



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”.

Special Board Meeting 02/2026 A G E N D A

Monday, April 13, 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: 360 089 241#

Board Chair: Pinky McRae

Director: Will Goodman

Location: Board Office, Videoconference & Teleconference

Recorder: G. Christianson

PART I: Special Board Meeting

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

1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>					
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 & Communications Coordinator</i>					
Zeleny, Lisa: <i>Executive Assistant</i>					

2.0 Regular Meeting Call to Order

That, the Superior-Greenstone DSB Special Board Meeting on Monday, April 13, 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 Special Board Meeting scheduled for April 13, 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 02/2026 Special Board Meeting, April 13, 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 Board Meeting Minutes**

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

1. Regular Board Meeting 2026/04: February 23, 2026;
2. Special Board Meeting 02/2026: March 30, 2026;

[\(Attached\)](#)

[\(Attached\)](#)

6.2 Board Committee Meeting Minutes**6.2.1 Committee Meeting Minutes**

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

1. Special Education Advisory Committee Meeting February 10, 2026
2. Special Education Advisory Committee Meeting March 10, 2026

[\(Attached\)](#)

[\(Attached\)](#)

6.2.2 Board Policy Review Committee: March 3, 2026

[\(Attached\)](#)

✓ That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of March 3, 2025, and approves as reviewed:

- P – 212 Observer Comments [\(Attached\)](#)
- P – 207 Lines of Communication [\(Attached\)](#)
- P – 707 Employee Code of Conduct [\(Attached\)](#)
- P – 720 Workplace Violence [\(Attached\)](#)
- P – 308 Student Fees [\(Attached\)](#)
- P – 410 Security [\(Attached\)](#)
- P – 411 Display of Flags [\(Attached\)](#)
- P – 522 Scholarship and Trust Funds [\(Attached\)](#)
- P – 717 Workplace Harassment & Human Rights [\(Attached\)](#)
- P – 706 Health and Safety [\(Attached\)](#)
- P – 501 Visitors to School [\(Attached\)](#)
- P – 515 School Councils [\(Attached\)](#)
- P – 538 Food and Beverage [\(Attached\)](#)
- P – 542 Ryan’s Law: Ensuring Asthma Friendly Schools [\(Attached\)](#)
- P – 524 Sabrina’s Law: Anaphylaxis [\(Attached\)](#)
- P – 549 Erin’s Law: Sexual Abuse Prevention and Reporting [\(Attached\)](#)
- P – 511 Student Questionnaires - REDUNDANT [\(Attached\)](#)
- P – 512 Student Exchanges - REDUNDANT [\(Attached\)](#)

to be posted to the Board website with an implementation date of March 31, 2026, and all of which shall supersede any previous policies.

7.0 Business Arising Out of the Minutes

- 7.1 Trustee Attendance – February 24, 2026, Regular Board Meeting (P. McRae)

That, the Superior-Greenstone District School Board approves the absence of Trustee Pat Liscomb from the Regular Board Meeting on February 24, 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.

8.0 Delegations and/or Presentations

- 8.1 Showcasing Learning: Technology Enabled Learning and Teaching Presentation Titled: Digital Literacy (Will Goodman, Video Presentation)

- 8.2 Excellence in Education: Lake Superior High School Presentation Titled: Digital Literacy - Joy in Teaching and Learning (Video Presentation – Principal, Amy Buchan)

- 8.3 Special Board Report No. 29: Student Trustee Report: March 2026 (Attached – Student Trustees, Miley Anthony, Rylee McLeod, & Sam Sabourin)

9.0 Reports and Matters for Decision

- 9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 9.1.1 Special Education Advisory Committee Report (M. Brunskill/ F. Love Jedruch)
 - 9.1.1.1 Correspondence from TDSB SEAC Feb 25, 2026 (Attached)
 - 9.1.2 Board Policy Review Committee Report (A. Jarvis/ W. Goodman)
 - 9.1.3 Occupational Health and Safety Committee Report (W. Goodman)

10.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton
Assistant Superintendent: Brent Harris

- 10.1 Capital Projects 2025-2026 Update (G. Marton/ A. Marton)
- 10.2 Special Board Report No. 30: 2025-2026 Employee Recognition (Attached – D. Nault/ A. Marton)
- 10.3 Special Board Report No. 31: 2025-2026 Budget Addition, Support Staff (Attached – A. Marton)
- ✓ That, the Superior-Greenstone DSB having received Special Board Report No. 31, 2025-2026 Budget Addition - Support Staff, approve the proposed addition of a 1.0 FTE Education Assistant, for the 2025-2026 fiscal year.*
- 10.5 Special Board Report No. 32: Estimates 2026-2027 Special Assignment Teacher Staffing (Attached – A. Marton)
- ✓ That, the Superior-Greenstone DSB having received Special Board Report No. 32, Estimates 2026-2027 – Special Assignment Teacher Staffing, approve the budget addition for the 2026-2027 Fiscal Year as presented.*

11.0 Reports of the Director of Education

Director of Education: William Goodman

- 11.1 Special Report No. 33: Director’s Monthly Report: March 2026 (Attached – W. Goodman)

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 Special Board Report No. 34:
Math Achievement Action Plan Endorsement (Attached – T. Balog)
- ✓ *That, the Superior-Greenstone DSB having Received Special Board Report No. 34, endorse the Math Achievement Action Plan as presented.*
- 12.2 Special Board Report No. 35:
2026-2027 Proposed Elementary Staffing (Sent under separate cover - F. Love-Jedruch)
- 12.3 Special Board Report No. 36:
2026-2027 Proposed Secondary Staffing (Sent under separate cover – C. Leroux)

13.0 New Business

Board Chair: P. McRae

- 13.1 Board Chair (P. McRae)
- 13.1.1 Trustee Professional Development
- 13.1.1.1 CSBA Application Chair McRae (Attached)
- 13.1.1.2 CSBA Application Trustee Pristanski (Attached)
- 13.1.2 Correspondence: SGDSB Trustee Advocacy Letter March 9, 2026 (Attached)
- 13.1.3 Correspondence: SGDSB Trustee Advocacy Letter Responses (Attached)
- 13.1.4 Provincial School Board Governance Consultation Process (P. McRae)

That, the Superior-Greenstone DSB, approves the applications of Trustee McRae and Trustee Pristanski for travel to and attend the Canadian School Board Association Congress National Trustee Gathering on July 4-6, 2026, as presented.

That the Superior-Greenstone District School Board write a letter to the Minister of Education and Premier requesting that a formal provincial wide consultation process be developed and implemented before making any governance changes or decisions that would result in the elimination of English Public School Board Trustees; and

That the government conduct research to support an evidence-based decision regarding the best governance model to support the education system, while also promoting open dialogue and two-way conversations; and that this motion and resulting letter be sent to all coterminous MPPs, MPs, and OPSBA Member Boards; and

That the Superior-Greenstone District School Board write to the Ontario Ombudsman in support of recent letters from English public district school boards asking the Ombudsman’s office to review the potential impacts of removing English public school trustees with respect to fairness, openness, transparency and accountability; and

That a copy of the letter be sent to all be sent to the Premier and Minister of Education, and all MPPs, MPs, and OPSBA Member Boards.

Whereas the role of the Ontario Ombudsman is to examine the transparency, fairness and accountability of policies and government;

Whereas the Minister of Education has stated that he is considering eliminating the role of democratically elected English Public Trustees and has stated that French and Catholic Trustees will not be removed;

Whereas the removal of English Public Boards of Trustees would result in the loss of legislated First Nation representation where it currently exists;

Whereas the removal of English Public Boards of Trustees would also result in the loss of Student Trustees in those boards, which is the sole legislated role giving voice to Ontario students in English Public Schools;

Whereas there has been no formal public consultation on the proposal to remove the role of English Public Trustees and polls have shown support for the role of Trustees and are skeptical that the proposed governance changes will improve public education;

Whereas the removal of democratically elected Trustees at supervised Boards has resulted in less open, public meetings which can result in less accountability.

13.1.5 Update: Correspondence from Trustee Fairservice
RE: Professional Development (P. McRae)

13.2 Trustee Associations and Other Boards

13.2.1 OPSBA Board of Directors Update (J. Nesbitt)

13.2.2 OPSBA Trustee Appointments (P. McRae)

13.2.2.1 Trustee Appointments for OPSBA Director/Voting Delegate

Moved by: Trustee Second: Trustee
 ✓ **That**, the Superior-Greenstone DSB appoint Trustee _____ to serve as its Director and Voting Delegate to OPSBA effective for the 2026-2027 Term of Office.

13.2.2.2 Trustee Appointment for OPSBA Alternate Voting Delegate

Moved by: Trustee Second: Trustee
 ✓ **That**, the Superior-Greenstone DSB appoint Trustee _____ to serve as its Alternate Voting Delegate to OPSBA for the 2026-2027 Term of Office.

13.2.3 OPSBA Call for Policy Resolutions and By-Law Amendments ((Attached - P. McRae)

14.0 Adjournment

That, the Superior-Greenstone DSB 02/2026 Special Board Meeting, Monday, April 13, 2026 adjourn at _____, p.m.

2026 - Board Meetings		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, April 27, 2026		Monday, May 25, 2026 <i>*Designate Site: Manitouwadge 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	



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Regular Board Meeting 2026/04 M I N U T E S

Monday, February 23, 2026 – 6:30 p.m.

<u>Videoconference & Teleconference</u>	
Microsoft Teams meeting	
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 834 571 303#	

Board Chair: Pinky McRae	Director: Will Goodman
Location: Board Office, 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) 8:13 p.m.

1.0 Roll Call

<u>Trustees</u>	<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		

<u>Board Administrators</u>	<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 & Communications Coordinator</i>	x				
Zeleny, Lisa: <i>Executive Assistant</i>			x		

Land Acknowledgement

Superintendent of Education Carole Leroux provided the land acknowledgement.

2.0 Regular Meeting Call to Order**35/26**

Moved by: Trustee J. Michano

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 23, 2026, be called to order at 6:34 p.m.

Carried**3.0 Trustee Attendance**

Moved by: Trustee J. Nesbitt

Second: Trustee J. Michano

36/26

✓ **That**, the Superior-Greenstone District School Board approves the absence of Trustee Jason Nesbitt, Kal Pristanski, Allison Jarvis, and Pam Hardy from the Regular Board Meeting scheduled for February 23, 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

Trustee Pat Liscomb was not in attendance and did not provide notice of his absence. The Director will contact Trustee Liscomb and the matter will be brought forward at the next meeting for decision.

4.0 Approval of Agenda

Moved by: Trustee M. Brunskill

Second: Trustee J. Michano

37/26

✓ **That**, the agenda for the Superior-Greenstone DSB 2026/04 Regular Board Meeting, February 23, 2026, be accepted and approved.

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**

Moved by: Trustee K. Pristanski

Second: Trustee J. Michano

38/26

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

1. Regular Board Meeting 2026/03: January 26, 2026.

Carried**6.2 Board Committee Meeting Minutes****6.2.1 Committee Meeting Minutes****39/26**

Moved by: Trustee M. Brunskill

Second: Trustee J. Nesbitt

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

1. Special Education Advisory Committee Meeting Nov 12, 2025
2. Special Education Advisory Committee Meeting December 9, 2025
3. Special Education Advisory Committee Meeting January 13, 2026
4. Indigenous Education Advisory Committee Meeting Nov 4, 2025

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

Nil.

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Beardmore Public School Community Connections and Partnership at BEPS**

Director Will Goodman provided an introduction to the video that has been prepared by Beardmore Public School Vice-Principal Ania Laffrenier. The presentation highlighted innovative and creative learning at BEPS.

8.2 Excellence in Education: Margaret Twomey Public School - Meaningful Community Connections and Partnerships

Vice-Principal Caterina Tolone prepared a prerecorded video presentation that highlighted Margaret Twomey Public School's work to create meaningful community connections and partnerships.

Note: Trustee Pam Hardy attended the meeting at 6:44 p.m.

8.3 Report No. 18: Student Trustee Report: February 2026

Student Trustee Rylee McLeod presented a report highlighting efforts to increase engagement in Student Senate meetings, including exploring new meeting formats and gathering student voice during the upcoming Greenstone visit. He also reflected on learning from the Public Education Symposium (PES) and how those insights will support student leadership work. The Board Chair expressed appreciation for the focus on strengthening student engagement.

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

The committee last met on February 10, 2026. The agenda topics discussed at the meeting included several presentations and discussions regarding the special education funding and allocation for equipment. At the meeting the Director provided a review of the pulse check updates from the recent survey. The next meeting is scheduled for March 10, 2026.

9.1.2 Indigenous Education Advisory Committee Report

The Committee last met on February 3, 2026. The agenda included topics such as the board action plan, funding, and concerns regarding impacts of Bill 33. The next meeting is scheduled for April 14, 2026 and will potentially be held in community.

9.1.3 Parent Engagement Committee Report

The Parent Engagement Committee hosted a virtual presentation on February 17, 2026. All families across the district were invited to the presentation. Author and AI expert Dan Fitzpatrick spoke about AI in Education and how we can prepare our children for the new world of AI. The event was well attended by both staff and families. The next presentation is scheduled for April 21, 2026 at 6:30 p.m. with the topic of Vaping. On June 2nd the presentation topic is Cell Phones, by expert Hanna Beach.

10.0 Reports of the Business / Negotiations Committee

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

10.1 Report No. 19: Board Estimate Process for 2026-2027

Superintendent Alex Marton provided a review of the Board Estimate Process report that outlines the scope and process for the development of the 2026-2027 school budget.

10.2 Report No. 20: 2025-2026 Trustee Professional Development Funds Update

An update on the Trustee Professional Development Funds Report was presented, providing revised information since the previous report shared in October 2025. The report outlines current allocations, encumbered expenses, and available budget lines to support Trustee participation in upcoming professional development opportunities. Trustees discussed several upcoming conferences and events, including the Education Labour Relations & Human Resources

Symposium, OPSBA AGM, and CSBA Congress, and will confirm attendance based on interest and availability. It was noted that some expenses have been estimated where travel claims have not yet been received, and that registrations have been secured in advance for the CSBA Congress to ensure availability. Trustees also noted upcoming board-related travel and the next onsite Board meeting scheduled for May 25, 2026, at Manitowadge High School.

- 10.3 Report No. 21: Release of Surplus Funds No. 02
 Superintendent of Business Alex provided a detailed review of the report that outlined the request for the release of surplus funds for the renovations at Terrace Bay Public School.
- 40/26**
Moved by: Trustee J. Nesbitt Second: Trustee M. Brunskill
✓ That, the Superior-Greenstone DSB approves for release \$525,000 in accumulated surplus funds for use in capital projects for the 2025-2026 fiscal year.

Carried

11.0 Reports of the Director of Education

Director of Education: William Goodman

- 11.1 Report No. 22: Director's Monthly Report: February 2026
 Director of Education Will Goodman provided a review of the Director's Monthly Report that showcases the work happening in schools across the district.
- 11.2 Report No. 23: Proposed School Year Calendar 2026/2027
41/26
Moved by: Trustee J. Michano Second: Trustee K. Pristanski
✓ That, the Superior-Greenstone DSB having received Report No. 22: Proposed School Year Calendar 2026/2027, accepts the Calendar, and that, Administration is directed to forward the proposed Modified School Year Calendar to the Ministry of Education for its approval.
- 11.3 Report No. 24: 2026 Graduation Dates and Times
 The report was provided for information. The George O'Neill Public School Graduation date was received after the agenda package was distributed. The Graduation date will be June 18, 2026 at 6:00 p.m.

Carried

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. 25: Board Action Plan (BAP) on Indigenous Education
 Shy-Anne Bartlett, Manager of Indigenous Education, presented the 2025–2026 Board Action Plan on Indigenous Education, outlining the process used to develop the plan in collaboration with the Indigenous Education Advisory Committee (IEAC) to ensure funding allocations align with community priorities. The development process included two full days of engagement to review allocations, followed by sharing the plan with communities for feedback before submission to the Ministry. The report provides a detailed breakdown of supports and reflects the Board's commitment to working collaboratively with Indigenous communities to determine how funds are allocated. Next steps include continued engagement with communities to finalize allocations ahead of the upcoming school year and ongoing data collection requirements for the 2026–2027 planning cycle. Trustees expressed appreciation for the clarity of the report and the work involved in supporting Indigenous education initiatives.
- 12.2 Report No. 26: Mental Health and Wellbeing, Meaningful Community Connections and Partnerships
 Doug Kashak, Manager of Mental Health, presented a report on Mental Health and Wellbeing: Meaningful Community Connections and Partnerships, highlighting the Board's coordinated and culturally responsive system of care. The report outlined strong collaboration with community partners, including 98 case conferences with community providers, 23 meetings with First Nation representatives regarding student supports, and 23 meetings with mental health organizations, as well as participation on several strategic tables such as the Education and Mental Health

Collective. Doug also noted the upcoming Youth Wellness Hub that will support communities in Manitouwadge and Nipigon, ongoing collaboration with Indigenous partners through Circle of Care meetings with Elders and community representatives, and partnerships that support crisis response protocols. Trustees expressed appreciation for the work underway and discussed the need to continue exploring partnerships within the acute medical system to address gaps in crisis care. It was noted that discussions are planned with regional partners at the end of March regarding the in-house treatment program in Thunder Bay, and the Board will continue to advocate for expanded supports.

