



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking".

Regular Board Meeting 2022/07

A G E N D A

Monday, June 27, 2022 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 351 921 686 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul						Nesbitt, Jason					
Groulx, Michael						Jarvis, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Couture, Erin (Student)					
McIntyre, Margaret						Grace Molinski (Student)					
McRae, Pauline (Pinky)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Fredrickson, Eric: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Grecica, Jason: <i>Team Lead - Business Services</i>					
Dee, Christine: <i>Team Lead – Payroll Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 27, 2022 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2022/07 Regular Board Meeting, June 27, 2022 be accepted and approved.

[\(Attached\)](#)

4.0 Disclosures of Interest re: Open Session**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings**

✓ **That**, the minutes of the following Board meeting be adopted:
1. Regular Board Meeting 2022/06: May 30, 2022;

[\(Attached\)](#)

5.2 Board Policy Review Committee: June 14, 2022

(Sent under separate cover)

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of June 14, 2022 and approves as reviewed:

- P-210 Student Trustee [\(Attached\)](#)
- P-408 Loaning of Equipment [\(Attached\)](#)
- P-536 Equity and Inclusive Education [\(Attached\)](#)
- P-605 Special Education [\(Attached\)](#)
- P-608 Computer Network Security [\(Attached\)](#)
- P-711 Release of Employee Information [\(Attached\)](#)
- P-902 Accidents [\(Attached\)](#)
- P-904 Protection of Privacy [\(Attached\)](#)

to be posted to the Board website with an implementation date of June 28, 2022, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes**6.1 Follow Up RE: Virtual Meeting Advocacy Letter to Minister**

(P. McRae)

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: Dorion Public School
Presentation Titled: Grade 6/7/8 Class Pride Presentation**

(Video Presentation - N. Morden Cormier)

**7.2 Excellence in Education: Manitouswadge Public School
Presentation Titled: Reimagining Manitouswadge Public School**

(PowerPoint Presentation
– Vice-Principal, Tara Balog)

7.3 Trustee Presentation

(P. McRae/ N. Morden Cormier)

8.0 Reports and Matters for Decision

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

- 8.1.1 Board Policy Review Committee (BPRC) (M. McIntyre/ N. Morden Cormier)
- 8.1.2 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)
- 8.1.3 Occupational Health and Safety Committee (OH&SC) (M. Groulx/ G. Muir)
- 8.1.4 Report No. 53:
Board Audit Committee Report June 16, 2022 ([Attached](#) - K. Pristanski/ A. Marton)

✓ ***That***, *That, the Superior-Greenstone DSB having received Report No. 53: Report of the Audit Committee – Request for Proposal for Audit Services, accepts the Audit Committee recommendation that the Board appoint Deloitte LLP as auditors for Superior-Greenstone DSB for a period of three years, beginning with the audit for the fiscal year ending August 31, 2022 and terminating with the audit for the fiscal year ending August 31, 2024.*

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto

- 9.1 Report No. 54:
Enrollment Summary as of March 31, 2022 ([Attached](#) – A. Marton)
- 9.2 Report No. 55:
School Board Estimates 2022-2023 ([Attached](#) - A. Marton)
- ✓ ***That***, *the Superior-Greenstone DSB having received Report No. 55, School Board Estimates for 2022-2023, adopts the Estimates for the 2022-2023 school year as presented.*
- 9.3 Borrowing By-Law No. 152 ([Attached](#) – B. Harris/ A. Marton)
- ✓ ***That***, *Superior-Greenstone DSB approves Bylaw No. 152 Being a By-Law to authorize the borrowing of up to 10 million dollars (\$10,000,000.00).*

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 56:
Director's Monthly Report: June 2022 ([Attached](#) - N. Morden Cormier)
- 10.2 Report No. 57:
2022 Summer Break and Board Business ([Attached](#) – N. Morden Cormier)
- ✓ ***That***, *the Superior-Greenstone DSB having received Report No. 57: 2022 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 18, 2022, and*
- ✓ ***That***, *Administration be authorized, in conjunction with available Trustees to conduct the business of the Board as the need may arise during July and August 2022.*

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Superintendent of Education: Eric Fredrickson

Education Chair: Allison Jarvis

- 11.1 Report No. 58:
Numeracy Portfolio for 2021-2022:
A Focus on De-streaming Math

([Attached](#) – Kathleen Schram/ W. Goodman)

- 11.2 Report No. 59:
SGDSB Substance Use Strategy

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

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
12.1.1 Trustee Video Presentations

(P. McRae/ N. Morden Cormier)

- 12.2 Trustee Associations and Other Boards
12.2.1 [OPSBA AGM: June 14, 2022](#)

(P. McRae)

- 12.3 Trustee Activities

- 12.4 Future Board Meeting Agenda Items

- 12.5 Board Meeting Evaluation Summary: May 30, 2022
- Evaluation Form Link for June 27, 2022

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

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA.

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

([Attached](#))

- 15.1 Agenda: Committee of the Whole Board – Closed

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

- 15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

- 16.1 ✓ **That**, the Superior-Greenstone DSB Committee of
the Whole, In-Camera Section B (Closed) Reports be adopted
including the confidential minutes from the meeting held as:
1. Regular Board 2022/06: May 30, 2022

([Attached](#))

- 16.2 Other Recommendations from Committee of the Whole Closed Session
(This section may be used as required coming out of closed session)

✓ **That**, the Superior-Greenstone DSB adopt the following
recommendations as related to the confidential reports,
which include:

- (list motions here which may apply)

17.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2022/07 Regular Board Meeting,
Monday, June 27, 2022 adjourn at _____, p.m.

<u>2022 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, August 29, 2022		
Monday, September 19, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2022/07

Committee of the Whole Board: Closed Session.

Monday, June 27, 2022

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 Update: (N. Morden Cormier)
- 4.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2022-06: May 30, 2022 [\(Attached\)](#)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking".

Regular Board Meeting 2022/06

MINUTES

Monday, May 30, 2022 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 208 476 709 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:40 p.m.

