

**Date:** May 25, 2026

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

**FROM:** Miley Anthony, Rylee McLeod and Sam Sabourin, Student Trustees

**SUBJECT:** Student Trustee Report: May 2026

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**Background Information**

Last month, the student trustees worked on organizing the elections for the new Student Trustee for the 2026/28 two year term. We are happy to announce that Sophie McGrath is our newly appointed Student Trustee. We are so excited for Sophie to join the team as she has been an active member of our senate for many years and has been a strong advocate in her school community. Over the course of the last weeks of the school year we will be working with Sophie to help transition her into the role and make sure she is ready to start her term in the fall.

**Current Situation**

On June 10, we will be going to Red Rock for our annual leadership retreat. Students from the Senate and Indigenous Youth Council will join together in a day of fun and learning. The day will be organized by having rotating stations where different groups will run activities for the students. Student Trustees Miley and Rylee will be attending the event alongside our newly elected Student Trustee, Sophie McGrath, we will be running a station. Our plan is to have some games the students can participate in that will use their leadership skills while also having fun. This day of fun has always been a favourite among students so we are looking forward to attending.

**Next Steps**

May 22nd will be our final Student Senate meeting of the school year. We will use this time to wrap up the year and reflect on what we have accomplished as a group. By asking questions and having conversations we will be able to collect some information as to what our Senators wish to see next year. This is a great way for us as Student Trustees to know how to run the senate and what the students are looking to get out of it.

**Administrative Summary**

*That the Superior-Greenstone DSB receive Special Board Report No. 44, Student Trustee Report: May 2026, for information.*

Respectfully submitted by:

Rylee McLeod  
Student Trustee

Miley Anthony  
Student Trustee

Sam Sabourin  
Indigenous Student Trustee



Superior-Greenstone District School Board  
Budgetary Report



**Report No.:** 45

**Date:** May 25, 2026

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** Enrolment Summary as of March 31, 2026

**Background**

Each year, in accordance with Ontario regulations, school boards report enrolment to the Ministry of Education through October and March count dates.

**Current Situation**

Enrolment reported on these count dates forms the basis for Ministry funding calculations. As of March 31, 2026, actual enrolment is 630.00 FTE in elementary and 684.50 FTE in secondary, resulting in a net increase of 15.75 FTE compared to budget.

<b>ELEMENTARY SCHOOLS</b>	<b>BUDGET FTE March 31, 2026</b>	<b>ACTUAL FTE March 31, 2026</b>	<b>VARIANCE</b>
B.A. Parker Public School	100	105	+5
Beardmore Public School	30	35	+5
Dorion Public School	51	55	+4
George O'Neill Public School	113	114	+1
Manitouwadge Public School	36	35	-1
Margaret Twomey Public School	140	138	-2
Marjorie Mills Public School	35	33	-2
Nakina Public School	22	23	+1
Schreiber Public School	26	29	+3
Terrace Bay Public School	60	63	+3
<b>Total Elementary Enrolment</b>	<b>613</b>	<b>630</b>	<b>+17</b>

<b>SECONDARY SCHOOLS</b>	<b>BUDGET FTE March 31, 2026</b>	<b>ACTUAL FTE March 31, 2026</b>	<b>VARIANCE</b>
Geraldton Composite High School	160.5	157.5	-3.00
Lake Superior High School	109.75	113	+3.25
Manitouwadge High School	70.00	65	-5.00
Marathon High School	174.00	174.25	+0.25
Nipigon Red Rock High School	171.50	174.75	+3.25
<b>Total Secondary Enrolment</b>	<b>685.75</b>	<b>684.50</b>	<b>-1.25</b>
<b>Total Board Enrolment</b>	<b>1,298.75</b>	<b>1,314.50</b>	<b>+15.75</b>

Actual elementary enrolment as of March 31 exceeded original budget assumptions. Through Revised Estimates, management adjusted staffing and operating allocations to reflect updated enrolment information and support continued service delivery. Overall board enrolment remains generally aligned with budget assumptions.

**Administrative Recommendations**

That the Superior-Greystone District School Board receive Report No. 45: Enrolment Summary as of March 31, 2026 for information.