12.3 Report No. 27: SGDSB Artificial Intelligence (AI) Implementation

Assistant Superintendent Annick Brewster presented a Board Report on Artificial Intelligence Implementation, outlining the Board's approach to preparing students for an evolving future while remaining grounded in human relationships, critical thinking, and strong learning foundations. The presentation highlighted the Board's commitment to innovation through building capacity for educators and students, the use of approved AI tools, targeted professional learning, and a phased implementation approach focused on awareness and safeguards, instructional integration grounded in digital literacy, and long-term sustainability and continuous improvement.

Trustees engaged in discussion regarding the potential for a guiding policy or principles related to AI, the importance of transparency when AI is used, and ensuring that its implementation continues to support student achievement and critical thinking. It was noted that guiding principles will be shared and reviewed regularly, and the topic will also be brought forward to the Board Policy Review Committee for further discussion.

13.0 New Business

Board Chair: P. McRae

13.1 Board Chair

The Board Chair provided updates to Trustees, including the approved recommendation to proceed with letters of advocacy to the local MPP, Mayors, and municipal councils, following guidance from OPSBA. Trustees discussed sending the letters from the Chair on behalf of the Board, using templates, and ensuring copies are shared with OPSBA. Trustees were also encouraged to support advocacy efforts by sharing relevant OPSBA information and petitions on social media where appropriate.

The Chair also reminded Trustees to complete the 360 performance review for Director Goodman circulated by Future Design School and to confirm their attendance in advance of meetings using the attendance confirmation form, the link for which is included in the agenda package emailed to Trustees.

13.2 Trustee Associations and Other Boards

13.2.1 OPSBA Board of Directors

Trustee Jason Nesbitt advised that he was unable to attend the recent Board of Directors meeting. He noted that the next meeting is scheduled for March 12th.

13.3 Trustee Activities

Trustee A. Jarvis advised that she attended the BAPS open house in conjunction with the PEC Presentation from Dan Fitzpatrick.

13.4 Ministry Updates for Trustees

Nil.

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.

<i>PART II: Committee of the Whole Board</i>	<i>Section (B) In-Camera: – (closed to public) 8:13 p.m.</i>
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16.0 Committee of the Whole Board (In-Camera Closed)

16.1 Agenda: Committee of the Whole Board – Closed

42/26

Moved by: *Trustee M. Brunskill* Second: *Trustee J. Michano*

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:13 p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session

43/26

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

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:16 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 **44/26**

Moved by: *Trustee K. Pristanski* Second: *Trustee M. Brunskill*

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

1. Organizational/ Regular Board Meeting 2026/03: January 26, 2026.

Carried

17.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

18.0 Adjournment

45/26

Moved by: *Trustee J. Nesbitt* Second: *Trustee A. Jarvis*

✓ **That**, the Superior-Greenstone DSB 2026/04 Regular Board Meeting, Monday, February 23, 2026 adjourn at 8:17, p.m.

Carried

2026 - Board Meetings		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, March 30, 2026		
Monday, April 1, 2026 <i>*Special Board Meeting</i>	Monday, April 27, 2026	Monday, May 25, 2026 <i>*Designate Site: Manitouwadge 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 2026/04

Committee of the Whole Board: Closed Session.

Monday, February 23, 2026

Board Office, 12 Hemlo Drive, Marathon, Ontario

T O P I C S

Board Chair: <i>Pinky McRae</i>	<i>Director: William Goodman</i>
<i>Location: Board Office, Videoconference & Teleconference</i>	<i>Recorder: G. Christianson</i>

PART II: Committee of Whole Board – Closed	<i>Section (B): In-Camera 8:13 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. *Organizational/ Regular Board Meeting 2026/03: January 26, 2026.*

Regular Board Meeting 2026-04

Monday, February 23, 2026

MINUTES

APPROVED THIS _____ DAY OF _____, 2026

SECRETARY

CHAIR



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”.

Special Board Meeting 01/2026 A G E N D A

Monday, March 30, 2026 – 6:30 p.m.

<u>Videoconference & Teleconference</u>	
Microsoft Teams meeting	
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 419 223 632#	

Board Chair: Pinky McRae	Director: Will Goodman
Location: Videoconference & Teleconference	Recorder: G. Christianson

PART I: Special Board Meeting

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

1.0 Roll Call

<u>Trustees</u>	<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

<u>Board Administrators</u>	<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 & Communications Coordinator</i>			x		
Zeleny, Lisa: <i>Executive Assistant</i>					x

2.0 Regular Meeting Call to Order**46/26**

Moved by: Trustee P. Liscomb

Second: Trustee M. Brunskill

That, the Superior-Greenstone DSB Special Board Meeting on Monday, March 30, 2026, be called to order at 6:32 p.m.

Carried**3.0 Trustee Attendance****47/26**

Moved by: Trustee K. Pristanski

Second: Trustee M. Brunskill

That, the Superior-Greenstone District School Board approves the absence of Trustee Megan Brunskill, Pat Liscomb, Pinky McRae, Pam Hardy, Kal Pristanski, Allison Jarvis, Jason Nesbitt and Julie Michano from the Special Board Meeting scheduled for March 30, 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****48/26**

Moved by: Trustee P. Liscomb

Second: Trustee M. Brunskill

That, the agenda for the Superior-Greenstone DSB 01/2026 Special Board Meeting, March 30, 2026, be accepted and approved.

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

There were no disclosures of interest.

6.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton
Assistant Superintendent: Brent Harris

6.1 Special Board Report No. 28: Trustee Determination and Distribution

Superintendent of Business Alex Marton presented the report for Determination and Distribution of Trustees in preparation for the 2026 fall election. He advised that the number of elected trustees and their distribution over the board’s jurisdiction is governed by the Education Act and O. Reg. 412/00. Per Regulation, the number of trustees to be elected is eight (8). The Superintendent noted that the First Nation Trustee is appointed by the First Nation communities we represent and therefore not outlined in the Ontario Regulated reporting requirement.

49/26

Moved by: Trustee A. Jarvis Second: Trustee K. Pristanski

✓ That, the Superior-Greenstone DSB having received Special Board Report No. 28, Trustee Determination and Distribution, does not designate any municipality within its area of jurisdiction as a “low population municipality” for the 2026 election. And approve the number of elected Trustees to be eight (8) for the 2026 municipal and school board elections; and approve the distribution of elected Trustees as outlined in this report, in accordance with Ontario Regulation 412/00.

Carried**7.0 Adjournment****50/26**

Moved by: Trustee P. Liscomb

Second: Trustee A. Jarvis

That, the Superior-Greenstone DSB 01/2026 Special Board Meeting, Monday, March 30, 2026 adjourn at 6:37, p.m.

Carried

<u>2026 - Board Meetings</u>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, April 13, 2026 <i>*Special Board Meeting</i>	Monday, April 27, 2026	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		

Special Board Meeting 2026-01

Monday, March 30, 2026

MINUTES

APPROVED THIS _____ DAY OF _____, 2026

SECRETARY

CHAIR



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

February 10 , 2026@ 3:00 pm.

Videoconference & Teleconference

MINUTES					
Voting Members (4/7)	OS	TC	VC	A	R
BRAKE-WELDON, Brandy: Dilico (<i>Chair</i>)					X
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
OBI, Dickson : <i>North of Superior Counseling Programs</i>			X		
BLACKBURN,Michelle: <i>George Jeffrey Children's Centre</i>				X	
KELLAR, Michelle: <i>George Jeffrey Children's Centre</i>			X		
NESBITT, Jason: <i>Trustee</i>					X
BRUNSKILL, Megan: <i>Trustee</i>				X	
HARDY, Pamela: <i>Indigenous Trustee</i>			X		

Alternate Members	OS	TC	VC	A	R
JARVIS, Allison: <i>Trustee (Alternate)</i>			X		
LISCOMBE, Pat: <i>Trustee (Alternate)</i>				X	
CAMERON. Maureen <i>SGACL Director of Support and Services</i>				X	

Resource Members	OS	TC	VC	A	R
McRAE, Pinky: <i>Board Chair</i>					X
GOODMAN, Will: <i>Director of Education</i>			X		
BIANCO, Melissa, <i>Positive Behaviour System Support Lead</i>			X		
KASHAK, Doug, <i>Mental Health Manager</i>			X		
LEROUX, Erik: <i>Learning for All System Principal</i>			X		
TOLONE, Caterina: <i>Learning for All System Vice-Principal</i>			X		
ANTHONY, Miley: <i>Student Trustee-</i>					X
MCLEOD, Rylee: <i>Student Trustee</i>					X
ZELENY, Lisa: <i>Executive Assistant</i>			X		

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)

Land Acknowledgement:	The land acknowledgement was shared by E.Leroux, emphasizing SEAC's commitment to collaboration and the importance of removing barriers for all Learners.
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1.0	Call to Order:	3:05pm
2.0	Approval of Minutes from January 13,2026	
	<i>Mover: S. Zappitelli</i>	<i>Second: D. Obi</i>
	<p>✓ That, the minutes for the Superior-Greenstone DSB Special Education Advisory Committee meeting dated January 13, 2026, be accepted and approved. <u>Carried.</u></p>	
3.0	Additions to the Agenda:	
	No additions to the agenda were brought forward.	
4.0	Business Arising from Minutes:	
	No business arising from the minutes was brought forward.	
5.0	Agenda Items:	Host
5.1	Standing Item: Update from SEAC Community Members	
	Michelle Kellar provided the following agency update. Michelle and Melissa Bianco are working together to gather ideas and to provide clearer pathways and opportunities within our region.	
	Director Goodman provided the following SGDSB update. Confederation College will be moving to the high school in Geraldton and drivers' education has been launched in all high schools, supported by grants and third-party partners. Student learning will also include practical learning such as basic vehicle maintenance.	
5.2	SGDSB Student and Family Support Office Procedure	
	Director Goodman provided information and details of the Ministry mandated Student and Family Support Office Procedure. All school boards will need to create a Student and Family Support Office and have plans submitted by the end of March. Schools that are currently under Ministry Supervision already have the Support Office in place. The Ministry believes it will help with timelines, consistent practices and transparency for addressing parent and guardian questions or concerns. Director Goodman proposed the following question to members. What might you want to see in this office? The office is a pathway for parents to access us and receive a message within 48 hours and contact made within 5 days. Currently, SGDSB already meets and/or exceeds the timelines the Ministry wants in place. Director Goodman will submit a plan to the Ministry by the end of March and draft a procedure and follow-up with members at a later date.	
5.3	Pulse Check Report Card: MYSP- Year 2	
	Director Goodman provided a verbal update. The pulse check data provides data and how it relates to the strategic plan. The highly affected portion of students is our 7/8 where 50% do not hand in assignments; partially due to being part of the covid group. Highlights are land-based learning, student well-being, helping staff plan for a variety of different learners in the classroom.	
	The second part is a 360 of the Director which is a performance appraisal that all the committee members will receive a link to a survey. The purpose is for members to share input on the work that is being done and how we are operating with regards to the strategic plan. Members are encouraged to reach out to Director if you have any questions. FDS will be sending an email with a survey link for the survey for Director	
5.4	SEA Equipment	
	A presentation was provided by Caterina Tolone, Vice Principal at Margaret Twomey Public School, on Special Equipment Allocation (SEA) equipment and the related Ministry funding mechanism. Examples referenced included sensory environments (e.g., Snoezelen room), breakout spaces, and	

3.0	Additions to the Agenda:	
	There were no additions to the agenda.	
4.0	Business Arising from Minutes:	
	Nil.	
5.0	Agenda Items:	
5.1	Standing Item: Update from SEAC Community Members	
	Updates were provided by SEAC members. Michelle Kellar shared that a George Jeffrey Children’s Centre representative will be making regular visits to the Greenstone Area to support a student’s entry to school, including in-school support from their team and the potential for a fee-for-service client arrangement. Sheila Zappitelli noted that their organization is currently working on updates to its Strategic Plan and will share the Strategic Plan survey with the Special Education Advisory Committee for input.	
5.3	PreVenture Presentation	
	Doug Kashak, Manager of Mental Health, presented information on PreVenture, a new evidence-based mental health prevention program designed for youth ages 12–17. The program focuses on early intervention by identifying personality risk factors linked to substance use and mental health challenges and is implemented within school settings to support rising rates of youth anxiety, depression, and substance use. Doug noted that the initiative aligns with the school Board’s mental health strategy, staffing capacity, data collection practices, and equity and inclusion considerations. The Committee discussed the importance of cultural safety and an Indigenous lens within the program. It was noted that Dilico staff in the district have been trained and may support implementation through collaboration. The Manager will contact Dilico to discuss the collaboration and support further.	
5.2	Feedback for 2026-2027 Special Education Plan	
	5.3.1 SGDSB Special Education Plan 2026-2027 (Draft)	
	Learning for All System Principal Eric Leroux presented the first draft of the Special Education Plan, which was included in the agenda package for committee review. He provided an overview of the document and noted that it remains largely consistent with the previous year, with no major changes at this time. Committee members were asked to review the draft and forward any feedback or suggested revisions to Eric. The plan will be brought back to the committee at a future meeting for further review and approval, prior to being provided to the Board of Trustees for approval at their June meeting.	
6.0	Correspondence:	
	Nil.	
7.0	New Business:	
	Nil.	
8.0	Information Items:	
	Nil.	
9.0	Agenda Items Next meeting Date/Time/Venue: April 7, 2026 @ 3:00 pm	
10.0	Adjournment:	

Moved by: Megen Brunskill

Second: Obi Dickson

✓ **That**, the Superior-Greenstone DSB Special Education Advisory Committee Meeting on **Tuesday March 10, 2026** adjourn at **3:37 p.m.**

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee

Videoconference/Teleconference Meeting

Tuesday, March 3, 2026 at 6:30 p.m.

MINUTES

Microsoft Teams Meeting

1 807-701-5980 Phone Conference ID: 951 676 194#

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

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

1.0 Review of Minutes: December 10, 2025

Moved: J. Nesbitt

Second: M. Brunskill

That, the Board Policy Review Committee approve the December 10, 2025, meeting minutes as presented.

Carried

2.0 Business Arising from Minutes: December 10, 2025

- P – 212 Observer Comments
- P – 207 Lines of Communication
- P – 707 Employee Code of Conduct
- P – 720 Workplace Violence
- P – 308 Student Fees
- P – 410 Security Policy
- P – 411 Display of Flags
- P – 522 Scholarship and Trust Funds
- P – 717 Workplace Harassment & Human Rights
- P – 706 Health and Safety
- P – 501 Visitors to School
- P – 515 School Councils
- P – 538 Food and Beverage
- P – 542 Ryan’s Law: Ensuring Asthma Friendly Schools
- P – 524 Sabrina’s Law (Anaphylaxis)
- P – 549 Erin’s Law: Sexual Abuse Prevention and Reporting (NEW)
- P – 511 Student Questionnaires - REDUNDANT
- P – 512 Student Exchanges - REDUNDANT

Superintendent of Business Alex Marton provided a review of the update made to Policy 308 Student Fees, since presented at the last meeting. Superintendent of Education Flora Love-Jedruch advised that Policy 538 was updated to include the corrected name of the Ministry.

Action Item: Submit Policy 212, P-207, P-707, P-720, P-308, P-410, P-411, P-522, P-717, P-706, P-501, P-515, P-538, P-542, P-524, P-549, P-511, and P-512 be submitted to the Board of Trustees for approval.

3.0 Reviews: New/Existing Policies

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

Director Goodman provided a review of the changes. He advised that the statement regarding creating safe caring environments and reference to the Canadian charter of rights is foundational to the work that we do across the school board and therefore has been added to the META policy to reflect it as the base for all policies within the board.

P – 801 Director of Education Role Description

The Director advised that there are currently no changes recommended. There may be updates in the future as a result of Ministry updates. The policy will be brought forward later if changes are required.

P – 611 Copyright

Superintendent of Business Alex Marton provided a review of the policy changes. These changes included an update to the policy name to Copyright, along with minor grammatical updates for clarity. The policy was also amended to reflect the current process of an annual sharing of information with Principals.

P – 704 Equitable Hiring

Superintendent A. Marton conducted a detailed review of the Equitable Hiring Policy, with several substantial updates made to improve clarity, consistency, and alignment with current requirements. Revisions focused on streamlining the policy, updating the rationale, and incorporating more inclusive language while removing systemic barriers in hiring practices. He advised the Committee of the reviewed and reworded sections to enhance clarity, standardized naming conventions, subheadings, and numbering, and repositioned the collective agreement reference to the beginning of the document. Updates also include documentation of required training for compliance, alignment with the Board's values and mission, and references to relevant legislation and directives, including the Employment Standards Act changes effective January 1, PPM 165, and the Board's Code of Conduct. The committee noted that hiring practices have evolved and emphasized that the policy reflects a pivotal, community-informed approach to equitable hiring. The previous policy statement was removed to simplify the document, with the policy now titled simply "Equitable Hiring."

P – 712 Recognition of Employee, Trustees and Community

Superintendent A. Marton reviewed amendments to the Recognition of Employees, Trustees and Community Policy. He provided guidance regarding service recognition, noting that criteria for retirement recognition and outstanding achievement had not previously been clearly defined. The updates clarify recognition for retirement and establish that recognition for outstanding achievement may be awarded at the Director's discretion.

P – 725 Confidentiality of Medical Records

Superintendent A. Marton reviewed the Confidentiality of Medical Records Policy and outlined the proposed minor revisions. The updates clarify that medical records are received only by the Disability and Wellness Advisor and include an important revision regarding the retention, use, and disclosure of records to ensure clear governance over how this information is managed.