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul					x	Nesbitt, Jason			x		
Groulx, Michael			x			Jarvis, Allison			x		
Major, Christine			x			Pristanski, Kal			x		
Mannisto, Mark			x			Couture, Erin (Student)					x
McIntyre, Margaret			x			Grace Molinski (Student)			x		
McRae, Pauline (Pinky)			x								

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Bishop, Charlie: <i>Superintendent of Education</i>			x		
Fredrickson, Eric: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Superintendent of Education</i>			x		
Marton, Alex: <i>Superintendent of Business</i>			x		
Harris, Brent: <i>Manager of Financial Services</i>			x		
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>			x		
Grecica, Jason: <i>Team Lead - Business Services</i>			x		
Dee, Christine: <i>Team Lead – Payroll Services</i>			x		
Nault, Denis: <i>Manager of Human Resources</i>			x		
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					x
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>			x		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GeriLynn: <i>Executive Assistant & Communications</i>			x		

Land Acknowledgement

Board Chair Pinky McRae provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we are gathering today. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions and history of the land.

Special Note – Retirement of Superintendent of Education Charlie Bishop

On behalf of the Board the Chair expressed deep gratitude for the years of service Superintendent of Education Charlie Bishop has dedicated. His leadership and positive influence has been greatly appreciated and the Board wishes him a successful and joy filled retirement.

PART I: Regular Board Meeting

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

2.0 Regular Meeting Call to Order

59/22

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 30, 2022 be called to order at 6:35 p.m.

Carried

3.0 Approval of Agenda

Board Chair Pinky McRae advised of the following amendments to the agenda;

- Amend agenda item number 12.1.2 to correctly read, 12.1.1
- Add agenda item number 12.1.2, School Board June Celebrations
- Add agenda item number 12.1.3, Board Meeting Schedule Revisions

60/22

Moved by: Trustee J. Nesbitt

Second: Trustee M. Mannisto

✓ **That**, the agenda for the Superior-Greenstone DSB 2022/05 Regular Board Meeting, May 30, 2022 be accepted and approved as amended.

Carried

4.0 Disclosures of Interest re: Open Session

Trustee Mark Mannisto declared a conflict of interest for agenda item 11.1 Report No. 51. There were no other disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings

5.1 Board Meetings

61/22

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2022/05: April 25, 2022;

Carried

5.2 Board Policy Review Committee: May 3, 2022

62/22

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of May 3, 2022 and approves as reviewed:

- P-703 Non-Instructional Employee Training
- P-721 Teacher Performance Appraisal & Evaluations
- P-531 Fire Safety Plans
- P-706 Health and Safety
- P-718 Footwear
- P-544 English Language Learners: ESL and ELD
- P-803 Board of Education

- P-409 Use of School Buildings and Equipment

to be posted to the Board website with an implementation date of May 31, 2022, and all of which shall supersede any previous policies.

Carried

6.0 Business Arising Out of the Minutes

Nil.

7.0 Delegations and/or Presentations

7.1 Showcasing Learning: Kindergarten House Project

The Director of Education Nicole Morden Cormier shared the video presentation that showcased the learning students engaged in through the Kindergarten House Building Project. She discussed the multiple opportunities created such as B.A. Parker Kindergarten students learning in the shop class of the Geraldton Composite High School. The project was a collaboration between Shawna Grouette and Hillary Freeburn.

7.2 Excellence in Education: Margaret Twomey Public School -Teaching Communication Through PECS

Principal Cameron Craig provided a PowerPoint presentation that highlighted the Margaret Twomey Public School's successful use of the Picture Exchange Communication System (PECS). The successful implementation of the program has assisted in the teaching of life skills, vocabulary building and providing a means of communication for students who are non-verbal. Educators work with students daily to practice communication using PECS. The presentation showcased the technical equipment used to support students and depicted the six phases of the PECS program which include how to communicate, distance and persistence, picture discrimination, sentence structure, answering questions, and commenting.

7.3 Report No. 48: Student Trustee Report: May 2022

Student Trustees Grace Molinski presented the highlights of the report. Grace discussed the success of the Student Trustee elections. A Student Senate meeting was held on May 19, 2022 that was open to elementary school students from SGDSB and our coterminous school boards to promote student leadership. The Student Trustees are currently preparing for the annual end of year Student Senate meeting. This meeting was to be held in-person, however, it will now be a virtual meeting. They noted that the Student Senate is looking forward to celebrating the end of a successful school year.

8.0 Reports and Matters for Decision

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

8.1.1 Board Policy Review Committee (BPRC)

Trustee Margaret McIntyre noted that the Board Policy Review Committee meeting was held on May 3, 2022. The meeting minutes were previously provided above in the agenda and the Board approved the policies as recommended by the Committee. The next meeting is scheduled for June 14, 2022.

8.1.2 Special Education Advisory Committee (SEAC)

Trustee M. McIntyre provided the highlights from the May 10, 2022 SEAC meeting. She noted that the meeting was well attended and multiple presentations were received. An update was provided by the multi-disciplinary team regarding behaviour analysis. Annick Brewster presented the Special Education Plan that SEAC submits annually to the Ministry of Education. The Special Education Plan has been submitted to the Board for approval. Additional presentations included Special Education Funding and financial statements provided by the Manager of Financial Services and a presentation from the multi-disciplinary team regarding the successful After-School Development Program. The next meeting is scheduled for June 7, 2022.

8.1.3 Parent Involvement Committee (PIC)

Trustee Allison Jarvis reported that the Committee met on May 17, 2022 for the final meeting of the school year. The meeting included excellent participation and input from parents on a number of identified discussion topics. The committee discussed the "UNO Project" as part of the PRO Grants funding. To encourage participation, parents brought a friend to the meeting and Mental Health Manager Dean Renaud facilitated introductions through an icebreaker game. Presentation where provided on EQAO changes, fostering belonging through school spirit, and school year budget. The next meeting is scheduled for October 25, 2022.