Respectfully submitted by:

Alex Marton  
Superintendent of Business



## Superior-Greenstone District School Board Budgetary Report



**Report No.:** 46  
**Date:** May 25, 2026

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** Capital Projects: 2025-2026 Update

### **Background:**

The 2025-26 Capital Budget was approved in June 2025 and the Capital Plan was presented to the Board on November 17, 2025. This report provides an update on the status of capital projects for the remainder of the 2025-26 fiscal year.

### **Current Situation:**

Overall, capital projects continue to progress substantially as planned, with the majority either underway or awarded. A limited number of projects are proposed for deferral due to tender outcomes and market conditions, while several others have experienced minor scope adjustments to address operational priorities and emerging needs.

Deferred projects remain approved and will be reassessed through the 2026-27 capital planning process based on funding availability, tender pricing, and operational priorities.

As of May 2026:

- 16 projects are in-progress
- 11 projects have been awarded and are scheduled to commence
- 2 projects remain in procurement
- 2 projects are proposed for deferral into 2026-27

### **School**

#### **Manitouwadge Public School**

##### Deferral

- Gym Floor Replacement

##### In-Progress

- Domestic Piping Study
- Electric Boiler and Circulation Pump Replacement



Superior-Greenstone District School Board  
Budgetary Report



<p><b>Manitouwadge High School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Roof Replacement</li> </ul> <p><u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Domestic Piping Study</li> </ul>
<p><b>Marathon High School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Main Transformer Relocation</li> </ul> <p><u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Domestic Piping Study</li> </ul>
<p><b>Margaret Twomey Public School</b> <u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• CSPGNO School Wing</li> <li>• Domestic Piping Study</li> </ul> <p><u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Play Structure</li> <li>• Barrier-Free Upgrades [Accessibility]</li> </ul>
<p><b>Terrace Bay Public School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Gym HVAC Air Handling Unit</li> <li>• Play Structure</li> <li>• Barrier-Free Upgrades [Accessibility]</li> </ul> <p><u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Interior Renovations for Multi-Use Space</li> </ul> <p><u>Deferral</u></p> <ul style="list-style-type: none"> <li>• Gym Floor Replacement</li> </ul>
<p><b>George O'Neil Public School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Gym Floor Replacement</li> </ul> <p><u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Floor Replacement – Stairs</li> </ul>
<p><b>Dorion Public School</b> <u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Domestic Piping Study</li> </ul>
<p><b>Nipigon Red Rock High School</b> <u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Inclusive Restrooms Phase 2</li> <li>• Domestic Piping Study</li> <li>• Security Infrastructure Pilot</li> <li>• Building Envelope and Exterior Upgrades</li> </ul>



Superior-Greenstone District School Board  
Budgetary Report



<p><b>Geraldton Composite High School / BA Parker Public School</b> <u>Procurement</u></p> <ul style="list-style-type: none"> <li>• Roof Section Replacements</li> </ul> <p><u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Inclusive Restrooms Phase 2</li> <li>• Domestic Piping Study</li> </ul>
<p><b>Schreiber Public School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Gym Floor Replacement</li> </ul> <p><u>Procurement</u></p> <ul style="list-style-type: none"> <li>• Exterior Grounds Geotechnical Study</li> </ul>
<p><b>Lake Superior High School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Barrier-Free Upgrades [Accessibility]</li> </ul>
<p><b>Nakina Public School</b> <u>Tender Awarded</u></p> <ul style="list-style-type: none"> <li>• Barrier-Free Upgrades [Accessibility]</li> </ul>
<p><b>Beardmore</b> <u>In-Progress</u></p> <ul style="list-style-type: none"> <li>• Classroom Flooring Replacement</li> <li>• Hydro Seeding – Front Entrance</li> </ul>

Management continues to monitor project timing, procurement outcomes, and cost pressures to ensure capital expenditures remain aligned with approved budgets and available funding envelopes. Where tender pricing exceeds expectations, projects may be deferred or adjusted to maintain overall fiscal sustainability.