P – 510 Suspected Child Abuse and Neglect – Duty to Report

Superintendent of Education Carole Leroux provided a detailed review of the proposed revisions presented to Policy 510 – Suspected Child Abuse. The policy has been modernized and retitled Child Abuse and Neglect – Duty to Report to align with current Ontario Ministry of Education regulations, PPM 9, and Aaron's Law requirements, while emphasizing the mandatory duty to report. Updates include strengthened equity and human rights language, the addition of anti-sex trafficking references, expanded training and accountability expectations, and revised rationale, references, and guidelines organized into clearer categories for improved alignment and readability. Committee members noted

appreciation for the clarity and improved format, and discussion included potential wording adjustments to clarify responsibilities referenced as “the Board” to ensure alignment with staff roles where appropriate.

P – 532 Bomb Threat Response

Superintendent C. Leroux provided a review of the proposed amendments to Policy 532 – Bomb Threat Response. The revisions focus on clarifying language and ensuring the policy remains current and aligned with provincial legislation and standards, without changing the overall intent of the policy. Updates reinforce the authority of police and emergency services during explosive incidents, reference site-specific emergency plans, connect to child protection obligations and the duty to report, and include expectations for post-incident review in alignment with evolving emergency management guidelines.

4.0 List All Policies to be Referred for Stakeholder Review as of March 4, 2026

- P – 214 META: Policy Initiation, Identification, Development, Implementation and Review
- P – 801 Director of Education Role Description
- P – 611 Copyright
- P – 704 Equitable Hiring
- P – 712 Recognition of Employee, Trustees and Community
- P – 725 Confidentiality of Medical Records
- P – 510 Suspected Child Abuse
- P – 532 Bomb Threat Response

Action Item: Submit Policy 214, P-801, P-611, P-704, P-712, P-725, P-510 and P-532 for stakeholder review.

5.0 List All Policies to be Referred to the Board for Approval on March 30, 2026

- P – 212 Observer Comments
- P – 207 Lines of Communication
- P – 707 Employee Code of Conduct
- P – 720 Workplace Violence
- P – 308 Student Fees
- P – 410 Security
- P – 411 Display of Flags
- P – 522 Scholarship and Trust Funds
- P – 717 Workplace Harassment & Human Rights
- P – 706 Health and Safety
- P – 501 Visitors to School
- P – 515 School Councils
- P – 538 Food and Beverage
- P – 542 Ryan’s Law: Ensuring Asthma Friendly Schools
- P – 524 Sabrina’s Law: Anaphylaxis
- P – 549 Erin’s Law: Sexual Abuse Prevention and Reporting (NEW)
- P – 511 Student Questionnaires - REDUNDANT
- P – 512 Student Exchanges - REDUNDANT

Action Item: Submit Policy 212, P-207, P-707, P-720, P-308, P-410, P-411, P-522, P-717, P-706, P-501, P-515, P-538, P-542, P-524, P-549, P-511, and P-512 be submitted to the Board of Trustees for approval on March 30, 2026.

6.0 2026 Meeting Schedule

Director 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 the next meeting, unless otherwise required by changes to regulation. He expressed gratitude to the leadership team for their hard work to complete the scheduled policy work. The next meeting date is scheduled for May 19, 2026, at 6:30 p.m.

7.0 Adjournment

Moved: J. Nesbitt

Second: M. Brunskill

That, the Board Policy Review Committee Meeting of March 3, 2026, adjourn at 7:07 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Policy Name</i>	OBSERVER COMMENTS AT BOARD MEETINGS		212
<i>Board Approved:</i>	November 19, 2019 June 23, 2015 April 24, 2001 May 20, 2009	<i>Reviewed</i>	November 5, 2019 May 11 & April 13, 2015 April 2004 April 27, 2009
		<i>Review By:</i>	December 2030 December 2024

POLICY

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

PROCEDURES

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION	
<i>Policy Name</i>	LINES OF COMMUNICATION REGARDING COMPLAINTS	207

<i>Board Approved:</i> November 17, 2020	<i>Reviewed:</i> November 3, 2020	
April 19, 2016	April 5, 2016	<i>Review By:</i> December 2025
February 22, 2012	January 30, 2012	
March 21, 2006	January 27, 2006	
March 12, 1999		

POLICY

This policy shall govern the handling of complaints from stakeholders and employees. It is the practice of Superior Greenstone DSB that stakeholder and employee concerns and questions be addressed at the level closest to the issue and that they be resolved in a timely manner.

The Superior Greenstone District School Board believes in an inclusive education system in which students, parents and other members of the school community are welcomed and respected. Superior Greenstone DSB pledges to communicate effectively with parents/guardians, students, staff and stakeholders in order to provide them with the information they require to make informed decisions about student learning. We welcome parents/guardians as respected and valued partners within the school community.

We remain diligent in our goal to foster an inclusive and engaging work environment built on valuing diversity, trust and respect for all people. Superior Greenstone DSB endeavours always to create a work and learning environment that inspires and supports our employees by striving to communicate effectively in a manner that is both transparent and timely, and in accordance with privacy and confidentiality to the extent feasible. We believe this approach; purposeful, ongoing, open exchanges of ideas and sharing information helps us to foster a collaborative, creative, solution-oriented environment that can support our shared goal for student success and well-being.

In order for communication to be effective in all manner of relationships an honest, two-way avenue must be fostered and it is important for participants to realize that decisions are based on established Superior Greenstone District School Board policies, regulations and procedur

The Superior-Greenstone District School Board (SGDSB) is committed to ensuring that stakeholder and employee concerns are addressed at the level closest to the issue and resolved in a respectful and timely manner. Communication will be open, transparent, and in alignment with SGDSB policies, collective agreements, and applicable legislation.

All participants are expected to engage in respectful, professional, and solution-focused dialogue. Concerns and complaints will be acknowledged promptly, addressed within a reasonable timeframe, and handled in accordance with privacy and confidentiality requirements.

Rationale

SGDSB believes in an inclusive education system where students, parents/guardians, staff, and community members are welcomed, respected, and valued as partners in education. Effective communication strengthens trust, supports positive relationships, and contributes to student success and well-being.

By fostering honest, two-way communication, SGDSB encourages purposeful, ongoing exchanges of ideas and collaborative problem-solving. This approach helps to build a respectful work and learning environment that values diversity, equity, and inclusivity, while ensuring decisions are guided by established policies and procedures.

Scope

This policy applies to all stakeholders of SGDSB, including but not limited to:

- Students and their families
- SGDSB employees
- Community members and partner organizations

REFERENCES

Education Act

- Part XIII: Behaviour Discipline and Safety, Section 300
- Bill 8: Public Sector and MPP Accountability and Transparency Act, 2014

Superior-Greenstone DSB Policies & Management Guidelines

- Superior-Greenstone DSB Procedural Bylaws of the Board
- P-301 Student Transportation & Management Guideline
- P-520 Safe School Code of Conduct, and
P-520 Safe School Code of Conduct Police & Schools Protocol Management Guideline
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety and Management Guidelines
- P-536 Equity and Inclusive Education and Management Guideline
- P-717 Workplace Harassment and Management Guideline
- P-720 Workplace Violence and Management Guideline

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	EMPLOYEE CODE OF CONDUCT		707
<i>Board Approved:</i>	August 27, 2024 February 19, 2020 March 26, 2019 February 22, 2012 March 12, 1999	<i>Reviewed:</i>	August 19, 2024 February 4, 2020 January 8, 2019 January 30, 2012 December 5, 2006
			<i>Review By:</i> December 2029

POLICY

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

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

The Provincial Code of Conduct

Purposes of the Code

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

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

Where Applied

- on school property
- on school buses
- at school-related events or activities
- in other circumstances that could have an impact on the school climate
- in a virtual learning environment

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- refrain from using discriminatory comments, abusive language, or swearing at another person
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching.
- not use personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes
 - for health and medical purposes
 - to support special education needs

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in or circulate hate propaganda and other forms of behaviour motivated by hate or

bias;

- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school or to the property of a member of the school community.

Record, take or share non-consensual recordings or photos of members of the school community (including and not limited to in-person and virtual meetings)

Roles and Responsibilities

School Boards

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

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils, as well as from the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

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

Principals

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

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

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive

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

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in-person and online.
- Model the standards of respect, civility, and responsible citizenship. This includes modelling the appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

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

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

Parents/Guardians

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

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

Community Partners

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

formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

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

PROCEDURES

1.0 Policy Manual

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

2.0 Scope

2.1 General Standard

This Employee Code of Conduct represents general standards.

2.2 Other Professional Codes

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

2.3 Minimum Expectation

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

2.4 Extension

2.5 Application

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

3.0 Confidential Information

3.1 Access

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

3.2 Confidentiality

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

3.3 Caution

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

- a) Items under litigation,
- b) Personnel matters,
- c) Information about suppliers that might be useful to a competitor,
- d) Information the infringes on the right to privacy of others, including but not

- limited to staff and students,
- e) Information dealing with complaints where the identity of the complainant is given in confidence,
- f) Any items under negotiation,
- g) Any schedule of prices in a tender,
- h) Information relating to progress, conduct, disabilities or curriculum of a student.

3.4 Freedom of Information

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

4.0 **Media Relations**

4.1 Authorization

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

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

4.2 Distinction

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

5.0 **Conflict of Interest- Board policy 723 - Conflict of Interest, applies**

6.0 **Use of Board Property**

6.1 Loans

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

6.2 Personal Use

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

7.0 **Gifts and Benefits**

7.1 Parameters

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

7.2 Exceptions

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

7.3 Frequency and Scale

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

7.4 Acknowledgement

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

7.5 Consultation

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

7.6 Non-Biased Purchasing Policy

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

7.7 More Stringent Rules

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

8.0 Hiring Relatives

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

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

9.0 Personal Behaviour and Decorum

9.1 Behaviour

Every employee should at all times behave in a manner that will not bring discredit upon himself or herself or the Board while working on site or where they are representatives of the Board inclusive of virtual environments.

9.2 Decorum

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

10.0 Reporting Violations & Enforcement

10.1 Awareness and Enforcement

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

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

10.2 Reporting an Employee or Volunteer

Any individual who is of the opinion that an employee or volunteer is breaching this Code should bring this to the attention of their superior as soon as possible.

Alternatively, reports may be made under another reporting stream, such as those outlined in Policy 717 – Workplace Harassment & Human Rights, Policy 720 – Workplace Violence, Policy 723 – Conflict of Interest, or Policy 726 – Whistleblower.

Code of Conduct violations will be managed using the provisions of the appropriate

policies outlined above.

10.3 Reporting a Supervisor

Where an employee has reason to believe that a Supervisor is committing a serious breach of this Code, that employee may report the concern to the next level of management in total confidence (see Management Guideline 207 – Lines of Communication Regarding Complaints).

Alternatively, reports may be made under another reporting stream, such as those outlined in Policy 717 – Workplace Harassment & Human Rights, Policy 720 – Workplace Violence, Policy 723 – Conflict of Interest, or Policy 726 – Whistleblower.

Code of Conduct violations will be managed using the provisions of the appropriate policies outlined above.

10.4 Reprisal

SGDSB is committed to providing safe learning and working environments for all and urges individuals to report concerns or potential Code of Conduct violations. Reprisal or retaliation against any individual who files a complaint in good faith is expressly prohibited.

10.5 Resolutions and Corrective Action

Where a Code of Conduct violation is found, the SGDSB will endeavor to provide resolutions which are grounded in understanding and culturally sensitive. Depending on the nature and/or severity of the violation, employees or volunteers may be subject to remedial or disciplinary action, up to and including termination.

Reports made in bad faith are considered to be a violation of this policy, and are subject to the remedial actions outlined above.

11.0 Severability

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

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	WORKPLACE VIOLENCE <i>Management Guideline Applies</i>	720
<i>Board Approved: February 27, 2024</i>		<i>Review by: December 2025</i>
	<i>October 18, 2022</i>	
	<i>February 19, 2020</i>	<i>Reviewed: June 14, 2022</i>
	<i>December 5, 2011</i>	<i>February 4, 2020</i>
		<i>September 26, 2011</i>

RATIONALE

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

DEFINITIONS

Workplace Violence, is defined in the *Occupational Health and Safety Act (OHSA)* as:

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

POLICY

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

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

APPLICATION AND SCOPE

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

Reports against the Director of Education or Board Compliance Officers must be reported

GUIDING PRINCIPLES AND RESPONSIBILITIES

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

REVIEW

In accordance with OHS Act Section 32.0.1 (1)(a) & (c), the Board shall review this policy at least once annually.
~~The Director of Education will oversee the review of this policy as necessary, but at least once every year.~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BUSINESS AND TRANSPORTATION		
Policy Name	STUDENT FEES Management Guideline Applies	308	
Board Approved:	April 20, 2021 June 21, 2016 October 18, 2011	Reviewed:	April 6, 2021 June 7, 2016 September 26, 2011
		Review by:	December 2026

POLICY

The Superior-Greenstone District School Board is committed to ensuring that every student has equitable access to learning opportunities and school activities without financial barriers. No student should be denied participation in any required program, course, or school activity due to inability to pay. The Superior-Greenstone District School Board is committed to supporting students participating in school activities regardless of their individual economic circumstances.

DEFINITIONS

“student activity fees”– Voluntary contributions that support school-wide experiences beyond the classroom. These fees may cover items or events such as student agendas, recognition programs, yearbooks, extracurricular activities, school dances, or spirit days. Payment of these fees must never be a condition for participation in any mandatory course or program. are voluntary amounts that are used to supplement a student’s school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

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“enhanced programming and materials”– Optional upgrades or enrichments beyond what is necessary to meet curriculum expectations. Examples include premium art supplies, specialized music instruments, or advanced technology components. Alternatives must be provided at no cost to meet all learning expectations. are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

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Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

“optional programming”- Programs or courses beyond the core curriculum that students voluntarily apply for, such as Hockey Skills Academy programs or Advanced Placement courses. refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Regional Arts and Advanced Placement@ programs.

RATIONALE

This policy establishes clear guidelines for when fees may be charged, ensuring compliance with the Education Act and the Ministry of Education’s Fees for Learning Materials and Activities guideline.

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The Ministry of Education provides funding to school boards for materials and activities as part of school board operating budgets.

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In general, there should be no fees charged for day school programs, other than tuition fees for non-resident students subject to the *Education Act*.

~~Every student has the right to attend school, where he/she is a qualified resident pupil, without payment of a fee. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and are reflected in the Superior-Greenstone's operating budgets.~~

When schools choose ~~with the support of the school community~~ to offer enhanced or optional programming, parents and guardians may be asked to contribute resources ~~in the way of time, money, or materials~~ to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some optional activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

1.0 Guiding PrinciplesImplementation

Guiding Principles

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2.1 Fees must complement, not replace public funding for education.

2.1 All students must be able to complete compulsory courses, programs, and activities without additional cost.

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2.1 Fee amounts should reflect actual costs and be kept as low as possible.

2.1 Schools must have a transparent process for fee waivers or subsidies.

2.1 Consultation with school councils and community stakeholders is required before implementing fee schedules.

2.1 Privacy and dignity of families requesting financial assistance must be respected.

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~~1.1.1 Every student's school experience is enriched by participation in a variety of activities and opportunities "beyond the classroom".~~

~~1.1.2 Students must be able to participate in any course and have the opportunity to acquire all skills and knowledge required to complete compulsory credit course requirements without any additional cost.~~

~~1.1.3 The Ministry of Education grants do not provide funding for all aspects of a student's school experience.~~

~~1.1.4 Schools are permitted to charge student activity fees.~~

~~1.1.5 Members of school communities should be consulted in the development of a school's fee schedule and should be made aware of the use of student fees.~~

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2.0 Prohibited Fees

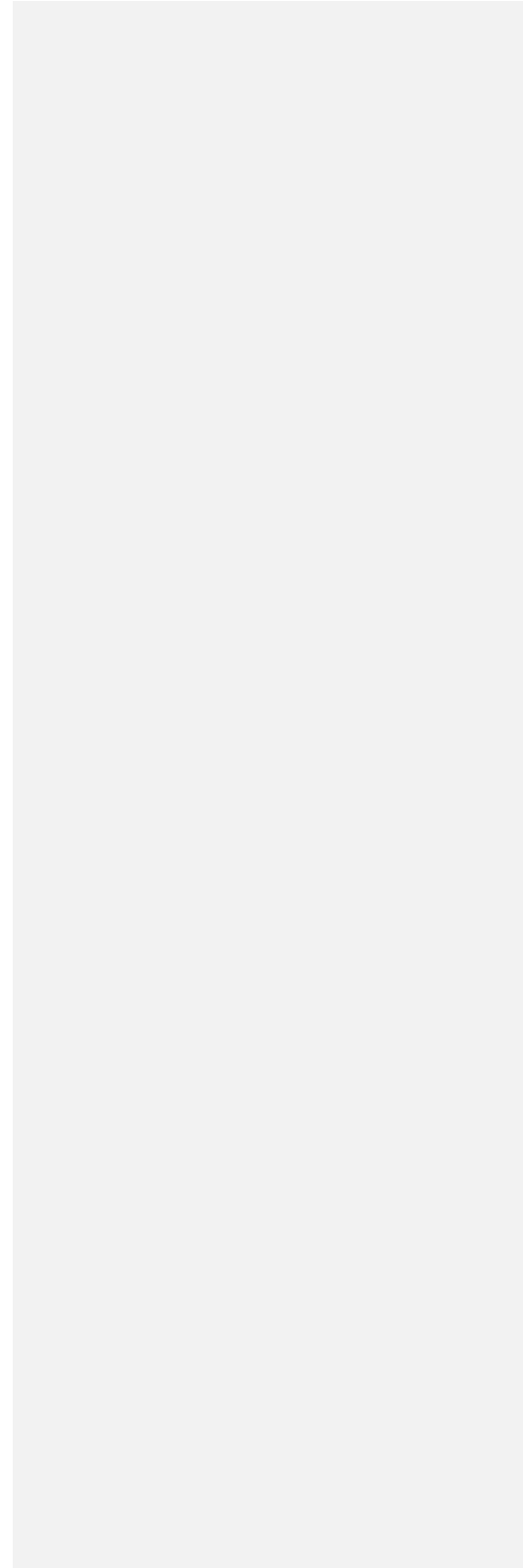
2.1 Textbooks or basic learning materials required for graduation

2.2 Mandatory activities forming part of the regular day school program

2.3 Participation in credit courses

REFERENCES

- Ministry Guideline for Fees for Learning Materials and Activities



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS		
<i>Policy Name</i>	SECURITY POLICY <i>Management Guideline Applies</i>	410	
<i>Board Approved:</i>	<i>June 22, 2021</i>	<i>Reviewed:</i>	<i>June 7, 2021</i>
	<i>October 27, 2015</i>		<i>October 5, 2015</i>
	<i>February 17, 2010</i>		<i>November 23, 2009</i>
	<i>Sept 15, 2000</i>		<i>December 6, 2005</i>
			<i>Review Prior To: December 2026</i>

RATIONALE

The Superior-Greenstone District School Board operates ~~numerous multiple~~ facilities that containing equipment, furniture and supplies of significant value. ~~In order to protect To safeguard~~ these ~~buildings and contents assets, the Board maintains~~ a comprehensive security policy ~~supported by clear and set of procedures is necessary~~.