8.1.4 Indigenous Education Advisory Committee (IEAC)

The Director of Education Nicole Morden Cormier advised that IEAC met on May 26, 2022 for the first hybrid meeting, with both in-person and virtual participants. Enhancements to the agenda included updates of all the learning happening as well as the agenda format was enhanced to incorporate the Ojibway language. Student voice was incorporated in to the meeting through two separate presentations directly from students. The committee received updates regarding the Indigenous Youth Council. The Director advised that the Indigenous Youth Council is designated to inspire students to run for the future Indigenous Student Trustee position. However, the policy will first be brought forward to the BPRC for updating and Board approval before the new role is implemented. The Director advised that communication has been distributed to the Education Representatives with a request to share with their Chief and Council regarding the community appointment of the Indigenous Trustee Position for the next term.

9.0 Reports of the Business / Negotiations Committee

*Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto*

9.1 Report No. 49: Release of Surplus Funds

Superintendent of Business Alex Marton presented the report and provided a detailed summary of the current situation. He noted that as at August 31, 2021, the accumulated surplus was at \$12,687,815. The Senior Admiration team have consulted with School Principals and the Plant Department to identify one-time costs that will enhance student learning, access and well-being. The proposed projects highlighted in the report total \$775,000 and allow the board an opportunity to reinvest these funds for long term impact. The proposed projects where discussed in length. Pictures will be shared at a future Board meeting of the Interactive Playground. The Director noted that the Interactive Playground will have multiple benefits to learning literacy, numeracy, school presentations and positively impact the Community Use of Schools program.

63/22

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ ***That, the Superior-Greystone DSB approve for Release \$775,000 in accumulated surplus funds for use in capital projects for the 2021-2022 fiscal year.***

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 50: Director's Monthly Report: May 2022

The Director provided a brief review of the monthly report that focused on how the School Board is "reimagining learning". The report highlights additional evidence of how we are enacting the Multi-Year Strategic Plan.

10.2 2022-2024 Student Trustee Appointment

The Director advised that Student Trustee Erin Couture's term is scheduled to end on July 31, 2022. As previously reported, Student Trustee elections were held with a total of 4 candidates who presented for the role. Student Senators completed the election process and recommend for appointment to the role of 2022-2024 Student Trustee, Cheyanne Nieman from Geraldton Composite High School.

64/22

Moved by: Trustee M. Groulx

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB accept the appointment of Cheyanne Nieman from Geraldton Composite High School to serve as the 2022-2024 Student Trustee, effective for the period August 1, 2022 to July 31, 2024.

Carried

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Superintendent of Education: Eric Fredrickson

Education Chair: Allison Jarvis

Note: Trustee M. Mannisto excused himself for this portion of the meeting at 7:51 p.m.

11.1 Report No. 51: 2022-2023 Educational Support Staff (ESS) Staffing Report

Superintendent of Education Will Goodman provided a detailed review of the final staffing report for 2022-2023 Education Support Staff (ESS). He advised that as part of the Central Agreement Negotiations, the Educational Support Staff (ESS) is part of a protected staffing compliment. The needs for the upcoming school year have been discussed with the Principals and outlined within the report. To further articulate the school needs, the Superintendent provided the highlights included in the report for Special Education (Educational Assistant) supports needed, number of students by exceptionality, an explanation of staffing supported by Jordan's Principle funding. The .5 Plant Secretary position remains unfilled and due to department efficiency's, there is no longer a need for the additional administrative support.

65/22

Moved by: Trustee C. Major

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB having received the Report No. 51, 2022-2023 Education Support Staff (ESS) Report, approve the staffing as presented.

Note: Trustee M. Mannisto rejoined the meeting at 8:03 p.m.

11.2 Report No. 52: Geraldton Child Care & Early ON –New Shared Space Partners

Early Years System Principal Hillary Freeburn presented the report regarding the new shared space created at the Geraldton Composite High School/B.A. Parker Public School to include Geraldton Child Care and Early ON. She advised that on May 1, 2022, students began using the new facility. She provided background of the collaboration that took place between the Municipality of Greenstone, Local Child Care Centre Early ON and the Ministry of Education. The Geraldton Day Care Centre welcomes toddlers, preschoolers and primary and junior school age children for full days, half days and before and after school programs. The EarlyON will host families and children from birth to age 6 in play groups, highlighting all aspect of child development. An official grand opening will be planned for Wednesday, August 31, 2022 and invitations will be sent to all Trustees.

11.3 Superior-Greenstone DSB Special Education Plan 2022-2023

Superintendent of Education Will Goodman and System Principal of Special Education and FSL, Continuing Education Principal Annick Brewster presented the 2022-2023 Special Education Plan. The plan was provided in the agenda meeting package. A PowerPoint presentation was provided to highlight the focus of the work that will be done to increase literacy achievement, student self-advocacy and individual education plans. SEAC approves the Special Education Plan. Upon Board approval, the Special Education Plan will be posted to the Board website and submitted to the Ministry of Education.

66/22

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB accepts the recommendation from SEAC to post the Special Education Plan 2022-2023, effective July 31, 2022.

Carried

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Correspondence: Virtual Meeting Advocacy Letter

Board Chair Pinky McRae discussed the Virtual Meeting Advocacy Letter sent on behalf of the Board as per the request received at the April 25th meeting. The letter was sent in support of the correspondence previously sent by the Special Education Advisory Committee. Both letters were included in the agenda package for information only. The Board Chair advised that an email of acknowledgment for receipt of the letter was received from the office of the Minister of Education. She noted that if further correspondence is received, she will bring it forward to the Board. This item will be discussed at the June 27th meeting to determine if follow up correspondence needs to be sent to the Minister.

The Board Chair advised that the Minister of Education has cancelled the weekly teleconferences with Board Chairs.

12.1.2 School Board June Celebrations

The Board Chair highlighted the June celebrations for Superior-Greenstone District School Board. She noted that June is National Indigenous People's History Month where we continue to demonstrate our commitment to learning the truth of the past. Truth is essential before genuine reconciliation can occur. Many learning opportunities have been planned for students and all staff, in partnership with a number of different communities and agencies. We will ask Principals to reach out to ward trustees to let them know what is happening in their region if they wish to participate.

She noted that June is also PRIDE month, where we continue to raise awareness about inclusion, acceptance, self-affirmation, dignity, equality, and increased visibility of people who identify as LGBTQIA+ people as a social group (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Ally/Asexual +). Many learning opportunities have been planned for students and all staff as we continue to ensure that all feel a sense of belonging in our schools and communities.