**Administrative Summary:**

*That, the Superior-Greenstone DSB receive Report No.46, Capital Projects: 2025-2026 Update for information.*

Respectfully submitted by:

Alex Marton  
Superintendent of Business

Gord Muir  
Manager of Facilities and Transportation



## Superior-Greenstone District School Board Budgetary Report



**Report No.:** 47

**Date:** May 25, 2026

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** 2026-2027 Central Staffing

### **Background**

The Superior-Greenstone District School Board (SGDSB) annually reviews and approves staffing plans to ensure alignment with its strategic priorities and projected enrolment. Central staff are non-union roles that support schools, staff and students. Central staff play a critical role in supporting education delivery, administration, well-being, and operational efficiency across the district.

### **Current Situation**

The proposed staffing compliment for central staffing is summarized below. For 2026-2027, we are recommending an overall 1.2 FTE decrease from the 2025-2026 school year.

#### *People & Culture*

Role	FTE	Location
Manager, People & Culture	1	Learning Centre
Officer	1	Board Office
[Reduction 1.0] Disability & Wellness Advisor	0	Learning Centre
<b>Total</b>	<b>2</b>	

#### *Indigenous Education*

Role	FTE	Location
Manager, Indigenous Education	1	Learning Centre
Graduation Coach	4	Regional
[Reduction 1.0] Special Education Facilitator	0	Learning Centre
<b>Total</b>	<b>5</b>	

*Special Education*

Role	FTE	Location
Team Lead, Positive Behaviour	1	Learning Centre
[Reduction .2] Positive Behaviour Interventionist	2.8	Regional
Registered Practical Nurse	1	Terrace Bay
<b>Total</b>	<b>4.8</b>	

*Facilities & Transportation*

Role	FTE	Location
Manager, Facilities	1	Learning Centre
Team Lead, Maintenance	1	Learning Centre
Coordinator, Facilities	1	Learning Centre
Coordinator, Transportation	1	Learning Centre
[Reduction .5] Officer, Transportation	0	Learning Centre
<b>Total</b>	<b>4</b>	

*Mental Health*

Role	FTE	Location
Manager, Mental Health	1	Learning Centre
[Addition .5] Data Coordinator	1	Regional
Indigenous Mental Health Worker	1	Greenstone
Indigenous Family Case Manager	1	Greenstone
Mental Health Worker	4	Regional
<b>Total</b>	<b>8</b>	

*Information Technology Services*

Role	FTE	Location
Manager, IT Services	1	Learning Centre
Team Lead, IT Services	1	Learning Centre
<b>Total</b>	<b>2</b>	

*Business Services*

Role	FTE	Location
Assistant Superintendent, Business	1	Learning Centre
Team Lead, Payroll	1	Board Office
[Addition 1.0] Officer, Business Services	2	Learning Centre
<b>Total</b>	<b>4</b>	

*Indigenous Skilled Trades*

Role	FTE	Location
Facilitator	2	Regional
<b>Total</b>	<b>2</b>	

*Executive Group*

<b>Role</b>	<b>FTE</b>	<b>Location</b>
Executive Assistant	1.5	Regional
Coordinator, Communications	0.5	Board Office
Assistant Superintendent	2	Manitouwadge
Superintendent of Education	2	Learning Centre
Superintendent of Business	1	Learning Centre
Chief Executive Officer	1	Learning Centre
<b>Total</b>	<b>8</b>	

*Financial Impact*

<b>Total FTE</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
39.8	Learning Resources Fund Special Education Fund School Facilities Fund Student Transportation Fund School Board Administration Fund External Funding Sources	\$5,248,000

The proposed staffing is funded within Core Education funding and is incorporated into the 2026-2027 Estimates.

**Administrative Recommendations**

*That, the Superior-Greenstone DSB having received Report No 47: 2026-2027 Central Staffing, approve the proposed staffing levels for the 2026-2027 fiscal year.*

Respectfully submitted by:

Alex Marton, Superintendent of Business



**Superior-Greenstone District School Board**  
**Budgetary Report**



**Report No.: 48**  
**Date: May 25, 2026**

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** 2026-2027 Principal and Vice-Principal Staffing

**Background**

Effective school leadership is essential for student achievement, staff development and operational excellence. Each year, the allocation of Principal and Vice-Principal Full-Time Equivalent (FTE) positions is reviewed to ensure alignment with enrollment projections, and system priorities. This report outlines the proposed leadership FTE distribution across the district for the 2026-2027 school year.