POLICY

It is the policy of Superior-Greenstone District School Board that all property, buildings and contents ~~are be~~ protected and ~~secured against made secure from~~ theft, break-ins, ~~disappearanceloss~~, fire and vandalism.

1. Guidelines

- 1.1 ~~The security for each school building and the contents therein is the responsibility of the Principal, Vice-Principal or Manager responsible for their facility; The Principal, Vice-Principal or Site Super visor~~ Supervisor responsible for each facility shall ensure the security of the building and its contents.
- 1.2 ~~The security for each building and contents therein, without a Principal, Vice-Principal or Manager is the responsibility of the Superintendent of Business or designate; Where no Principal, Vice-Principal, or Site Supervisor is assigned, the Superintendent of Business or designate shall assume responsibility for the security of the building and contents.~~
- 1.3 All Superior-Greenstone District School Board ~~buildings facilities~~ shall be keyed under a Grand Master Key ~~S~~system. ~~The exterior doors of each building shall, where practical, operate separate to the school/building master key, but under a Grand Master Key System;~~
- 1.4 ~~References to Locks and Keys may also mean: electronic controlled locks utilizing electronic identification access cards, proximity sensors, biomechanical readers, and code passwords or numbers; References to "locks and keys" include electronic or digital access systems such as card readers, proximity sensors, biometric readers, or coded access devices.~~
- 1.5 Key control will be maintained at all times;
- 1.6 ~~The issuance of Grand Master Keys shall be under the control of the Manager of Plant Services or designate; The Manager of Facilities & Transportation, or designate, shall control the issuance of Grand Master Keys.~~

- 1.7 The issuance of individual school/building keys to school staff shall be the responsibility of the Principal/~~Manager, Vice-Principal or Site Supervisor~~. School/building Master keys shall not be issued to students, volunteers, or persons who are not employees of the Board;
- 1.8 ~~Notwithstanding the previous sentence, school/building keys may be released to an acceptable supervising member of a Board approved Joint Use Agreement where the terms of said agreement specifically permit. Keys may also be released to emergency response personnel including security, police, fire department and contractors by the Principal, Vice-Principal or Managers, or designate as deemed appropriate to the well being of the staff and facilities involved; Exceptions may be made for authorized supervising members of organizations operating under an approved Joint Use Agreement, where such agreements explicitly allow key access. Keys may also be released to emergency response personnel, including police, fire, security, or contractors, as deemed appropriate by the Principal, Vice-Principal, or Site Supervisor~~
- 1.9 Intrusion alarms will be installed in appropriate areas of each building facility to reduce the opportunity for break-in, theft and vandalism. The Security monitoring provider shall automatically notify the police in the event of an intrusion;
- 1.10 Each building facility shall ~~have one or more areas~~ designated secure areas for storage of valuable, moveable, equipment ~~which shall come~~ within the surveillance coverage of the intrusion alarm systems;
- ~~1.11 Each building shall maintain a perpetual inventory of all moveable items (furniture and equipment, tools) with an individual or "set" value, as defined in Management Guidelines;~~
- ~~4.12~~1.11 Furniture, equipment, and cabinet keys shall be controlled and distributed by the Principal, Vice-Principal or Manager Site Supervisor at each given building;
- ~~1.13 A system for controlling the borrowing or loaning of moveable items to community, staff and students will be maintained in accordance to the board's Policy 407 Borrowing or Equipment and Policy 408 Loaning of Equipment;~~
- ~~4.14~~1.12 Money shall be secured nightly in a vault or suitable safe, or deposited daily in a bank account;
- ~~4.15~~1.13 Filing cabinets containing personal/confidential information (including OSR cards) shall be locked when not supervised;
- ~~4.16~~1.14 Building specifications shall provide for design and construction to meet appropriate security standards;
- ~~4.17~~1.15 ~~Current buildings will be upgraded to meet the standards of this policy;~~
- ~~4.18~~1.16 Robberies, break-ins, fires, and major acts of vandalism shall be reported to the Police, Fire Department (as necessary), Manager of Plant Services Facilities & Transportation, Superintendent(s) of Business and Superintendent of Education;
- ~~4.19~~1.17 Unauthorized persons on premises will be handled in accordance with the board's 402 Unauthorized Vehicles on Board Property;

- ~~4.201.18~~ The board is not responsible for the loss of, or damage to, personal property of staff and students;
- ~~4.241.19~~ Unexplained disappearance of equipment or other contents in schools will be the responsibility of the school to replace from school budgets;
- ~~4.221.20~~ All board buildings shall contain the warning that the building is protected by intrusion alarms;

~~1.23~~ — All keys recalled at the end of each school year must be checked against issuance records. Term staff must return keys prior to the end of their term. Staff requiring keys over the summer break, are subject to the approval of the Principal, Vice Principal, Manager. Where staff in a given school/building works on a 12-month basis the requirements of this clause may be waived, subject to the approval of the Principal, Vice Principal, Manager and Manager of Plant Services;

~~4.241.21~~ Anyone receiving a key to Board facilities shall keep it safe and secure and does not have the authority to copy, lend, or otherwise give the key to any other person; Individuals receiving keys are responsible for keeping them safe and must not duplicate, lend, or transfer them to others.

~~4.251.22~~ Any person who does not return a key issued to them when requested by the Board may be held responsible for all costs associated with re-keying the area(s) accessed by the key to re-establish the security of the area. Any person who fails to return a key when requested may be held financially responsible for costs associated with re-keying affected areas.

~~1.26~~ — Lockout procedure: where any device is locked out for maintenance, repair, or other safety related purposes, only the person placing said lock(s), or the Manager of Plant Services, may remove said lock(s). The SGDSB Lockout Tag-out procedure MUST be followed when dealing with locks placed for that purpose. Keying of locks for Lockout Tag-out shall be on a system independent of building master keys.

1.23 Lockout Procedure: When equipment is locked out for maintenance, repair, or safety purposes, only the person who placed the lock(s) or the Manager of Facilities & Transportation may remove them. The SGDSB Lockout Tag-out Procedure must be followed, and locks used for that purpose shall operate on a system independent of building master keys.

REFERENCES

- Policy 402 _Unauthorized Vehicles on Board Property
Policy 407 Borrowing of Equipment
Policy 408 Loaning of Equipment
Policy 501 Visitors to School
Policy 410 Security Policy - Management Guideline

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS	
Policy Name	SCHOLARSHIP AND TRUST FUNDS Management Guideline Applies	522
Board Approved:	November 20, 2012 December 4, 2007	Reviewed: November 6, 2012 Review By: December 2017

POLICY

The Superior-Greenstone District School Board endorses the granting of scholarships, bursaries and awards in order to encourage excellence in school performance and the pursuit of further education.

This policy does not cover scholarships, bursaries and awards that are controlled by the donor.

PROCEDURES

When receiving monies under this policy, ~~there are several procedures that shall be followed:~~

- 1.0 ~~All d~~Donations ~~made in writing with stipulations~~ must be approved by the Superintendent of Business and Treasurer before they are accepted.
- ~~2.0 The Superintendent of Business, or designate, shall establish separate trust fund accounts for donations exceeding \$5,000 that are not expected to be fully disbursed within two years of the donation date. The annual receipts, disbursements, and closing balances of these trust funds shall be reported in the Board's annual financial statements until the funds are fully disbursed.~~
- ~~2.0 Separate trust fund accounts shall be established by the Superintendent of Business or designate for donations greater than \$5,000 that will not be fully disbursed for a period of greater than 2 years from the date of donation. The annual receipts, disbursements and closing balance of such trust funds shall be reported in the Board's annual financial statements until the funds are fully disbursed.~~
- 3.0 All dDonations of cash ~~received~~ under \$5,000 received ~~at by the a~~ school level shall be awarded in a fair and equitable manner, subject to item 4 below.
- 4.0 Each principal, in consultation with school staff, shall establish procedures for awarding scholarships, bursaries and awards.
- 5.0 Where a trust has been established with written stipulations, those stipulations shall be adhered to and are outlined in the Management Guideline of this policy.

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	WORKPLACE HARASSMENT & HUMAN RIGHTS <i>Management Guideline Applies</i>		717
<i>Board Approved:</i>	October 21, 2024 February 26, 2024 October 18, 2022 February 19, 2020 December 5, 2011 February 20, 2007	<i>Reviewed:</i> October 2, 2024 February 6, 2024 September 20, 2022 February 4, 2020 September 26, 2011	<i>Review By:</i> December 2026

RATIONALE

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

POLICY

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

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

This policy also includes any new prohibited grounds that may be added to the *Human Rights Code* at a future date and prior to policy review. Harassment and discrimination will not be tolerated or condoned in the workplace. This policy also fulfils SGDSB’s obligations to address workplace harassment according to the *Occupational Health and Safety Act (OHSA)*.

The goal is to promote a safe, nurturing, equitable and respectful Workplace and work to prevent Harassment and Discrimination. SGDSB will, where necessary, investigate and respond to incidents or complaints of harassment, discrimination or workplace harassment.

SGDSB is committed to providing reasonable accommodation to its constituents to fulfil obligations according to the *Code*. The *Code* also permits the creation of special programs at SGDSB to remedy discrimination or inequality. *SGDSB will also include considerations of*

Indigenous and other culturally appropriate practices as part of the complaint and resolution process.

APPLICATION AND SCOPE

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

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

DEFINITIONS

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

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

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

Workplace Harassment under OHSA is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome or is workplace sexual harassment.

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

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

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

Complainant: refers to the person who makes a complaint of harassment, discrimination or workplace harassment under this policy.

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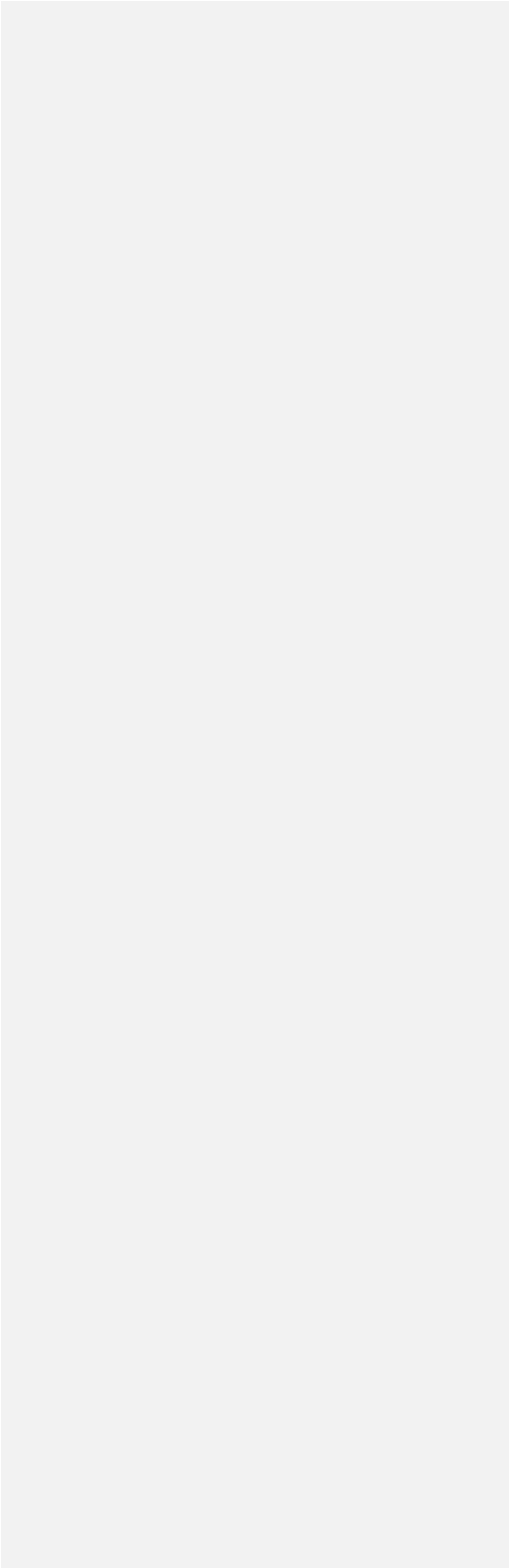
Respondent: refers to the person who has a complaint made against them under this policy.

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GUIDING PRINCIPLES AND RESPONSIBILITIES

1. All persons at SGDSB and interacting with SGDSB, are expected to engage in respectful conduct, adhere to and uphold this policy and will be held responsible for not following it. All employees are responsible for contributing to a climate of understanding and mutual respect for the dignity of each person.
 - a. Managers at SGDSB have additional responsibilities:
 - i. To create and promote a safe, nurturing, equitable and respectful workplace that promotes human rights.
 - ii. To act on observations or allegations of harassment, discrimination or workplace harassment.
 - b. The Board of Trustees have responsibilities to:
 - i. Engage in respectful conduct.
 - ii. Through governance, create and promote a safe, nurturing, equitable and respectful workplace that promotes human rights.
 - iii. Refer concerns and complaints of harassment, discrimination and workplace harassment to the Director of Education or designate.
2. The Director of Education is responsible for implementing this Policy and ensuring that it is reviewed annually.
3. SGDSB takes concerns and complaints of harassment, discrimination and workplace harassment seriously. All persons are urged to express concerns and file complaints of harassment, discrimination and workplace harassment. Reprisal is prohibited under this policy.
 - a. Complainants can be an individual/s at any level of SGDSB or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). ~~Complainant, refers to the person who makes a complaint of harassment, discrimination or workplace harassment under this policy.~~
 - b. Respondents can be an individual/s at any level of the SGDSB or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). ~~Respondent, refers to the person who has a complaint made against them under this policy.~~
 - c. Complaints against the Director of Education or the Board Compliance Officer must be reported using the procedures outlined in 726 - Whistleblower Policy.
4. SGDSB will provide procedures to address incidents or complaints of harassment, discrimination or workplace harassment. Complaints shall be dealt with in a fair and timely manner. Employees shall cooperate with managers who are addressing incidents or complaints under this policy.
5. Any person reporting an incident or complaint of harassment, discrimination or workplace harassment who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law. Those with supervisory authority at SGDSB or designates, who are involved with

addressing a complaint ~~will strive for confidentiality and will share information on a need to know, will strive for confidentiality and will share information on a need-to-know~~ basis to the extent necessary to protect employees/workers, for actions such as investigation, follow-up, corrective action or as otherwise required by law.



6. If a complainant withdraws a complaint, SGDSB may continue to act if required.
7. Where possible and with the consent of the parties, SGDSB may facilitate alternative resolution plans. If either party involved in a complaint identifies as Indigenous, SGDSB will endeavor to provide resolutions that honour and align with Indigenous approaches to conflict and restoration, in consultation with Indigenous partners and community groups.
8. If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
9. An employee/worker found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.

Accessibility Policy - 719
Bullying Prevention and Intervention Strategies - 525
Equity and Inclusive Education - 536
~~Progressive Discipline and School Safety~~
Safe Schools System Expectations - 520 Workplace
Violence Policy – 720
Whistleblower Policy - 726

SIGNED AND APPROVED BY THE DIRECTOR OF EDUCATION

Will Goodman



DATE: ~~October 21, 2024~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

Board Approved:		Reviewed:		Review By:
February 24, 2025			February 2, 2017	December 2026
February 26, 2024		November 26, 2024		
February 22, 2021	February 23, 2016	November 28, 2023	October 5, 2015	
January 22, 2019	November 18, 2014	February 9, 2021	November 4, 2014	
May 24, 2017	November 18, 2013	March 29, 2010	September 15, 2014	
November 16, 2010	September 18, 2012	October 23, 2009	November 5, 2013	
October 26, 2009	November 21, 2011	November 18, 2008	September 4, 2012	
November 18, 2008		November 20, 2007		
November 20, 2007		November 21, 2006		
March 12, 1999		October 19, 2004	September 26, 2011	

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.