12.1.3 Board Meeting Schedule Revision

The Director of Education advised that since the Senior Administration team provided all final staffing reports to the board for this year, we no longer require the Special Board meeting scheduled for June 6, 2022. Therefore, it is recommended to cancel the meeting.

67/22

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

✓ That, the Superior-Greenstone DSB cancels the Special Board meeting scheduled on Monday, June 6, 2022.

Carried

12.2 Trustee Associations and Other Boards

The Board Chair advised that she and Trustees J. Nesbitt, P. Cormier, M. Mannisto and K. Pristanski will be attending the OPSBA AGM that begins on June 9th, 2022.

12.3 Trustee Activities

Trustee A. Jarvis expressed her gratitude to Trustee M. Mannisto for his participation in the GCHS Scholarship Selection Committee.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Summary: April 25, 2022

The Board Chair reminded Trustees to complete the Board Meeting Evaluation form at the end of the meeting.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:40 p.m.

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

15.1 Agenda: Committee of the Whole Board – Closed

68/22

Moved by: Trustee M. Groulx

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:40 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

69/22

Moved by: Trustee K. Pristanski

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:04 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 70/22

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

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

1. Regular Board 2022/05: April 25, 2022

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

17.0 Adjournment

71/22

Moved by: Trustee J. Nesbitt

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB 2022/05 Regular Board Meeting, Monday, May 30, 2022 adjourn at 9:04, p.m.

Carried

2022 - Board Meetings

Virtual Meeting - Time 6:30 p.m.

Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 19, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2022/06

Committee of the Whole Board: Closed Session.

Monday, May 30, 2022

Videoconference and Teleconference

T O P I C S

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:40 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Update:
- 4.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2022-05: April 25, 2022

Regular Board Meeting 2022-06

Monday, May 30, 2022

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2022

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	STUDENT TRUSTEE <i>Management Guideline Applies</i>		210
<hr/>			
Board Approved:	<i>Reviewed:</i>		
January 22, 2019	November 6, 2018		
March 26, 2013	March 7, 2013		
September 18, 2012	February 5, 2013	Review by:	December 2027
December 4, 2007	September 4, 2012		December 2024
March 12, 1999	March 31, 2007		
	September 24, 2007		
	February 22, 2005		

POLICY

As per Ontario Regulation 7/07 – Student Trustees, it is the policy of the Superior-Greenstone District School Board that there will be, up to two positions for a non-voting Student Trustee on the Board to serve for a term of two years each. The inclusion of Student Trustees enables the perspective of students to be considered in Board decisions and provides students with valuable learning experiences. Efforts should be made to ensure that Student Trustees reflect the demographics of the students enrolled in the board.

1.0 Eligibility

- 1.1 To be eligible for appointment as a Student Trustee on the Board, an individual must meet all of the following conditions:
- a) be a full-time student in the senior division attending a secondary school operated by the board, and,
 - b) **must be available to commit to a two-year term, and,**
 - c) be supported in his/her candidacy by formal resolution of the student government of the school attended, and,
 - d) meet all other conditions as laid out in this policy or elsewhere in Board policy, and,
 - e) be maintaining at least a passing grade in all courses on his/her timetable.
- 1.2 Each Student Trustee will originate from one of the five district high schools.

2.0 Responsibilities of the Student Trustees

- a) Attend all public meetings of the Board.
- b) Participate in discussions on all current business of the Board with the exception of certain in-camera business.
- c) Provide reports and make recommendations.
- d) Organize and chair the Student Senate.
- e) Communicate and represent student matters and interests to the Board.
- f) Communicate to the students on matters of the Board.

Superior-Greenstone District School Board

<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	LOANING OF EQUIPMENT	408
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
January 31, 2017	June 10, 2009	December 2027
June 16, 2009	March 30, 2009	December 2021
March 12, 1999		

POLICY

It is the policy of the Superior-Greenstone District School Board to authorize the loan, on a short-term basis, of school equipment for use off school premises only under specific circumstance and with proper records and monitoring.

PROCEDURES

1.0 Authority

The Principal of each school is the only local employee authorized to loan equipment.

Should the Principal feel at any time that the loaning of equipment is not in the best interests of the school, students or the Board, the Principal has the authority to refuse the request.

2.0 Types of Loans

2.1 Inter-School

The sharing of equipment between local schools within the Board in a community is to be encouraged, especially in instances where one unit may serve the needs of more than one school.

2.2 "Community" Loans

Equipment may be loaned to community organizations when its use is for an educational or otherwise beneficial community purpose, as determined by the Principal. The loaning of equipment excludes the following- Hand tools, power tools, ladders, scaffolds, cleaning equipment such as scrubbers and polishers, machinery for grounds keeping, snow removal and any consumable materials.

2.3 "Contractor" Loans

Equipment and material loaning to contractors is not permitted. In the event there is a need for use of SGDSB tools or material. The Contractor must submit a request in writing to both the Plant Manager and the Coordinator of Maintenance. Approval may be granted in writing and any tools used must be recorded by

Maintenance Working Foreman and any material used will be billed directly to contractor.

3.0 Responsibility of Borrower

In all cases, the borrower signing for the loan must assume full responsibility for repair or replacement in the event of damage or loss.

A responsible adult must sign for equipment.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	EQUITY AND INCLUSIVE EDUCATION Management Guideline Applies		536
Board Approved:	Reviewed:	Review Prior To:	
October 24, 2017	November 23, 2009	December 2027	
October 26, 2009		December 2022	

POLICY

It is the policy of Superior-Greenstone District School Board (SGDSB) to promote equity and inclusive education. The board endeavours to create and maintain harmonious learning and work environments as well as promotes equity of access and outcomes for all students in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code. Discrimination or harassment in the receipt of education and in employment at SGDSB, because of race, national or ethnic origin, place of origin, ancestry, citizenship, colour, religion/creed, marital status, family status, sex, sexual orientation, gender expression, sexual orientation, gender identity identification, age, disability, or socio-economic status is prohibited. In addition, SGDSB promotes inclusion for students experiencing barriers due to socio-economic status. This Policy establishes eight areas of focus for this endeavour.