**Current Situation**

Overall 2026-2027 FTE has increased by 0.5 from the 2025-2026 school year through the reallocation of existing roles. Additional adjustments within the complement have been made based on factors such as fluctuating enrollment, evolving school programming, and budgetary constraints.

Secondary

School	Principal	Vice-Principal	Teaching	System	Detail
GCHS	0.9				
GCHS		0.5		0.5	Experiential Learning
LSHS	1				
MNHS	0.5			0.4	Attendance & Continuing Education
MRHS	1				
NRHS	1				
<b>Total FTE</b>	<b>4.4</b>	<b>0.5</b>		<b>0.9</b>	

Elementary

School	Principal	Vice-Principal	Teaching	System	Detail
BAPS	0.1	1			
BEPS	0.1	0.5			
DOPS	0.1	0.5		0.5	Indigenous Education
GOPS	0.1	1			

MNPS	0.1	0.5	0.5		Special Education
MTPS	1				
MMPS	0.5		0.4		Special Education
NAPS	0.1	0.5			
SCPS	0.1	0.5	0.5		Primary Planning
TBPS	0.9				
<b>Total</b>	<b>3</b>	<b>4.5</b>	<b>1.9</b>	<b>0.5</b>	

### *System Positions*

Site	FTE	System Detail
Learning Centre	0.8	Principal, Learning for All
MTPS	1	Vice Principal, Learning for All
LSHS	1	Principal, Technology-Enabled Learning and Teaching
NRHS	1	Vice-Principal, Indigenous Skilled Trades
NAPS	0.9	[Addition .5] Principal, Student Data
<b>Total</b>	<b>4.7</b>	

### *Financial Impact*

Position	FTE	Funding Source	Estimated Cost
Principals & Vice Principals	20.5	Learning Resources Fund	\$3,249,000

The proposed staffing is funded through the School Management Allocation within Core Education funding and is incorporated into the 2026-2027 Estimates.

### **Administrative Recommendations**

*That, the Superior-Greenstone DSB having received Report No. 48: 2026-2027 Principal and Vice-Principal Staffing, approve the proposed staffing levels for the 2026-2027 fiscal year.*

Respectfully submitted by:

Alex Marton, Superintendent of Business



## Superior-Greenstone District School Board Multi-Year Strategic Plan



**Report No.:** 49

**Date:** May 25, 2026

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

**FROM:** Will Goodman, Chief Executive Officer

**SUBJECT:** CEO's Monthly Report: May 2026

### **Background**

The CEO's Monthly Report is designed to provide Trustees and the public with additional insight into how the goals of the Multi-Year Strategic Plan (MYSP) are being realized within each of our schools. Through curated photos and stories, the report showcases the meaningful work taking place across the district and demonstrates how our strategic priorities are being translated into impactful classroom practice.

The May 2026 CEO's Monthly Report highlights **Community Partnerships for Land-Based Learning**, reflecting our commitment to meaningful connections that enrich student learning and well-being. Through collaboration with local communities, Indigenous partners, and knowledge keepers, SGDSB continues to provide authentic, land-based learning experiences that deepen students' understanding of the natural world, culture, and community. These partnerships create opportunities for experiential learning that are rooted in respect, relationship, and reciprocity, while supporting the development of knowledge, skills, and a strong sense of identity. As part of our Multi-Year Strategic Plan, we recognize that meaningful community connections enhance learning and open pathways for students to engage with the world around them. We are proud to highlight the impactful work happening across our schools as students learn from the land and from those who share their knowledge and expertise.

### **Current Situation**

Please click on the following link to read the *CEO's Monthly Report: May 2026* to read about explicit examples of how SGDSB is accomplishing the work of the Multi-Year Strategic Plan.



[CEO's Monthly Report: May 2026](#)



Superior-Greenstone District School Board  
Multi-Year Strategic Plan



The May 2026 CEO's Monthly Report highlights Community Partnerships for Land-Based Learning, reflecting our commitment to meaningful connections that enrich student learning and well-being....

[Go to this Sway](#)

<https://sway.cloud.microsoft/hDI6bvngDICPnMoQ?ref=Link>

**Administrative Summary**

*That the Superior-Greenstone DSB receive Report No.49, Director's Monthly Report: May 2026, for information.*

Respectfully submitted by:

William Goodman,  
Chief Executive Officer