POLICY

It is the policy of the Superior-Greenstone District School Board (SGDSB) to provide a safe and healthy environment and to eliminate or reduce injuries, accidents and illness in the workplace.

RATIONALE

SGDSB is committed to the health and safety of its employees, students and all others under Board direction.

Protection of employees from injury or occupational disease is a major, continuing objective of the Board. The Board will make every reasonable effort to provide a safe and healthy work environment.

It is expected that all employees will be dedicated to the continuing objectives of preventing injuries to persons and damage to property.

The Board delegates the requirements of the *Occupational Health and Safety Act, RSO 1990* (OHSA) and applicable regulations to the Director of Education, with the expectation that a fully compliant Internal Responsibility System will be implemented and followed up, such that the requirement of Due Diligence is fully satisfied.

DEFINITIONS

~~The Internal Responsibility System (IRS): The IRS is a system, where everyone has direct responsibility for health and safety as an essential part of their job. It does not matter who or where the person is in the organization. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis. They do this both individually and co-operatively with others. It is the responsibility of Director of Education to ensure that the entire system of direct responsibility is established, promoted, and improved over time. Successful implementation of the IRS should result in progressively longer intervals between accidents or work-related illnesses.~~

The Internal Responsibility System (IRS) is a framework in which every individual shares direct responsibility for health and safety as part of their daily work. Regardless of position or role, all

employees are expected to take initiative in identifying, addressing, and preventing health and safety concerns.

Employees contribute by actively resolving issues, making improvements, and collaborating with others to maintain a safe work environment.

The Director of Education is responsible for ensuring that the IRS is established, promoted, and continuously improved across the organization. Effective implementation of the IRS should lead to sustained reductions in workplace accidents and occupational illnesses.

PROCEDURES

1.0 Practices

The Board will develop and maintain written Health and Safety Guidelines, which will conform to best practices and maintain the highest standards.

2.0 Priority

The Board will ensure that Health & Safety concerns take precedence over expedience.

3.0 Accident Prevention

Accident prevention is an operational responsibility that demands the direction and control of supervisors.

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

Disciplinary action, up to and including dismissal, may be taken against those persons not adhering to the prescribed policy and safety procedures of the Board.

6.0 Guidelines

6.1 Requirements

To prevent injury or illness associated with the work environment, all employees of the Board will:

- a) 6.1.1 Comply with all current Health, Safety and Environmental legislation and any related Codes or Regulations,
- b) 6.1.2 Follow currently accepted safety standards and practices, and,
- c) 6.1.3 Demonstrate by attitude and example that safety is an integral part of every function undertaken.

6.2 Responsibilities

The Board and all employees, including supervisors, managers, principals, , Director and Officers are responsible for the implementation and maintenance of the Board's Health & Safety Procedures, Guidelines and policies.

6.2.1 Board of Trustees

- Two trustees shall be appointed to represent on the Superior Greenstone District School Board – Board Wide Occupational Health and Safety Committee.
- 1 member and 1 alternate member shall be elected during the annual inaugural board meeting.

6.2.2 Director and Officers of the Board

- The director and officers of the board shall take all reasonable care to ensure that SGDSB complies with:
 - The Occupational Health and Safety Act and the regulations;
 - orders and requirements of inspectors and Directors and
 - orders of the Minister

6.2.3 Senior Administration

Supervisory Officers have the responsibility to:

- provide a safe and healthy workplace,
- establish and maintain written Health & Safety practices and procedures,
- provide access to medical and first aid services,
- provide workers with current Health & Safety information and training,
- motivate and support staff in their Health & Safety activities,
- monitor the Health & Safety performance of staff, and,
- establish clear objectives to achieve reduced accident frequency.

6.2.4 Managers and Supervisors

All supervisory and management staff have the responsibility to:

- promote safety awareness in workers,
- ensure that all employees are trained in proper safety procedures,
- ensure that employees work safely,
- ensure that safe and healthy work conditions are maintained,
- correct potentially hazardous practices and conditions,
- report and investigate all accidents or incidents,
- evaluate health and safety performance for all employees,
- motivate and support staff in their health and safety activities, and,
- ensure that employees are provided with personal protective equipment, as needed.

6.2.5 All Employees

All employees have the responsibility to:

- follow safe work procedures,
- know and comply with all Board safety practices,
- report any injury or illness immediately,
- identify and report immediately any potentially hazardous practices or conditions,
- cooperate with and participate in joint health and safety committees as required, and,
- use and maintain personal protective equipment.

7.0 **Programs and Practices**

The Board's Health & Safety Policy and Procedures shall be maintained and evaluated by the following programs and practices:

7.1 Joint Health & Safety Committee

This committee shall operate as provided in regulation and through the Board's Management Guidelines and shall include workplace inspections as provided therein.

7.2 Programs

The Board's programs to achieve Health & Safety standards include:

- asbestos management,
- chemical disposal,
- first aid or CPR training,
- health management,
- silica control,
- WHMIS,
- Incident Review Committee.

7.3 Practices

The Board's practices to achieve Health & Safety standards may include

protocols for:

- emergency and/or evacuation procedures,
- field trips,
- health & safety reporting,
- lock out procedures,
- soil, sediment, and debris management,
- sand and water table management,
- transportation of dangerous goods.

7.4 Safety Manuals

The Board will develop manuals, in consultation with appropriate staff, in certain areas and disciplines to provide more detailed guidelines for employees, including but not limited to:

- physical education,
- science,
- technical
- personal protective equipment

~~7.5 Requirements~~

~~The Board will, as appropriate, lay out specifications in detail concerning requirements related to workplace Health & Safety on an as-needed basis including:~~

- ~~• personal protective equipment.~~

8.0 **Review**

The Manager of Facilities & Transportation, in consultation with the Joint Health and Safety Committee shall review from time to time the Board's policy and Management Guidelines and provide recommendations to the Board as a result of such review.

In accordance with the *Occupational Health and Safety Act*, RSO 1990 s.25 (2j), this policy will be reviewed annually.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	VISITORS TO SCHOOL	501	
Board Approved:	April 20, 2021 June 21, 2016 October 18, 2011 March 12, 1999	Reviewed:	April 6, 2021 June 7, 2016 September 26, 2011 June 20, 2006
		Review by:	December 2026

POLICY

~~It is the policy of the Superior-Greenstone District School Board to exercise control of access to its schools in the interests of good management and the safety of students.~~

~~The Superior-Greenstone District School Board (SGDSB) is committed to maintaining safe, caring, and inclusive school environments where the well-being of students, staff, and visitors the school community is protected. As such, the Board regulates access for visitors to school premises in accordance with the Education Act, Ontario Regulation 474/00 – Access to School Premises, and all applicable Board policies and procedures.~~

~~While safety remains paramount, the Board values schools as welcoming community spaces that encourage positive partnerships with families, community members, and service providers who support student learning and well-being.~~

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PROCEDURES

1.0 Permission to ~~b~~Be on Premises

~~All visitors to a school must have the permission of the Principal or their designate.~~

~~The Board recognizes that the following persons are permitted to be on school premises, subject to any lawful restriction:~~

- ~~• a person enrolled as a pupil in the school;~~
- ~~• a parent, guardian or person having daily care and control of a pupil under age 18 years;~~
- ~~• a person employed or retained by SGDSB, as well as SGDSB Trustees;~~

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- a person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);
- a person who is invited by school official(s) to attend an event, a class or a meeting on school premises providing the person is on the premises for that purpose; and
- a person who is invited onto school premises for a particular purpose by the principal, vice principal or another person authorized by SGDSB policy, provided the person is on the premises for that purpose and complies with any restrictions on their attendance.

~~All visitors to a school must have the permission of the Principal or his/her designate.~~

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Individuals who are not enrolled as pupils or routine employees of a school site are deemed to be visitors. Visitors may include:

- Board employees, trustees, or elected officials carrying out official duties
- Parents/guardians attending school business
- Approved volunteers, agency partners, or contractors with scheduled appointments
- Community members invited for educational or cultural purposes

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All visitors to SGDSB properties are required to adhere to the Board's policy and practices, including, but not limited to, the SGDSB Code of Conduct.

2.0 Posted Notices

Each school shall post notices at entrances advising that visitors must report to the Main Office upon entry.

Signage must be visible, accessible, and updated as needed to reflect Board requirements.

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3.0 ~~Checking~~Signing In

All visitors to the school premises are required to report to the main office, state the purpose of their visit, and sign in.

Contractors, external service providers, and agency personnel working in schools must present appropriate identification and credentials upon entry.

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Staff or members of the SGDSB are required to wear their supplied Name/Picture badges visibly when attending the school premises.

Other visitors to the school premises will be provided a Visitor's Badge upon sign-in. This badge must be worn and clearly visible throughout their visit. The badge must be returned to the main office at completion of the visit.

~~Visitors must obtain the required permission and procedures for entry before contacting any teacher or other employee or any student or visiting any area of the school. All visitors are required to wear a Visitor's Badge that is clearly visible throughout their visit. All visitors are required to sign out at the end of their visit.~~

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~~4.0 Superior-Greenstone DSB Staff~~

~~All Superior-Greenstone staff are supplied with Name/Pictures Badges. Their identification will be visible on their person.~~

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~~5. Contractors, Service Providers, and Agency Partners~~

~~Contractors, external service providers, and agency personnel working in schools must:~~

- ~~• Present appropriate identification and credentials upon entry~~
- ~~• Follow all school safety, confidentiality, and child protection expectations~~
- ~~• Ensure visits do not disrupt instructional time or normal school routines~~

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~~Salespersons or Agents~~

~~Salespersons or agents shall not interfere with normal school routines.~~

~~4.0 6. Cultural and Community Visitors~~

~~The Board recognizes the important role of Elders, Knowledge Keepers, and community partners in supporting culturally responsive education. Principals are encouraged to facilitate their access through respectful coordination and communication with families, Indigenous partners, and community organizations.~~

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~~75.0: Safety and Emergency Protocols~~

~~Visitors are expected to follow all emergency procedures (fire drills, lockdowns, hold-and-secure). In the event of an emergency, visitors shall follow staff directions and remain under supervision until it is safe to leave.~~

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6.08. Restricted or Unauthorized Access

The Principal (or designate), or another individual authorized by SGDSB, may deny or revoke access to any individual whose presence is considered detrimental to the safety, well-being, or operation of the school, consistent with the Education Act, s. 305(4) and Ontario Regulation 474/00.

Failure of an individual or individuals to comply with this policy, subsequent to receiving a verbal or written warning from the principal/designate, may result in charges under the Trespass to Property Act, the Education Act or the Access to School Premises Regulation 474/00.

Such incidents shall be documented and reported to the appropriate Superintendent of Education.

9. Privacy and Data Protection

Visitor sign-in information shall be used solely for safety and accountability purposes. Schools must ensure that visitor logs, whether digital or paper, are stored securely and retained in accordance with Board records management protocols.

References

- Ontario Regulation 474/00 – Access to School Premises
- Trespass to Property Act, - R.S.O 1990, c. T.21

Related Policies and Procedures:

- Policy 410 – Security
- Policy 413 – Video Surveillance
- Policy 520 – Student Code of Conduct
- Policy 717 – Workplace Harassment & Human Rights
- Policy 719 - Accessibility
- Policy 720 – Workplace Violence

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS	
Policy Name	SCHOOL COUNCILS	515
Board Approved:	February 23, 2021 February 23, 2016 December 02, 2008 December 11, 1998	Reviewed: February 9, 2021 February 2, 2016 November 24, 2008
		Review by: December 2025

Preamble

PREAMBLE

~~School boards are required to establish school councils in accordance with Regulation 612/00 of the Education Act. The Superior-Greenstone District School Board recognizes school councils as vital partners in supporting student achievement, well-being, and equity. Through meaningful engagement of parents, caregivers, and community members, school councils strengthen home-school partnerships and enhance accountability within the education system.~~

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Policy

POLICY

~~The Superior-Greenstone District School Board recognizes school councils as vital partners in supporting student achievement, well-being, and equity. Through meaningful engagement of parents, caregivers, and community members, school councils strengthen home-school partnerships and enhance accountability within the education system.~~

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~~It is the policy of the Superior-Greenstone District School Board, in accordance with Regulation 612/00 of the Education Act, that each school establish a school council to act in an advisory capacity to the school's principal and the Board for the continued promotion of excellence throughout the system, and will place the overall interests of the school and students first, promoting excellence and inclusive learning environments that reflect the strengths and unique contexts of each school community.~~

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Regulations

REGULATIONS

1.0 Mandate

The mandate of the school council is through active participation of parents and caregivers. School councils work to:

- Improve student achievement and well-being
- Strengthen communication between the home, school, and Board
- Provide advice and recommendations on school programs, student supports and community partnerships
- Enhance the accountability of the education system to parents and the public

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~~to improve student achievement and to enhance the accountability of the education system to parent. School council's primary means to achieving its purpose is by making reports and recommendations to the school administration and the board relating to matters affecting students of the school.~~

~~Although the school is the primary concern of the school council, system issues as they affect the school may also be considered.~~

~~Every school community shall establish and maintain a school council.~~

2.0 Terms of Office

- a) ~~With the exception of the Principal, the community representative(s), and the student representative(s) a member is elected/appointed for a one-year term.~~
- b) ~~Elected and appointed members may seek additional terms of office. A maximum of three consecutive terms is recommended.~~

Related Policies and Procedures

- ~~Policy 501, – Visitors in Schools~~

References

- ~~Ontario Regulation 612/00 – School Councils and Parent Involvement Committees~~
- ~~Ontario Regulation 330/10 – Amendments to O. Reg. 612/00~~
- ~~Ontario Ministry of Education School Council Guide (2020)~~

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	Schools and Students	
<i>Policy Name</i>	Food and Beverage Policy <i>Management Guidelines Apply</i>	538
<i>Board Approved:</i>	June 22, 2021 September 27, 2016 October 18, 2011	Reviewed: June 7, 2021 June 7, 2016 September 26, 2011
		<i>Review By:</i> December 2026

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.

POLICY

It is the policy of Superior-Greenstone District School Board that schools and worksites foster inclusive, sustainable and healthy nutrition environments, ~~and implementing~~ food practices ~~that~~ support the wellness of all students in accordance with Canada’s Food Guide and the Ministry of Education’s School Food and Beverage Policy (PPM 150).

OBJECTIVE

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

Superior-Greenstone District School Board recognizes adequate nutrition is important for student health, well-being and achievement. To promote equitable access, SGDSB seeks opportunities to share food that supports the needs of diverse students and is mindful of inclusive practices around disability, religion and dietary restrictions.

1.0 DIRECTIVES

- 1.1 All schools and worksites will comply with the provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- 1.2 School cafeterias will adhere to the Ministry guidelines in the sale of all foods and beverages.

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1.3 Schools with nutrition programs will follow the Student Nutrition Guidelines developed by the Ministry of Children and Youth Services.

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1.4 Food is not used as an individual reward or an incentive for good behaviour, achievement, or participation in classrooms. This does not preclude school staff members from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the Food and Beverage Policy and Procedures for nutrition snacks or observances.

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1.5 Administration, staff, parents and guests will promote and will support healthy food choices for students.

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1.6 Principals, staff, school councils, parents, and volunteers will make every effort to understand and work co-operatively to ensure that this policy is implemented as outlined and that the spirit of the policy influences their decisions and actions.

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1.7 This policy will:

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- a) apply to all events that involve students at school, regardless of the time of day or night;
- b) apply to students only;
- c) apply to fundraising activities (e.g., bake sales, sports events);
- d) apply to food that is sold to students;
- e) apply to extra-curricular activities, on or off site.

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1.8 This policy will not:

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- a) apply to student lunches brought from home or foods brought from home for classroom parties (i.e., birthdays and other classroom celebrations);
- b) apply on educational excursions;
- c) apply to staff rooms;
- d) apply to community groups utilizing the school;
- e) apply to food that is provided to students at no cost.

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1.9 The school principal may designate up to ten days during the school year as special event days on which food and beverages sold in the schools would be exempt from the nutrition requirements of this policy. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions. Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in *Canada's Food Guide*.

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1.10 Schools are encouraged to model environmental responsibility by minimizing food waste, reducing single-use plastics, and prioritizing reusable or compostable containers. ~~be environmentally aware (e.g., reduce food waste, recycle and reuse containers, avoid purchasing products with excess packaging).~~

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- 1.11 Plastic bottled water will not be purchased or sold at any SGDSB location for any school related events or during the regular operations of the day.

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References

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[Policy/Program Memorandum No. 150 – School Food and Beverage Policy \(2010, reaffirmed 2016\)](#)

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[Policy/Program Memorandum No. 161 – Supporting Children and Students with Prevalent Medical Conditions \(2017\)](#)

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[Healthy Food for Healthy Schools Act, 2008 \(Bill 8\)](#)

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[Food and Beverage Management Guidelines](#)

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name RYAN'S LAW: ENSURING ASTHMA FRIENDLY SCHOOLS 542

Board Approved: February 23, 2021 Reviewed: February 9, 2021 Review By: December 2025
April 19, 2016 April 5, 2016

~~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.~~

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~~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.~~

POLICY

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~~In accordance with Ryan's Law — Ensuring Asthma Friendly Schools — 2015, The Superior-Greenstone District School Board is committed to providing a safe, inclusive, and healthy learning environment for all students. This includes ensuring that students diagnosed with asthma are supported through prevention, education, and appropriate emergency response procedures, in accordance with Ryan's Law (2015). It is the policy of the Superior Greenstone District School Board to establish and maintain a policy for students diagnosed with asthma.~~

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The safety and well-being of students with a medical condition such as asthma is a shared responsibility of among the board, schools, families, health care providers and community partners.