At Superior-Greenstone District School Board, we believe that all students can learn and our goal is to enable each and every student to learn effectively, to reduce achievement gaps disparities and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation and other historical forms of marginalization¹.

The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms*, the *Constitution Act, 1982* and confirmed in the *Ontario Human Rights Code* (the "Code"). The Board and its staff are also committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the "Strategy") and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119.

The Board recognizes that equity of opportunity access and equity of outcomes access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.

SEE APPENDIX B FOR DEFINITIONS

GUIDING PRINCIPLES

Superior-Greenstone District School Board recognizes that equity and inclusive education:

- Is a foundation of excellence - in a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement;

¹ The Ontario Human Rights Code and SGDSB's human rights policy identify the following prohibited discrimination grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex (includes gender identity and pregnancy), sexual orientation, age, record of offences, marital status, family status, gender identity, gender expression and/or disability (includes perceived disability). (From *Human Rights at Work, Third Edition*, p 14)

- Meets individual needs - equity does not mean treating all students in the same way but rather, responding to the individual needs of each student and providing the conditions and interventions needed to help them succeed;
- Identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential;
- Promotes a sense of belonging - equity and inclusive education contribute to every student's sense of well-being;
- Involves the broader community - effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system;
- Builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources; and
- Is demonstrated throughout the system – SGDSB will incorporate equity and inclusive education throughout policies, procedures and practices.

AREAS OF FOCUS

1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

Superior-Greenstone District School Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Code*.

Superior-Greenstone District School Board will review this commitment as part of the development and regular review of policies, procedures, and practices. This area of focus establishes the framework for policy development and implementation in all the other areas of focus.

Superior-Greenstone District School Board will endeavour to promote equity of access and outcomes for student achievement and well-being. The Board aims to identify and address barriers that may limit the opportunities of diverse individuals for employment, retention and promotion. All data collection, research, surveys, and census shall be developed, collected, utilized, maintained and delivered using a critical equity lens, ensuring accessibility and respect of individual privacy rights.

2. SHARED AND COMMITTED LEADERSHIP

The principle of shared and committed leadership recognizes that all partners in education, including community partners, parents, guardians, caregivers and students, are responsible for preparing students to live in a diverse society. The Board recognizes that bringing change to instructional practices and the learning culture requires strong, focused leadership from and in particular, school board trustees, director of education, superintendents, principals, and teachers. The Board and schools will provide leadership that is responsive to the diverse nature of Ontario's communities and committed to identifying and addressing discrimination and systemic barriers to learning.

~~Superior-Greenstone District School Board will establish and maintain partnerships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.~~

3. SCHOOL- COMMUNITY RELATIONSHIPS

Superior-Greenstone District School Board shall endeavour to meet the needs of diverse communities and workplaces through active involvement, input and participation of students, parents/guardians/caregivers, staff and communities, to understand perspectives about students so that their needs can be met. Collaboration will be based on respect, open dialogue and partnerships with students, parents/guardians, staff, committees and other community groups and agencies. Superior-Greenstone District School Board will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of students and provide new and relevant learning opportunities.

~~Superior-Greenstone District School Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.~~

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Superior-Greenstone District School Board will implement an inclusive curriculum and to review resources, instruction, and assessment and evaluation practices in order to identify and address ~~discriminatory biases~~ discrimination so that each student may achieve their ~~her or his~~ learning potential.

Students need to feel engaged by what they are learning, supported by staff and welcome in the learning environment. The Ministry of Education provides curriculum to all boards in Ontario. The Board will review resources, instruction, and assessment/evaluation practices to ensure they are in accordance with the guiding principles. Superior-Greenstone District School Board is committed to identifying and implementing inclusive curriculum ~~processes~~ supported by resources, instructional strategies and assessment and evaluation practices that reflect and respond to the diverse needs and abilities of learners. Superior-Greenstone District School Board will provide students and staff with opportunities to learn about diverse histories, cultures, and perspectives. Students need to see themselves represented in the curriculum, programs, culture and staff of the school.

5. CREED/RELIGION ACCOMMODATION

Superior-Greenstone District School Board upholds the Ontario Human Rights Code that prohibits discrimination on the grounds of creed (includes religion) and establishes the duty to accommodate. Superior-Greenstone District School Board will take all reasonable steps to provide creed (religion) accommodation for students and staff (see Appendix A).

Superior-Greenstone District School Board ~~will~~ acknowledges each individual's right to follow or not to follow faith/creed beliefs and practices free from harassment or discrimination. ~~discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide faith/creed accommodations to staff and students.~~

6. SCHOOL and WORKPLACE CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Superior-Greenstone District School Board ~~will commit~~ is committed to the principle that every person within the school community is entitled to a ~~respectful, positive school~~ climate of understanding and mutual respect that includes a ~~and~~ learning environment, free from ~~all forms of~~ discrimination and harassment.

Superior-Greenstone District School Board fosters a positive school climate in which all members of the school community feel safe, welcome, accepted, and supports positive behaviours and interactions. Superior-Greenstone District School Board recognizes that harassment, discrimination and workplace harassment can negatively affect working relationships, the learning process and personal well-being, as well as school climate. Superior-Greenstone District School Board has established policies and procedures that

enable students and staff to safely report incidents of harassment, discrimination and workplace harassment and that will enable SGDSB to respond in a timely manner. Regular monitoring of school climate is essential.

7. PROFESSIONAL LEARNING

Superior-Greenstone District School Board will provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to foster an equitable and inclusive climate for the benefit of diverse students and staff as well as identify and eliminate discrimination **discriminatory biases** and systemic barriers under the *Code*.

Superior-Greenstone District School Board will provide professional learning opportunities for staff, administrators and trustees to deepen awareness and build capacity to promote a climate of understanding and mutual respect that is conducive for equity and inclusive education. Professional learning activities with SGDSB will be ongoing, evidence-based and focused on positive outcomes, including topics such as anti-racism, anti-discrimination, anti-homophobia, anti-Semitism, anti-Islamophobia, and gender-based violence. Superior-Greenstone District School Board will provide opportunities for students and parents to increase their knowledge and understanding of equity and inclusive education.

8. ACCOUNTABILITY AND TRANSPARENCY

Superior-Greenstone District School Board will assess and monitor Board progress with implementing this Policy **The Strategy**; will embed the principles into all Board policies, programs, guidelines and practices; and will communicate these results to the community.

Superior-Greenstone District School Board will assess and monitor progress in reviewing policies, guidelines, and practices and in implementing this policy. Equity and inclusive education principles are to be embedded in the Board's multi-year strategic plan. Superior-Greenstone District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board's goals and progress as they relate to equity and inclusive education.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	SPECIAL EDUCATION	605
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 24, 2017	June 6, 2017	December 2027
February 22, 2012	January 30, 2012	December 2022
March 12, 1999	October 17, 2006	

POLICY

The Superior-Greenstone District School Board will develop and provide programs and services to meet the learning, physical and emotional needs of individual pupils within the limits of its human and financial resources.

The Superior-Greenstone District School Board believes that all children within its jurisdiction should have the opportunity for appropriate education programs which meet learning, physical and emotional needs and the Board will endeavour to provide appropriate special education programs and services to the limit of its human and financial resources in an environment that best suits each individual, identified pupil.

RATIONALE

The Superior-Greenstone District School Board is committed to ensuring that all students have the knowledge, skills and confidence they need to succeed and that they are provided with the learning opportunities, supports, and programming required to maximize their potential in school and in life.

DEFINITIONS

“exceptional pupil” means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student is considered to need placement in a special education program by an Identification, Placement and Review Committee (IPRC):

- of which the student is a regular pupil,
- that admits or enrolls the pupil other than pursuant to an agreement with another Board for the provisions of education, or,
- to which the cost of education in respect of the pupil is payable by the Province.

“students with special education needs” includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC)

“special education program” means an educational program that, in respect of an identified exceptional pupil, is based on and modified by the results of continuous assessment and evaluation and that includes an educational plan (referred to as an Individual Education Plan – IEP) containing specific objectives and an outline of educational services that meet the needs of the identified pupil. means an educational program that is based on and modified by the results of a continuous assessment and evaluation of the pupil and that includes a plan (now referred to as an Individual Education Plan) containing specific objectives and an outline of the educational services that meets the needs of the exceptional pupil.

“special education services” include facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

PROCEDURES

1.0 Implementation

- 1.1 Teachers
All teachers share responsibility for the education of exceptional pupils and/or students with special education needs.
- 1.2 Classroom
Exceptional pupils and/or students with special education needs should be educated in an environment that allows them to develop to their fullest potential. The education program, while recognizing special needs, should be delivered, to the degree possible, in a regular classroom setting.
- 1.3 Parents/Guardians
Parents/Guardians must be consulted with regard to assessment, identification, placement and program for their identified children.
- 1.4 An intervention model, which includes consultation, assessment, alternative programming and review, shall be the means to identify and support the special needs of students
- 1.5 Other Deliveries
Agreements with other Boards and/or service agencies for special education programs and service may be entered into as required. These arrangements will be provided in the closest proximity to the student's home as is advisable and reasonable.

2.0 Special Education Plan

- 2.1 Specific information regarding programs and procedures for special education students are described in the Superior-Greenstone District School Board Special Education Plan available on the Board Web Site: www.sgdsb.on.ca.ca > "Special Ed Plan". The Special Education Plan embodies the guidelines for special education at Superior-Greenstone District School Board.
- 2.2 As required under the Ontario Education Act, the Special Education Plan of Superior-Greenstone District School Board shall be reviewed annually in accordance with Ministry of Education guidelines and under the direction of the Superintendent of Education responsible for Special Education.

3.0 Board Responsibilities Superior-Greenstone District School Board shall:

- 3.1 Ensure that parents/guardians of each student with special needs are consulted with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an Identification, Placement and Review Committee (IPRC). Through parental/guardian consultation, students below the age of 16 years may be invited.
- 3.2 Prepare, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for students with special needs.

4.0 Special Education Advisory Committee (SEAC)

4.1 The Board shall establish a Special Education Advisory Committee to make recommendations to the Board with respect to matters affecting the development, establishment, and delivery of special education programs and services.

4.2 The Committee must meet at least 10 times in each school year and shall report to the Board.

4.4 The Board will ensure that its Special Education Advisory Committee is provided with the opportunity to participate in

- the Board's annual review of its Special Education Plan,
- the Board's annual budget process, and
- the review of the financial statements of the Board.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PROGRAM	
Policy Name	COMPUTER NETWORK SECURITY Management Guideline Applies	608
Board Approved:	June 19, 2012 April 28, 2003	Reviewed: April 19, 2022 March 26, 2012
		Review Prior To: December 2027 December 2022

OBJECTIVE

To ensure the appropriate safeguarding, integrity, and availability of physical assets and information stored, processed, or transmitted electronically by the Superior-Greenstone District School Board (DSB).

DEFINITIONS

"Information Assets" is defined as all information holdings that are stored, transmitted, or processed electronically by Superior-Greenstone DSB staff and students.

"Physical Assets" are defined as the information technology infrastructure components such as computers, software applications, switches, network wiring, encryption devices, etc. used in the processing, storage, and transmittal of information.

"Information Trustee" is defined as being responsible for managing and maintaining the security of information assets owned by another party.

POLICY

- 1.0 All information in the Superior-Greenstone DSB, in whatever form, stored on any media, is an asset and the property of the Superior-Greenstone DSB. Similarly, physical assets owned and utilized in the processing of this information are the property of the Superior-Greenstone DSB. Superior-Greenstone District School Board acts as information trustee for all information assets held within or transiting through the physical assets owned and operated by the school board.
- 2.0 Superintendents/principals/managers/supervisors are accountable for safeguarding information and physical assets under their control. All employees are responsible for the protection of these assets from unauthorized use, modification, disclosure, or destruction (whether accidental or intentional) and for maintaining the integrity of these assets and their availability to others as required in the performance of their duties.
- 3.0 Information and physical assets shall be classified as to their value, sensitivity, integrity, availability, and accountability requirements. In addition, information and physical assets shall be safeguarded according to guidelines, which include their classification and assessment of related risks.
- 4.0 Access to sensitive information and assets is restricted to those whose duties require such access.
- 5.0 All staff members are responsible for monitoring and enforcing compliance with this policy within the scope of their duties and responsibilities. Violations or suspected

violations of these responsibilities must be reported immediately to the staff member's supervisor.