This policy outlines the board's commitment to students with asthma.

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SCOPE

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~~This policy applies to all SGDSB schools, programs, transportation services, and Board-operated facilities. It governs practices for all students and staff identified as having asthma.~~

Definitions

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DEFINITIONS

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“Asthma” according to the Ontario Lung Association, asthma is a very common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers ~~such as. There are many different types of triggers for example~~ poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. Symptoms can range from mild to severe and sometimes could be life threatening.

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“Plan of Care” - ~~An individualized plan developed collaboratively with the student, parent/guardian, and health care provider that outlines triggers, symptoms, medications, and emergency procedures.~~

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“Emergency Medication” ~~refers to M~~medication that is administered ~~by a staff member~~ to a student at the time of an asthma exacerbation - for example - reliever inhaler or stand-by medication.

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“Medication” ~~refers to m~~Medications ~~that are~~ prescribed by a health care provider ~~and, by necessity, that~~ may be administered to a student, or taken by the student during school hours or school related activities.

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“Immunity” The Act to Protect Pupils with Asthma ~~states that~~ “No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

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PROCEDURES

Under the regulation the following responsibilities are outlined

1. **Responsibility of Board Administration**

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The board shall:

1.1 a) Ensure that all students have easy access to their prescribed reliever inhaler(s) medications;

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1.2 b) Ensure that all schools conduct an audit of the school grounds and identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce the risk of exposure;

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1.3 e) Provide annual mandatory training reminders to all staff and regular access to asthma education resources for employees and volunteers regarding the delivery of asthma education and provide regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;

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1.4 d) Review the asthma policy as part of its regular policy review cycle; and

1.5 e) Include the asthma policy in the board policies posted on the school and board web sites.

2. **Responsibility of School Principals**

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2.1 School principals will establish a communication plan to share information on asthma to parents/guardians, students, employees and include any other person who has regular direct contact with a student with asthma;

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2.2 School principals will establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;

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2.3 School principals will ~~establish a process to develop an individual student asthma create a Plan of Care management plan~~ for each student diagnosed with asthma, in collaboration with parents/guardians and based on the recommendation of the student's health care provider;

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2.4 School principals will maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and emergency contacts. ~~and/or other pertinent information about the student. This information shall be collected and stored in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). If that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;~~

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2.5 School principals will inform school board personnel and others who are in regular direct ~~contact on a regular basis~~ with a student with asthma about the contents of the student's ~~asthma management plan~~ Plan of Care;

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3.0 **Process and Prevention**

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School principals will review local data related to the number of incidents involving asthma attacks to ensure that proper precautions were taken in terms of the learning environment and that responses to the asthma attack were appropriate. In short, that all preventative and reactive measures were reasonable and responsible.

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REFERENCES DOCUMENTS

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- Ryan's Law, 2015 – Ensuring Asthma Friendly Schools
- Policy/Program Memorandum (PPM) No. 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools
- Education Act Section 265- Duties of Principal
- Regulation 298 s20 – Duties of Teachers
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS & STUDENTS		
Policy Name	SABRINA'S LAW – (ANAPHYLAXIS)		524
Board Approved:	February 23, 2021 October 18, 2016 October 26, 2009 November 17, 2009	Reviewed:	February 9, 2021 September 6, 2016 June 10, 2009 Review by: December 2025

~~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.~~

POLICY

The Superior-Greenstone District School Board is committed to providing and maintaining a healthy and safe environment for all students and staff. ~~In particular, this includes the safety of individuals who are at risk of anaphylaxis. those who may be susceptible to anaphylaxis.~~

The Board will work together with parents/guardians, health care professionals and school staffs to reduce the risk of the occurrence of a life-threatening allergic reaction while students are in the care of the school.

This policy is established in accordance with the criteria outlined in Sabrina's Law – An Act to Protect Anaphylactic Pupils and aligns with the Board's commitment to supporting student well-being under the Ontario Ministry of Education's Policy/Program Memorandum (PPM) 161: Supporting Children and Students with Prevalent Medical Conditions in Schools.

SCOPE

This policy applies to all SGDSB schools, programs, transportation services, and Board-operated facilities. It governs practices for all students and staff identified as being at risk of anaphylaxis.

DEFINITIONS

“**anaphylaxis**” the term used to describe a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock

“Plan of Care” - An individualized plan developed collaboratively with the student, parent/guardian, and health care provider that outlines triggers, symptoms, medications, and emergency procedures.

PROCEDURE

Every school principal will establish a school anaphylactic plan which includes the following procedures: ~~procedures for the following:~~

- The development and maintenance of strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas (e.g. shared lunch spaces, playgrounds, buses).
- General communication plans for the dissemination of information on life-threatening allergies to parents, students and all ~~staff~~ of the school.
- ~~Specific communication~~ Plan of care developed plans to communicate the student's relevant information concerning type of allergy, monitoring and avoidance strategies and appropriate treatment to all. This is to be shared with all individuals ~~persons~~ who may supervise or support students who have been identified as anaphylactic. ~~students.~~
- Annual training for all staff, and where applicable, volunteers, on recognizing and responding to life-threatening allergic reactions, including the use of epinephrine auto-injectors. ~~Annual training for all staff, and where applicable, for volunteers on dealing with life threatening allergies.~~
- ~~An emergency procedure plan for each identified anaphylactic student.~~
- A system that ensures that a comprehensive and current file is maintained for each identified student, including medical documentation, treatment information that contains relevant treatment information and a copy of any prescriptions and instructions from the pupil's medical practitioner. ~~is kept on each identified anaphylactic student.~~
- ~~A system that maintains a current emergency contact list for each identified anaphylactic student.~~
- Safe and accessible ~~S~~storage for additional epinephrine auto injectors should be identified within the school.

- Registration forms must include a section for parents/guardians to identify procedures that require that parents supply information on life-threatening allergies.

Every school principal shall:

- Ensure that a Plan of Care the necessary and applicable Fforms related to medical/health issues are completed and updated annually.

The ~~Individual Plan~~Plan of Care shall include:

- Details informing school staff and others who are in regular-direct contact with the student ~~on a regular basis~~ of the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- A readily accessible emergency procedure for the student, including emergency contact information.
- Storage for epinephrine auto-injectors, where necessary.

References

An Act to Protect Anaphylactic Pupils: Sabrina's Law, 2005, S.O. c.7

[□ PPM 161: Supporting Children and Students with Prevalent Medical Conditions in Schools.](#)

[□ Education Act, R.S.O. 1990.](#)

[□ SGDSB Policy 545 – Supporting Students with Prevalent Medical Conditions](#)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	ERIN'S LAW: SEXUAL ABUSE PREVENTION AND REPORTING <i>Procedural Guideline Applies</i>	549
<i>Board Approved:</i> _____	<i>Reviewed:</i> _____	<i>Review By: December 2030</i>

PREAMBLE

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.

PURPOSE & SCOPE

The purpose of this policy is to ensure that the Board maintains safe environments and meets its legal obligations under the Education Act. 170.0.1 (Erin's Law) to prevent child sexual abuse.

This policy applies to all pupils enrolled in SGDSB schools, all SGDSB employees, including teachers, early childhood educators, administrators, and support staff, as well as to all school sites, Board-operated programs, and virtual environments. Additionally, it applies to all parents and guardians of SGDSB pupils.

DEFINITIONS

Child Sexual Abuse refers to any sexual act directed toward a child, whether or not physical contact occurs, where the child does not or cannot give consent, or where the behaviour is coerced through manipulation, threats, or emotional pressure. It includes a broad range of actions such as inappropriate touching, exposing a child to sexual content or sexual acts, making sexually explicit comments, or using technology to request or share sexually explicit images involving a child.

Trusted Adults are safe, approachable, and reliable persons whom a child believes will listen, take their concerns seriously, and act in their best interest. A trusted adult provides support without judgment, responds calmly, and helps the child access protection or assistance when needed. Trusted adults may include family members, teachers, school staff, caregivers, or other responsible adults with whom the child feels secure and respected.

POLICY

The SGDSB will ensure that all students receive annual, developmentally appropriate education on child sexual abuse prevention and reporting, including:

- Skills to recognize unsafe situations and inappropriate behaviour;
- Age-appropriate language and strategies to seek help;
- Guidance on identifying trusted adults and understanding personal boundaries.

The Board will also ensure that information and resources on child sexual abuse prevention, reporting processes, and available counselling supports are:

- Made available to all parents and guardians; and
- Provided annually to all teachers and other staff.

ROLES AND RESPONSIBILITIES

Superintendents of Education will:

- Oversee developmentally appropriate student engagement materials and resources; and
- Ensure principals receive the support needed to implement the policy.

Principals will:

- Ensure annual student engagement occurs;
- Ensure information is provided to staff and made available to parents/guardians; and
- Maintain records of implementation and reporting.

Teachers and Other Staff

- Participate in training and annual information sessions.
- Deliver student engagement activities when required.
- Follow mandatory reporting duties under Child, Youth, and Family Services Act (CYFSA).

REVIEW

This policy will be reviewed on a cyclical basis, as outlined in SGDSB Policy P-214, or earlier per the Education Act, s. 170.0.1(4).

<i>Related Policies</i>	<i>Legal & Policy Framework</i>
P-510 – Suspected Child Abuse SGDSB Anti-Sex Trafficking Protocol	Policy/Program Memorandum 9 – Duty to Report Children in Need of Protection Education Act, s. 170.0.1 (Erin’s Law) Child, Youth, and Family Services Act, s.125

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	STUDENT QUESTIONNAIRES	511

<i>Board Approved: April 20, 2021</i>	<i>Reviewed: April 6, 2021</i>	<i>Review by: December 2026</i>
<i>October 18, 2016</i>	<i>September 6, 2016</i>	
<i>October 18, 2011</i>	<i>September 26, 2011</i>	
<i>October 18, 2011</i>	<i>April 25, 2006</i>	
<i>March 12, 1999</i>		

POLICY

The Superior-Greenstone District School Board will permit the administering of questionnaires or surveys to students in its schools provided its established criteria are met.

PROCEDURES

1.0 Prior Approval

The Board requires that any questionnaire or survey to students in schools under its jurisdiction must receive prior approval of the school's Principal.

2.0 Purpose and Source

Any questionnaire or survey must clearly state its purpose and its source, identifying the agency or individual conducting the inquiry.

3.0 Use of Information

The use that the information thus gathered will be put to must be clearly specified.

4.0 Student Identification

No questionnaire or survey may require that a student identify himself/herself other than in broad terms (i.e. grade level, sex, age, etc.)

5.0 Advance Copy

Where an external agency is requesting permission to conduct a survey or issue a questionnaire, a copy must be provided in advance to the school Principal and the appropriate Supervisory Officer.

6.0 Approvals for External Agencies

External agencies requesting permission to administer questionnaires or conduct surveys must have approval of a Supervisory Officer as well as the school Principal.

7.0 Voluntary Involvement

Unless otherwise directed by a senior administrator, involvement in the administering of questionnaires or surveys is voluntary on the part of teachers and students.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	STUDENT EXCHANGES	512	
<i>Board Approved:</i>	April 20, 2021 September 27, 2016 October 18, 2011 March 12, 1999	<i>Reviewed:</i>	April 6, 2021 June 7, 2016 September 26, 2011 April 25, 2006
			<i>Review by:</i> December 2026

POLICY

The Superior-Greenstone District School Board supports the concept of student exchanges.

PROCEDURES

1.0 Policy and Regulation

Any implementation of a student exchange program is to be done in accordance with Board policy and Ministry regulation.

2.0 Encouraged School-by-School

Programs are to be encouraged on a school-by-school basis where interest is expressed.

3.0 No Financial Support

Financial support will not be provided by the Board to students involved in an exchange.

4.0 Required Approvals

Any program contemplated must be approved by the Principal of the school and a Supervisory Officer PRIOR to announcement.

5.0 Exchanges Beyond Ontario

Exchanges beyond Ontario should be conducted through an approved agency such as, International Student Exchange Ontario (ISE Ontario) Experiences Canada, Canadian Education Exchange Foundation (CEEP) a local Rotary Club or other agencies or groups approved as per No. 4.0 as above.

6.0 Sponsors Requirements

Schools involved in exchanges should endeavour to follow the guidelines and procedures of the sponsors, so long as these are not in conflict with No. 1.0 as above.



Superior-Greenstone District School Board
Multi-Year Strategic Plan



Special Board Report No.: 29

Date: April 13, 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: March 2026

Background Information

In February we held our student senate meeting where we discussed the purpose of the senate and what senators would like to see before the end of the school year. Then we also talked about how students felt about cell phones in school, to relate back to what we had learnt from PES. To gather voices, we used Mentimeter, a website used to share thoughts and ideas without having to talk to everyone in the meeting. This was a great way to hear our senators without them feeling shy or uncomfortable. Many senators shared their interest in being shown ways to improve student morale and kindness within their schools. On the topic of phones in school, the majority of kids stated they agree with the phone ban during instructional time, saying their phones are distracting and often do more harm than good during the school day. One high school student in particular even said, "I agree the phone ban is important, it adds structure to a very powerful device, that without it has unlimited potential to distract you." This was a productive meeting where we had the opportunity to hear from all of the amazing leaders.

On March 12 and 13, 2026, the Indigenous Student Trustee and Student Trustees Samuel and Rylee visited schools in the Greenstone area. This was a wonderful opportunity to connect with students across the region. During the visit, we met with members of the Indigenous Youth Council and the Student Senate, and were given tours of several schools. We had the chance to see many impressive projects and initiatives. For example, at GCHS, we saw a moose sculpture and a wolf sculpture that a student had welded with their teacher. We also spoke with students about the cell phone policy and gathered their perspectives. Students felt the policy was important because it reduces distractions in the classroom during instructional time. They also talked about how cell phones can be resourceful in classrooms. For example, they can be useful for researching information and taking photos of interesting work in class. Overall, staff members shared that cell phones are not a big problem in classrooms. When the students were giving us tours, they were very polite and respectful.

Current Situation

For our Senate Meeting in March, we will be talking about boosting student morale as requested by senators during our February meeting. This is a great topic to end the second half of semester two so students can wrap up the year with a smile. We will also be using Mentimeter again to have engaging conversations as we have found it to be the best way to get student voice. During our February meeting, something that added a lot to the conversations was a Q&A feature on Mentimeter where students asked questions that we spent the last 10-15 minutes answering. There were so many great questions, so we are planning on using the feature again. Using this feature adds a bit more to conversations that we often miss because students have said they feel shy or worried about asking the wrong question. We are hoping this will be a great tool again for March.

Next Steps

Student Trustees Miley, Rylee, and Samuel are gearing up for Student Trustee Elections that will be taking place in April. We are looking forward to hosting a few sessions where we will be able to talk to students who are interested in running for elections to help them out and answer any questions they might have. We will also be having an Alumni Panel with past student trustees where they can give their input as to what it was like for them being a trustee. This will be a bittersweet time where we will be excitingly adding a new member into our group of Student Trustees while also having to say goodbye as well.

Administrative Summary

That the Superior-Greenstone DSB receive Special Board Report No. 29, Student Trustee Report: March 2026, for information.

Respectfully submitted by:

Rylee McLeod
Student Trustee

Miley Anthony
Student Trustee

Sam Sabourin
Indigenous Student Trustee

David Lepofsky, Chair, TDSB Special Education Advisory Committee
mdl.seac@gmail.com

February 25, 2026

To: The Hon. Paul Calandra, Minister of Education minister.edu@ontario.ca
Ministry of Education

14th Floor, 315 Front Street West

Toronto, ON M7A 0B8

Canada

Dear Minister,

Re: Recurring Unmet Needs of K-12 Students with Disabilities/Special Education Needs

I write on behalf of the Toronto District School Board's Special Education Advisory Committee SEAC. We seek your help for TDSB's 40,000 students with disabilities/special education needs, because you are now the elected official with ultimate responsibility for TDSB operations while under provincial supervision.

Under longstanding provincial law, each school board must appoint a SEAC to advise it on the development and implementation of special education, including, among other things, on the board's special education budget and Special Education Plan. Our SEAC members bring to bear extensive community connections and lived experience with the challenges in the school system facing students with disabilities/special education needs and their parents/guardians.

Too often, students with disabilities/special education needs face recurring barriers in Ontario's K-12 schools. The Government received [a comprehensive report](#) over four years ago from a Government-appointed panel that extensively documented these barriers and recommended reforms to remove and prevent them. TDSB's student population comes from Canada's largest and most diverse city. The intersectional disadvantages that its students with disabilities/special education needs are thereby intensified.

Since the Government removed the TDSB's school board trustees and appointed the provincial TDSB Supervisor, the situation facing TDSB students with disabilities/special education needs has not demonstrably improved. In several ways, things have gotten worse for them.

Please direct the TDSB Supervisor to attend TDSB SEAC meetings. The representatives of parents of students with disabilities/special education needs wish an opportunity to address him directly, to have him hear of their concerns and to work collaboratively with him on finding solutions.