SPECIFIC DIRECTIVES

- 1.0 This policy applies to all areas within the Superior-Greenstone **DSB District School Board** and is in addition to existing Superior-Greenstone **DSB District School Board** policies and guidelines, as well as to sections of the *Education Act* pertaining to access and retention of information or records.
- 2.0 The requirement to identify and safeguard information and assets also applies to students, parent volunteers, vendors, consultants, and other organizations that are party to agreements between themselves and the Superior-Greenstone **DSB District School Board**, as may be appropriate.
- 3.0 The Director of Education shall issue guidelines to implement this policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name RELEASE OF EMPLOYEE INFORMATION 711

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 24, 2017	April 19, 2022	December 2027
February 22, 2012	June 6, 2017	December 2022
December 5, 2006	January 30, 2012	
March 12, 1999	December 5, 2006	

POLICY

It is the policy of the Superior-Greenstone District School Board that requests from external agencies for information (other than professional references) regarding employees will be provided only upon written authorization of the employee.

PROCEDURES

Written authorization must be provided prior to information being released.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	MISCELLANEOUS	
<i>Policy Name</i>	ACCIDENTS	902
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 24, 2017	June 6, 2017	December 2027
November 20, 2012	November 6, 2012	December 2022
March 12, 1999	February 20, 2007	

POLICY

The Superior-Greenstone District School Board will endeavour to provide appropriate assistance in the instance of accidents on its premises or during activities sponsored by the Board.

PROCEDURES**1.0 First Aid Equipment**

A first aid kit shall be kept in each school and work location for the purpose of treating minor injuries.

2.0 Minor Injuries

In case of minor injury to a pupil or employee, an adult in the employ of the Board may administer first aid.

3.0 Injuries Requiring Medical Aid**3.1 Medical Attention**

In a case of injury to a pupil or employee which requires diagnosis and treatment by a physician, arrangements will be made promptly for such attention and, in the case of a pupil; the parent(s) will be notified.

3.2 Reporting

An accident report form shall be completed for each accident and record pertinent information for all accidents. One copy of the report shall be kept on file in the school and one copy shall be forwarded forthwith to the Board Office. The record shall indicate when first aid was administered, the aid provided and by whom.

4.0 First Aid Courses

The Board encourages all employees to take recognized First Aid Courses and refresher courses as they are available.

5.0 Ambulance

If in the judgment of the person in charge at the scene of an accident, an ambulance is required, the Board expects that the ambulance will be summoned forthwith.

6.0 Workers' Compensation Reports

The Principal or Supervisor is required to complete and submit a Worker's Compensation Report Form when an accident involves any employee.

7.0 OSBIE Reports

The Principal or Supervisor is required to complete and submit an Accident Report Form for OSBIE when the accident involves a student.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section MISCELLANEOUS

Policy Name PROTECTION OF PRIVACY

904

Board Approved:

October 24, 2017
September 18, 2012
March 12, 1999

Reviewed:

April 19, 2022
June 6, 2017
September 4, 2012
February 20, 2007

Review By: December 2027
~~December 2022~~

POLICY

The Superior-Greenstone District School Board recognizes its responsibility to protect the privacy of its employees and students.

PROCEDURES**1.0 Background****1.1 Confidentiality**

~~The Board acknowledges that in its relations with its staff and students it will gain much private and confidential information which must be held in confidence.~~

The Board acknowledges that in its relations with its staff and students it will become privy to private and confidential information which must be protected and not disclosed.

1.2 Access

~~The Board acknowledges its responsibility not to permit access to any personal information in its possession without the authority of the person concerned unless such access is provided through law.~~

The Board acknowledges its responsibility to deny access to any personal information in its possession by a third party, unless:

- a) Express and specific authorization by the person concerned has been granted, or
- b) Recognized and verifiable legal authority to access the personal information is provided.

2.0 Practice**2.1 Scope**

Marks, personal data, information and records of a student shall not be disclosed to anyone other than to a current teacher or supervisor of the Board, without the consent of the student or his/her parent(s) or unless otherwise provided in regulation.

2.2 Lists

No lists of staff or students or their addresses shall be provided to any person outside the system without appropriate approval.

2.3 Authority

This policy ~~shall not be deemed to~~ **does not** authorize the Board or any of its employees to:

- a) disobey any lawful duty, subpoena or order of a court, or,
- b) withhold or suppress any statistical data deemed to be in the public domain.



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

Report No: 53
Date: June 27, 2022

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

FROM: Kal Pristanski, Chair of the Audit Committee

SUBJECT: Report of Audit Committee – RFP for Audit Services

**STRATEGIC
PRIORITY:** Stewardship

Background

Superior-Greenstone DSB issued a Request for Proposal ("RFP") for audit services, commencing with the 2021/22 school board year end and terminating after the 2023/24 school board year end. There is an option to extend for an additional two years to be determined at a later date.

The Superior-Greenstone DSB had a selection committee formed of management staff, who were tasked with evaluating the RFP. The RFP closed on April 6, 2022, with multiple submission received. The committee evaluated the RFP, based on a predetermined evaluation criterion, provided to potential service providers in the RFP package.

The evaluation committee developed a recommendation to bring forward to the audit committee at the June 16, 2022 audit committee meeting. At Audit Committee meeting, the committee passed a motion to recommend the appointment of the auditors commencing with the year ended August 31, 2022.

Audit Committee Recommendation

That the Audit Committee recommend Deloitte LLP to be appointed as auditors for Superior-Greenstone DSB for a period of three years, beginning with the audit for the fiscal year ending August 31, 2022 and terminating with the audit for the fiscal year ending August 31, 2024.

Administrative Recommendation

That, the Superior-Greenstone DSB having received Report No. 53: Report of the Audit Committee – Request for Proposal for Audit Services, accepts the Audit Committee recommendation that the Board appoint Deloitte LLP as auditors for Superior-Greenstone DSB for a period of three years, beginning with the audit for the fiscal year ending August 31, 2022 and terminating with the audit for the fiscal year ending August 31, 2024.