Previously, we had trustees attending every SEAC meeting, some as members, and often, simply as interested trustees. At some of the school boards that the Ontario Government has taken control over, your appointed Supervisor has attended at least some of their SEAC meetings. In sharp contrast, the TDSB Supervisor has not attended any of the monthly TDSB Special Education Advisory Committee Meetings, even though he stepped into the shoes of the school board trustees. Several trustees were members of SEAC. The Supervisor has been invited to attend each of our monthly SEAC meetings since He assumed his role last year.

Since the Supervisor was appointed, we have raised several issues with him in writing that are major concerns for students with disabilities/special education needs. We have asked him to take action to address these concerns. He has not taken any of the actions that SEAC requested. He has given no reasons for this.

Under Ontario Regulation 464/97, the elected trustees must afford SEAC an opportunity to be heard before making a decision on a SEAC recommendation. Trustees make those decisions in public, after a SEAC representative gets a chance to address the trustees, also in public. Trustees' discussions and decisions on any SEAC recommendation were conducted in public meetings, and live streamed to the public.

In contrast, in several cases, the provincial Supervisor has made adverse decisions on SEAC recommendations without affording SEAC a chance to be heard before the decision was made. Each such adverse decision was made behind closed doors. No reasons were given.

Making this worse, the provincial TDSB Supervisor has made decisions that are adverse to the needs of students with disabilities/special education needs, overturning earlier decisions of the trustees. He increased the maximum size of two categories of special education classes. He also overturned the ceiling of 32 students which the trustees had set for the size of any individual Grade 4 to 8 class. As long as TDSB maintains the overall average size of those classes, there is now no limit on the maximum size of any individual Grade 4 to 8 class. This can only hurt individual students with special education needs who are placed in a mainstream Grade 4 to 8 class.

TDSB's SEAC has repeatedly emphasized that there is need for more staff to support the learning needs of students with disabilities/special education needs. TDSB budget

officials have told SEAC every year that provincial funding for special education is less than the amount TDSB actually must spend to serve students with disabilities/special education needs. We have no indication that the provincial Supervisor has attempted to get any increase in provincial funding for TDSB.

It has become much harder for TDSB's SEAC to reach parents of students with disabilities/special education needs. For years, TDSB live streamed SEAC meetings. This helped SEAC and TDSB staff reach more parents of students with disabilities/special education needs and get helpful feedback from them. It helped SEAC members, TDSB staff and members of the public who missed a SEAC meeting but want to see what happened at it. Last October, you banned TDSB from live streaming SEAC meeting. This has made things worse for parents of students with disabilities/special education needs.

Under the provincial Supervisor, TDSB has now cut back on the scope/content of its much-needed multi-year Special Education Review. This hurts students with disabilities/special education needs. SEAC was never consulted on this cutback, nor were parents of students with disabilities/special education needs. If anything, TDSB needs to far more inclusively involve SEAC in the plans for this Special Education Review and to expand that Review, not further limit it.

In SEAC's experience, it is important for there to be broad public accountability for the management of TDSB. The removal of the trustees and the elimination of their public meetings substantially undermine this, to the disadvantage of all students, and especially to the disadvantage of vulnerable students with disabilities/special education needs. It would benefit students with disabilities/special education needs for there to be far stronger and more effective democratic oversight of the school board.

We urge you to broadly consult with parents of students with disabilities/special education needs, including with TDSB SEAC and other SEACs, about any future changes being considered to the governance and oversight of the publicly-funded school system. We are eager to work with you on this.

TDSB's Student and Family Support Office requires important additions to ensure that it effectively serves the learning needs of students with disabilities/special education needs and the accessibility needs of parents with disabilities. A staff complement as low

as two at the TDSB's Student and Family Support Office, reported on City TV, is far too small to serve 250,000 students including 40,000 students with disabilities/special education needs. The Student and Family Support Office staff should have expertise in education of students with disabilities. The Student and Family Support Office should offer to accommodate the needs of parents with disabilities in using its services.

Any delay in rectifying this situation can only compound the disadvantages that these vulnerable students too often face. We seek your intervention now to repair this situation. We welcome any opportunity to assist you in doing so.

Sincerely,

David Lepofsky CM, O. Ont
Chair Toronto District School Board's Special Education Advisory Committee

CC: Chairs of Ontario school boards' Special Education Advisory Committees
Denise Cole Deputy Minister of Education denise.cole@ontario.ca
Stacey Zucker, Interim TDSB Director of Education Stacey.zucker@tdsb.on.ca
Rohit Gupta TDSB Supervisor supervisor@tdsb.on.ca



Superior-Greenstone District School Board
Multi-Year Strategic Plan



Special Board Report No.: 30

Date: April 13, 2026

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2025-2026 Employee Recognition

Background

In accordance with Board Policy 712 – Recognition of Employees, Trustees and Community, the Superior-Greenstone District School Board recognizes employees who have achieved long-term service milestones of ten (10) and twenty-five (25) years.

This recognition reflects the Board's commitment to acknowledging the contributions of staff to student success and the organization.

Current Situation

The following employees have reached milestone service anniversaries in the 2025-26 school year:

Non-Teaching Staff

10 Years of Service

- Margozata Nordlund (GOPS)
- Brian Elliot (NRHS/RRLC)
- Coral Pelto (TBPS/SCPS)
- Breanne Hackett (LSHS)
- Beverly Wilson (SCPS)
- Sara McAllen (RRLC)

25 Years of Service

- Vanessa Schaff-Nichols (DOPS)
- Debbis Coutts (BAPS)
- Aryn Rooney (MRHS)

Teaching Staff

10 Years of Service

- Geoff Osbourne (MRHS)
- Sarah Bellin (NRHS)

- Jamie Mallais (MRHS)
- Krista Martin (MRHS)
- Molly Velanoff (TBPS)
- Casey Potter (MRHS)

25 Years of Service

- Karrie Cavner (MTPS)
- Kenneth Gardiner (GCHS)
- Keith Hedlund (DOPS)
- Dion Rose (NRHS)
- Colleen Rose (NRHS)

Administration

10 Years of Service

- Gerrilynn Christianson (SGB0)

Next Steps

The employees listed above have demonstrated sustained commitment and service to the Board and will be formally recognized, in accordance with Board policy, at the Excellence Awards on May 8.

Administrative Recommendations

That the Superior-Greenstone DSB receive Special Board Report No.30, 2025-2026 Employee Recognition, for information.

Respectfully submitted by:

Denis Nault
People and Culture Manager

Alex Marton
Superintendent of Business

Special Board Report No.: 31
Date: April 13, 2026

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2025-2026 Budget Addition - Support Staff

Background

The Board is responsible for ensuring that appropriate supports are in place to meet the needs of all students. Staffing adjustments may be required throughout the school year in response to changes in enrolment and student needs.

Current Situation

Based on a review by school and system staff, the addition of a 1.0 FTE Education Assistant is required to meet student needs.

The position will be funded through available Special Education deferred revenue and will not create additional pressures on the operating budget.

Position	FTE	Funding Source	Estimated Cost
Education Assistant	1.0	Deferred Revenue, Special Education	21,383

Administrative Recommendations

That the Superior-Greenstone DSB having received Special Board Report No. 31, 2025-2026 Budget Addition- Support Staff, and approve the addition of a 1.0 FTE Education Assistant for the 2025-2026 fiscal year.

Respectfully submitted by:

Alex Marton
 Superintendent of Business

Special Board Report No.: 32**Date:** April 13, 2026

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Estimates 2026-2027 – Special Assignment Teacher Staffing

Background

On February 25, 2026, the Ministry of Education released its memo regarding Planning Assumptions for the 2026-27 school year. The memo is intended to support school boards in making prudent staffing decisions in advance of the formal Core Education announcement.

As part of the Board Estimates Process for 2026-27 previously presented to Trustees staffing approvals represent key milestones leading to final budget adoption in June.

Special Assignment Teacher positions are reposted annually in accordance with collective agreement requirements and are funded through a combination of Core Education allocations and targeted grants.

Current Situation

The Ministry has confirmed continued funding for Responsive Education Program grants supporting Early Reading Screening and Math Facilitators for 2026-27. This confirmation provides a level of certainty that permits early posting of several Special Assignment Teacher positions.

Early posting allows potential classroom vacancies to be identified and filled earlier in the staffing cycle, reducing summer vacancies and supporting continuity for students and staff. The following positions are proposed for approval:

Position	FTE	Funding Source	Estimated Cost
Math Facilitator, ETFO	2	REP Grant	255,590
Math Facilitator, OSSTF	1	REP Grant	138,524
OYAP/Co-op Facilitator	1	MLITSD and Classroom Staffing Allocation	142,544
Early Years Facilitator	1	Differentiated Supports Allocation	138,267
Early Years Literacy Facilitator	2	REP Grant and Classroom Staffing Allocation	215,728
French as a Second Language (FSL) Facilitator	1	FSL Areas of Intervention	138,267
Total	8		1,028,920

Salary projections are based on the current grid, as successor collective agreements have not yet been finalized. Historically, funding benchmarks are adjusted to reflect negotiated increases. At this time, no material budget pressure is anticipated as a result of this assumption.

All associated costs will be reported on Schedule 10, Line 59, Coordinators and Consultants, as part of the 2026-27 Estimates submission to be presented for approval in June.

Governance Considerations

- Positions are either supported through confirmed grant allocations identified in the Ministry's 2026–27 Planning Assumptions Memo or funded within existing Core Education benchmarks.
- Early approval supports orderly staffing processes and minimizes disruption to classroom programming.
- The proposed allocation largely maintains the current year approved FTE complement. The Early Years Literacy Facilitator is proposed at 2.0 FTE compared to 2.2 FTE in 2025–26, and a new 1.0 FTE FSL Facilitator is proposed, funded through deferred revenue and not impacting the 2026–27 operating budget.
- Final confirmation of funding will be reflected in the Core Education announcement and incorporated into the June Estimates Report.

Administrative Recommendations

That the Superior-Greenstone DSB having received Special Board Report No. 32, Estimates 2026-2027 - Special Assignment Teacher Staffing, approve the budget addition for the 2026-27 fiscal year as presented.

Respectfully submitted by:

Alex Marton
Superintendent of Business

Special Board Report No.: 33
Date: April 13, 2026

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

FROM: Will Goodman, Director of Education

SUBJECT: Director's Monthly Report: March 2026

Background


The March 2026 Director's Monthly Report highlights **Digital Literacy**, with a focus on fostering joy in learning and teaching across the Superior-Greenstone District School Board. As part of our commitment to innovation, SGDSB continues to enhance digital literacy skills that equip students with the knowledge, competencies, and critical thinking abilities required to succeed in an increasingly digital world.

The Director'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.

SGDSB remains dedicated to cultivating engaging and memorable learning experiences that support student achievement and well-being. We recognize that every student possesses unique strengths, interests, and capabilities, and we are committed to creating learning environments that allow students to explore their passions, discover their purpose, and pursue diverse pathways. Our continued focus on digital literacy reflects our commitment to innovation, excellence, and student success.

Current Situation

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



Director's Monthly Report: March 2026

[Go to this Sway](#)

<https://sway.cloud.microsoft/qwDwSSJtzujeS4Bm?ref=Link>

Administrative Summary

That the Superior-Greenstone DSB receive Special Board Report No.33, Director's Monthly Report: March 2026, for information.

Respectfully submitted by:

William Goodman,
Director of Education



Superior-Greenstone District School Board
Multi-Year Strategic Plan



Special Board Report No.: 34

Date: April 13, 2026

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

FROM: Carole Leroux, Superintendent of Education
Tara Balog, Assistant Superintendent of Education

SUBJECT: Math Action Achievement Plan of Action, 2025-2026 School Year

Background

Guided by Ontario's *Better Schools and Student Outcomes Act (Bill 98)*, the Ministry of Education remains committed to prioritizing mathematics achievement province wide. Now in its third year, the Math Achievement Action Plan continues to evolve, utilizing student outcomes, student performance trends, and attitudes captured from the program's initial implementation in 2023/2024.

With a continued focus on the application of key performance indicators and High Impact Instructional Practices in mathematics, the province continues to work in partnership with school boards across Ontario to strengthen instructional practice and further enhance student mathematics achievement.

Current Situation

We are currently finalizing our mid-year student achievement data, which will be shared with school and classroom teams to support ongoing instructional planning and responsive supports. A comprehensive system-level mathematics report will be submitted to the Ministry of Education Mathematics Team by March 28 to support provincial monitoring of Math Achievement Action Plan implementation.

The following data sources continue to be analyzed at the classroom, school and system levels to inform our ongoing mathematics priorities and next steps:

- Report card achievement data
- Classroom-based anecdotal evidence and professional observations
- Student attitude and engagement survey data
- Teacher survey data related to instructional confidence and professional learning needs
- Provincial and district EQAO results
- Digital diagnostic assessment data for students in Grades 3, 6, and 9 (beginning-, middle-, and end-of-year implementation)

This approach supports a deeper understanding of student learning, instructional strengths, and areas where additional supports may be required.

Enhancing Student Achievement

Specific board- and school-level priorities have been established, informed by EQAO data and other local evidence, to target improved mathematics outcomes in identified schools. These priorities focus on addressing student learning gaps while strengthening the use of effective, evidence-based instructional strategies to improve overall mathematics achievement. Data-informed monitoring processes are in place at the board, school, and classroom levels to track progress, inform instructional decision-making, and guide targeted supports.

The full implementation of a common diagnostic mathematics task in Grades 3, 6, and 9 continues to support the identification of specific student learning needs based on classroom-based evidence of student outcomes. This diagnostic work, alongside ongoing responsive data collection at the student desk in a variety of forms—including observations, conversations, and products—supports educators in responding directly to student strengths and areas requiring further development. This approach informs the design of responsive units, lessons, and targeted supports that embed High Impact Instructional Practices. Ongoing capacity building with educators focuses on strengthening mathematics programming through intentional instructional practices that deepen student understanding and improve demonstrated student outcomes.

Through our continued student-centred coaching model, coaches support classroom instruction through a consistent and responsive presence, working alongside educators to support student learning in mathematics on a daily basis. Through short cycles of learning, implementation, and follow-up, classroom teams are supported in bringing new instructional approaches into practice, monitoring student progress, and adjusting instruction based on evidence of learning. School leaders continue to be supported in building their understanding of High Impact Instructional Practices and effective mathematics instruction to strengthen their ability to support mathematics improvement within their schools.

The continued use of digital tools such as Knowledgehook, along with resources such as Mathology, supports timely access to student learning data and provides curriculum-aligned resources to strengthen instructional practice and support improved student outcomes in mathematics.

Fostering Positive Attitudes

We continue to prioritize strategies that foster positive student dispositions toward mathematics. Drawing on both student achievement data and student attitude survey results, efforts are focused on strengthening learning environments that promote engagement, persistence, and student ownership of mathematical learning. Ongoing monitoring includes attention to student confidence within specific areas of mathematics, alongside educator confidence in delivering targeted strands of the curriculum. Emerging data indicates a gradual increase in more positive student perceptions of mathematics and their confidence as learners.

Effective Curriculum Implementation:

Efforts to support effective mathematics curriculum implementation remain ongoing, with a continued focus on the use of high-impact instructional practices, quality curriculum-aligned resources, and responsive supports for educators. Current priorities include:

Mathology Implementation: Continued use of Mathology resources to support mathematics instruction, including support for Grade 9 educators, with consideration for future expansion based on ongoing review and educator feedback.

Knowledgehook Utilization: Supporting balanced, high-impact mathematics learning through the intentional use of digital tools to provide timely insight into student understanding and inform instruction.

System Communication and Data Use: Regular sharing of Ministry resources, system updates, and mid-year mathematics data with school teams to support School Learning Plan development and responsive instructional planning.

Coaching and Professional Support: Ongoing coaching support for elementary and Grade 9 educators through job-embedded collaboration, short-cycle support, and responsive team connections to strengthen instructional practice.

Use of Tools and Representations: Continued emphasis on the use of manipulatives and mathematical representations to support student entry points into learning and deepen conceptual understanding.

Sharing Effective Practices: Identifying creative ways to share effective classroom practices across schools—such as classroom snapshots, short educator spotlights, collaborative team sharing opportunities, and system communication features—to build collective efficacy, highlight strong practice, and reduce silos across the district.

Moving Forward:

Our continued focus is on leveraging data-informed approaches to strengthen mathematics achievement by addressing identified learning gaps and monitoring student progress over time through a student-centred coaching lens. This includes the use of diagnostic tasks, responsive classroom-based assessment, instructional resources, and digital tools to support evidence-based decision-making. Through intentional alignment of system priorities, school leadership, and classroom practice, we continue to build system understanding of High Impact Instructional Practices, effective use of tools and representations, and responsive instructional approaches grounded in student need. This work also prioritizes the development of positive student attitudes toward mathematics by fostering engaging, supportive learning environments where students build confidence, persistence, and ownership of their mathematical learning.

We seek your endorsement to proceed with these initiatives as outlined.

Administrative Recommendations

That the Superior-Greenstone DSB having received Special Board Report No. 34, endorse the Math Achievement Action Plan, as presented.

Respectfully submitted by:

Carole Leroux
Superintendent of Education: Secondary

Tara Balog
Assistant Superintendent of Education

Appendix A

Superior-Greenstone District School Board

TRUSTEE CONFERENCE / WORKSHOP

APPLICATION FORM

Trustee / Student Trustee Name:
Pauline (Pinky) McRae

Date of Conference / Workshop: Day(s) 5-8 Month July Year 2026

Location of Conference / Workshop: Whistler B.C.

Name of Conference / Workshop:
CSBA Trustee Gathering on
Education, Innovation and
Reconciliation

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

Jody Wilson Raybould, Rick Hanson, Susan Aglukark, Jon Montgomery, Lieutenant Governor.

This PD is around Diversity, Equity & Inclusion. Student Success, Leadership, Emerging Issues such as AI & Climate Change.

Will also be participating in our school boards presentation on Indigenous Skilled Trades Training.

Plenary sessions have not been listed yet.

What are the estimated expenses for this conference / workshop?

Conference / Workshop Registration: \$1300.00

Transportation: Travel from Marathon
to Thunder Bay return: \$ 443.00
Shuttle from Vancouver to Whistler
return: \$120.00
Flights: \$1200.00

Meals: Approx: \$170.00

Accommodation: 5 nights at Fairmont
Chateau Whistler: 1600.00

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

Northern & Rural Advocacy Advantage, Knowledge Transfer back to the Board

Strengthened Governance Capacity, Advance Truth and Reconciliation Commitments,

Access to National Best Practices & Innovation, Build Relationships,

Appendix A

Superior-Greenstone District School Board

TRUSTEE CONFERENCE / WORKSHOP

APPLICATION FORM

Trustee / Student Trustee Name:
Kal Pristanski

Date of Conference / Workshop: Day(s) 4-9 Month July Year 2026

Location of Conference / Workshop: Whistler B.C.

Name of Conference / Workshop:
**CSBA Trustee Gathering on
Education, Innovation and
Reconciliation**

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

Jody Wilson Raybould, Rick Hanson, Susan Aglukark, Jon Montgomery, Lieutenant Governor.

This PD is around Diversity, Equity & Inclusion. Student Success, Leadership, Emerging Issues such as AI & Climate Change.

Will also be participating in our school boards presentation on Indigenous Skilled Trades Training.

Plenary sessions have not been listed yet.

What are the estimated expenses for this conference / workshop?

Conference / Workshop Registration: \$1300.00

Transportation: Travel from Red

Rock to Thunder Bay return:

\$ 164.16 Shuttle from Vancouver to

Whistler return: \$120.00

Flights: \$1200.00

Meals: Approx: \$170.00

Accommodation: 5 nights at Fairmont

Chateau Whistler: 1600.00

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

Northern & Rural Advocacy Advantage, Knowledge Transfer back to the Board

Strengthened Governance Capacity, Advance Truth and Reconciliation Commitments,

Access to National Best Practices & Innovation, Build Relationships,

March 9, 2026

Dear Mayor and Council,

RE: Protecting Local Voice in Public Education

I am writing as an elected school board trustee for Superior-Greystone District School Board to request Council's support in reaffirming the essential role of locally elected public school trustees as the primary community voice in public education.

There are proposals by the Minister of Education to drastically change or eliminate locally elected English public school trustees in Ontario. The Minister has described current school board governance as "outdated." I strongly disagree. Local democratic representation is not outdated, especially in rural and northern communities like ours.

Communities such as Geraldton, Beardmore, Dorion, Hurkett, Red Rock, Nipigon, Manitouwadge, Marathon, Longlac, Nakina, Schreiber, and Terrace Bay deserve a direct say in shaping the schools that shape our children. Elected trustees ensure open meetings, transparent budgets, and visible accountability. Removing trustees would silence the only direct, elected voice families currently have, shifting decisions entirely to Queen's Park.

Trustees are your neighbours and local champions. We understand local priorities firsthand — from long bus routes and the importance of small community schools to expanding skilled trades and experiential learning. We are often the first point of contact for families seeking help or advocacy.

Eliminating trustees would not reduce complexity; it would shift it to MPP or municipal offices. The loss of local voice is felt most deeply in rural and northern communities. Trustees identify transportation gaps, enrolment pressures, and facility challenges early, helping prevent costly crises and ensuring provincial policy works in local reality. I respectfully request your support as local municipal leaders:

- Sign or initiate a joint letter of support and send it to the Minister of Education and the Premier
- Share these concerns with provincial decision-makers
- Send your letter of support to ROMA and AMO
- Speak publicly in favour of maintaining elected public school trustees
- Consider placing this matter on the agenda at your next council meeting

For your convenience, here is a sample council motion you could use:
Sample Council Motion (Concise):

- WHEREAS locally elected trustees provide essential community representation;
- AND WHEREAS rural and northern communities rely on trustees to reflect local priorities, ensure accountability, and advocate for students;
- AND WHEREAS proposed changes may reduce or eliminate locally elected trustees;
- THEREFORE BE IT RESOLVED that Council affirms support for maintaining elected trustees;
- AND FURTHER THAT the Mayor/Clerk send a joint letter to the Minister of Education and the Premier, with copies to OPSBA, ROMA, AMO, and local MPP(s) asking for a government pause on this issue and asking the government to commit to a full-scale, transparent, and province-wide consultation on school board governance models.

Our education system is strongest when it reflects the communities it serves. Protecting the role of elected trustees protects that strength for future generations.

Thank you for your service to our community. I would welcome the opportunity to discuss this issue and its local impacts and can be reached at pmcrae@sgdsb.on.ca

Sincerely,



Pinky McRae
Board Chair
Superior-Greenstone District School Board

For more information, please visit: www.democracyisnotoutdated.ca

March 3, 2026

Dear Member of Provincial Parliament,

Subject: Protecting Local Voice in Public Education

I am writing as an elected school board trustee for Superior-Greenstone District School Board to share an important concern about Minister of Education Paul Calandra's proposals to significantly change or eliminate locally elected school trustees in Ontario.

Minister Calandra, who represents a GTA riding, has recently suggested that current school board governance is "outdated." I disagree. Local democratic representation is not outdated, especially in Northern communities like ours.

Democracy is how communities such as those within the District of Thunder Bay ensure they have a say in shaping the schools that shape our children. Elected trustees mean open meetings, transparent budgets, and accountability that residents can see. Removing trustees would silence the only direct, elected voice families currently have in public education. Without elected trustees, decisions about our schools would be made entirely at Queen's Park, often by people who have never set foot in our communities.

Trustees are your neighbours and your local champions. We live in the communities we represent and understand local priorities firsthand – from long bus routes to the importance of keeping small community schools viable, to expanding skilled trades and experiential learning opportunities for students. We are often the first point of contact for families seeking help, guidance, or advocacy.

Eliminating trustees won't reduce complexity; it will simply shift it elsewhere. Families will still have concerns. Issues will still arise. But instead of being addressed by locally elected education officials with the mandate to act, they will be pushed to MPP or municipal offices.

At its core, this conversation is about trust: trust that communities understand their own needs, trust that local voices strengthen public systems, and trust that democracy is not something to streamline away when it becomes inconvenient.

Centralized politically driven decision-making tends to stay centralized, and the loss of local voice is usually felt first and most deeply in school communities. Trustees play a crucial early-warning role, identifying transportation gaps, declining enrolment pressures, facility challenges, and service inequities before they become crises. Without this local lens, decisions will be slower, more reactive, and more costly.

Centralization also creates distance. Policies designed for urban schools do not always work for rural geography, longer travel times, smaller schools that serve as community hubs, or communities with limited broadband access. Trustees help adapt provincial direction to local reality so that implementation works on the ground, not just on paper.

Given the significance of these proposed changes, I am strongly urging you to support a government pause on this issue, and to ask them to commit to a full-scale, transparent, and province-wide consultation on school board governance models. Trustees, parents, students, educators, Indigenous partners, municipalities, and community organizations must all have a meaningful opportunity to share their perspectives before any decisions are made. Changes to democratic governance should never occur without the informed consent and input of the communities most affected.

I am asking for your support as a local leader:

- to send a letter to the Premier and Minister of Education affirming the importance of strong, locally elected school trustees
- to speak publicly in favour of maintaining elected school trustees
- to share this concern with provincial decision-makers
- to recognize the essential role trustees play in rural and Northern Ontario

Our public education system is strongest when it reflects the diversity of the communities it serves. Protecting the role of elected school trustees protects that strength now and for future generations.

Thank you for your ongoing service to our community. I would welcome a conversation with you about this issue and its local impacts and can be reached at pmcrae@sgdsb.on.ca

Sincerely,



Pinky McRae
Board Chair
Superior-Greenstone District School Board

For more information, please visit: www.democracyisnotoutdated.ca

March 3, 2026

Dear Community Partners,

Subject: Protecting Local Voice in Public Education

I am writing as an elected school board trustee for Superior-Greenstone District School Board to share an important concern about Minister of Education Paul Calandra's proposals to significantly change or eliminate locally elected school trustees in Ontario.

Minister Calandra, who represents a GTA riding, has recently suggested that current school board governance is "outdated." I disagree. Local democratic representation is not outdated, especially in Northern communities like ours.

Democracy is how communities such as those within the District of Thunder Bay ensure they have a say in shaping the schools that shape our children. Elected trustees mean open meetings, transparent budgets, and accountability that residents can see. Removing trustees would silence the only direct, elected voice families currently have in public education. Without elected trustees, decisions about our schools would be made entirely at Queen's Park, often by people who have never set foot in our communities.

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Centralization also creates distance. Policies designed for urban schools do not always work for rural geography, longer travel times, smaller schools that serve as community hubs, or communities with limited broadband access. Trustees help adapt provincial direction to local reality so that implementation works on the ground, not just on paper.

Given the significance of these proposed changes, I am strongly urging you to support a government pause on this issue, and to ask them to commit to a full-scale, transparent, and province-wide consultation on school board governance models. Trustees, parents, students, educators, Indigenous partners, municipalities, and community organizations must all have a meaningful opportunity to share their perspectives before any decisions are made. Changes to democratic governance should never occur without the informed consent and input of the communities most affected.

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- to speak publicly in favour of maintaining elected school trustees
- to share this concern with provincial decision-makers
- to recognize the essential role trustees play in rural and Northern Ontario

Our public education system is strongest when it reflects the diversity of the communities it serves. Protecting the role of elected school trustees protects that strength now and for future generations.

Thank you for your ongoing service to our community. I would welcome a conversation with you about this issue and its local impacts. I can be reached at pmcrae@sgdsb.on.ca

Sincerely,



Pinky McRae
Board Chair
Superior-Greenstone District School Board

For more information, please visit: www.democracyisnotoutdated.ca

**The Corporation of the
Township of Schreiber**

Resolution # 90-20

Date: March 24, 2026

Moved by Councillor:

Seconded by Councillor:

Whereas locally elected trustees provide essential community representation;

And whereas rural and northern communities rely on trustees to reflect local priorities, ensure accountability and advocate for students;

And whereas proposed changes may reduce or eliminate locally elected trustees;

Therefore be it resolved that Council affirms support for maintaining elected trustees;

And further that the Mayor/Clerk send a joint letter to the Minister of Education and the Premier, with copies to OPSBA, ROMA, AMO and local MPP(s) asking for a government pause on this issue and asking the government to commit to a full-scale, transparent and province-wide consultation on school board governance models.

Pecuniary Interest	Recorded Vote	Council Member	Nay	Yea
		Councillor A Bourgeault		
		Councillor B Bryson		
		Councillor D Mauro		
		Councillor D McGrath		
		Mayor K Mullins		

CARRIED

DEFEATED

Mayor:

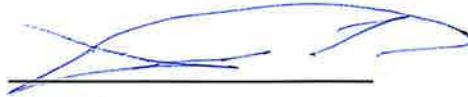
Clerk:

THE CORPORATION OF THE TOWNSHIP OF MANITOUWADGE

March 11, 2026

Session No. 2026-43

Moved by:



Seconded by:



RESOLVED THAT: Council is in receipt of correspondence from the Superior-Greenstone District School Board regarding protecting local voice in public education; and further,

THAT Council receives the correspondence from the Superior-Greenstone District School Board regarding the protection of locally elected public school trustees; and further,

THAT Council adopts the following motion as requested:

WHEREAS locally elected trustees provide essential community representation; and,

WHEREAS rural and northern communities rely on trustees to reflect local priorities, ensure accountability, and advocate for students; and,

WHEREAS proposed changes may reduce or eliminate locally elected trustees;

THEREFORE BE IT RESOLVED THAT Council affirms its support for maintaining elected trustees; and further,

THAT a copy of this resolution be sent to the Minister of Education, the Premier, OPSBA, ROMA, AMO, and local MPP(s), asking the government to pause this issue and undertake a full, transparent, province-wide consultation on school board governance models.

Recorded Vote	FOR	AGAINST
Councillor Dave Arola		
Councillor Kathy Hudson		
Councillor Braden Kotyk		
Councillor Tonilynn Ruff		
Mayor Jim Moffat		

CARRIED DEFEATED


Mayor Jim Moffat

March 10, 2026

Honourable Paul Calandra
Minister of Education
5th Floor, 438 University Ave
Toronto, Ontario
M7A 2A5

Re: Protecting Local Voice in Public Education

Dear Hon. Calandra,

The Council of the Municipality of Greenstone supports maintaining locally elected school trustees in our region. In rural and northern communities such as Greenstone, trustees provide essential local representation, transparency, and accountability in decisions affecting students and schools. Council is concerned that proposed changes to school board governance may reduce or eliminate this important local representation. Council urges the Province to maintain the role of elected trustees to ensure northern voices remain part of education decision-making.

Sincerely,



Matthew Donovan
Deputy Mayor

c.c. Superior-Greenstone District School Board
Superior North Catholic District School Board
Conseil scolaire de district catholique des Aurores boréales
Conseil scolaire public du Grand Nord de l'Ontario
Association of Municipalities of Ontario
Rural Ontario Municipal Association
Northwestern Ontario Municipal Association



GUIDELINE

Member Board Policy Resolution Submission

Policy resolutions should:

- Reflect the corporate position, by way of a passed motion by the Member Board, to address issues that have provincial implications
- Include a written rationale, background information, and data, where applicable
- Clearly identify specific actions to be taken by OPSBA
- Be written as a policy resolution using the [OPSBA Policy Resolution Submission Form](#)
- Be aligned with OPSBA's [Mission and Vision](#) and [strategic priorities](#)

Policy resolutions will be accepted until **4:30 p.m. on Monday, April 13, 2026**. This allows time for the following steps to occur.

- 1) Review of the policy resolution by staff and legal counsel.
- 2) Review of policy resolutions along with staff and counsel input by the Board of Directors. The Board of Directors may make recommendations regarding the disposition of resolutions. This includes, but is not limited to; alternate wording, referral to an OPSBA council, caucus, or work group, or any other appropriate action. Any recommended action beyond approval will be shared with the Member Board that submitted the resolution.
- 3) Proposed policy resolutions, with comments and recommendations from the Board of Directors, will be forwarded electronically to Member Boards for review and consideration prior to the Annual Meeting.

Note: *Resolutions received after 4:30 p.m. on Monday, April 13, 2026, and before noon on Friday, April 24, 2026, will be numbered and printed in the Annual Meeting (AM) Handbook, but will not have an opportunity to be vetted by the Board of Directors. Resolutions received after noon on May 4, 2026, will not be included in the AM Handbook and must be presented to the membership from the floor. Instructions on how to present information from the floor will be outlined in the AM Handbook in accordance with Section 15.03, Policy Resolutions, of [OPSBA General By-Law \(No. 5\)](#).*

- 4) Proposed policy resolutions will be considered at the [Annual Meeting](#) scheduled June 4-6, 2026.

As outlined in [OPSBA General By-Law \(No. 5\)](#), resolutions referred to a work group for study must be reported back to the membership no later than the next AM, at which time the Member Board that originally proposed the resolution is entitled to have it submitted to a full vote of the membership, notwithstanding any position adopted by the work group.

Proposed policy resolutions should be submitted, using the [fillable form](#) or by email:

Lisa Reinhardt, Managing Director of Corporate Affairs
Email: lreinhardt@opsba.org

Submission deadline: Monday, April 13, 2026, at 4:30 p.m.

If you have any questions, please contact: Lisa Reinhardt, Managing Director of Corporate Affairs, at 905-252-7379 or lreinhardt@opsba.org or inquiry@opsba.org.



Ontario Public School
Boards' Association

GUIDELINE

OPSBA By-Law Amendments

Each year, OPSBA Member Boards have an opportunity to submit proposed amendments to the [OPSBA By-Laws](#) for consideration by the Board of Directors and the membership at the Annual Meeting (AM).

Using the [OPSBA By-Law Amendment Proposal Form](#) please ensure the submission includes, at a minimum:

- Specific section(s) or language in the [OPSBA By-Laws](#) to be addressed
- Alternate wording to reflect the position
- A detailed rationale for the proposed revisions

The deadline for submission is **Monday, April 13, 2026, at 4:30 p.m.** This timeframe will allow staff and legal counsel an opportunity to review proposals and to prepare language for submission to the Board of Directors prior to consideration at the AM.

All amendments will take effect once they are confirmed at the AM. In some cases, a proposed amendment may be referred to an OPSBA council, caucus, or work group for further study and consideration of the full impact of the proposed change. Recommendations from the OPSBA council, caucus, or work group would be reported through the Board of Directors and action(s) requiring consideration may be forwarded to the subsequent AM.

Please send the Member Board recommendations, using the [fillable form](#), by email to:

Lisa Reinhardt, Managing Director of Corporate Affairs
Email: lreinhardt@opsba.org

Submission deadline: Monday, April 13, 2026, at 4:30 p.m.

For more information contact: Lisa Reinhardt, Managing Director of Corporate Affairs, at 905-252-7379 or lreinhardt@opsba.org or inquiry@opsba.org.