Respectfully submitted by:

Kal Pristanski
Chair of the Audit Committee



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No: 54

Date: June 27, 2022

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Enrolment Summary as of March 31, 2022

STRATEGIC

PRIORITY: Stewardship

Background

Each year, in accordance with Ontario Regulation, enrolment is reported to the Ministry twice in October and March.

Current Situation

The figures on these count dates determine our per-pupil funding. Enrolment at SGDSB on March 31 is presented below:

- 2021-2022 ADE calculations for Elementary are 741.00 and Secondary 610.25

ELEMENTARY SCHOOLS	BUDGET FTE MARCH 31/22	ACTUAL FTE MARCH 31/22	MARCH VARIANCE	ACTUAL FTE OCTOBER 30/21	ACTUAL ADE	BUDGETED ADE
B.A Parker PS	100.00	101.00	1.00	101.00	101.00	100.00
Beardmore PS ¹	24.00	24.00	0.00	24.00	24.00	24.00
Dorion PS	47.00	46.00	-1.00	47.50	46.75	47.00
George O'Neil PS	144.00	147.00	3.00	147.00	147.00	144.00
Manitouwadge PS	48.50	48.00	-0.50	49.00	48.50	48.50
Margaret Twomey PS	157.50	167.00	9.50	159.00	163.00	157.50
Marjorie Mills PS	37.00	36.00	-1.00	36.00	36.00	37.00
Nakina PS	20.00	19.00	-1.00	20.00	19.50	20.00
Schreiber PS	61.50	58.00	-3.50	57.00	57.50	61.50
Terrace Bay PS	93.50	92.00	-1.50	94.00	93.00	93.50
TOTAL	741.00	738.00	-3.00	734.50	736.25	741.00

¹ There was a transposition error for BEPS in previous report that has been corrected. A variance of 8.00 FTE was miscalculated.

SECONDARY SCHOOLS	BUDGET FTE MARCH 31/22	ACTUAL FTE MARCH 31/22	MARCH VARIANCE	ACTUAL FTE OCT 30/21	ACTUAL ADE	BUDGETED ADE
Geraldton Composite HS	184.50	153.25	-31.25	187.00	170.13	184.50
Lake Superior HS	81.50	90.50	9.00	88.50	89.50	81.50
Manitouwadge HS	54.00	55.00	1.00	54.00	54.50	54.00
Marathon HS	152.50	139.00	-13.50	157.00	148.00	152.50
Nipigon Red Rock HS	137.75	140.25	2.50	150.00	145.13	137.75
TOTAL	610.25	578.00	-32.25	636.50	607.25	610.25
BOARD TOTAL	1351.25	1316.00	-35.25	1371.00	1343.5	1351.25

Administrative Recommendation

That, the Superior-Greenstone DSB receive Report No. 54: Enrolment Summary as at March 31, 2022, for information.

Respectfully submitted by:

Alex Marton
Superintendent of Business



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

Report No.: 55

Date: June 27, 2022

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: School Board Estimates for 2022-2023

STRATEGIC

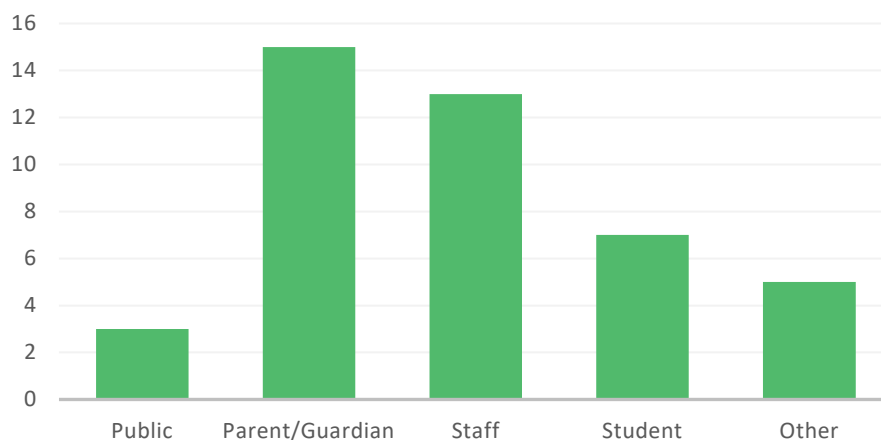
PRIORITY: Learning, Well-being, Relationships, Stewardship

Background

This year's budget (estimates) has been prepared with a focus on a return to pre-pandemic operations in our schools. This budget will ensure that students, staff, and community stakeholders continue to receive the high-quality services and excellence in education SGDSB is known for. With ongoing alignment to the pillars of our strategic plan, the following report outlines how the collective leaders of SGDSB intend to invest in our system this coming year.

To ensure that community and student voice is represented in our process, a Budget Survey was introduced this year. Students, staff and parents responded and identified areas where investment is needed most.

Budget Feedback - 22/23



Three of the most prominent priorities identified were:

- Programs and resources to support well-being and mental health
- Technology and devices to support student learning
- Resources to support indigenous academic achievement and an understanding of cultures and languages

Overview

The 2022-23 Estimates have a \$142,538 surplus for compliance purposes (Compliance Report, page 40-41). Typically, we can spend up to 1% of our operating allocation to be used in the compliance calculation, provided that our Prior Year Accumulated Surplus is sufficient to cover this deficit. This year, as was the case last year, the Ministry allows us to incur a deficit of up to 2% of our operating allocation should we need it.

Schedule 1.1 is our Consolidated Statement of Operations (page 41). We project revenues of \$49,308,540 (Schedule 9, page 42-44) and total expenses of \$49,035,995 (Schedule 10, page 45-46) for an In-Year Accumulated Surplus of \$272,545. The difference between the In-Year Accumulated Surplus and the Compliance Surplus is due to employee future benefits in our Accumulated Surplus that must be amortized over the estimated average remaining service life of employees, as determined by our actuary (Schedule 5, page 47).

The 2022-23 Estimates comply with the Ministry of Education's enveloping and accountability requirements. For Special Education, our expenses exceed our grants. For Governance and Administration, our expenses are less than our grants.

The Ministry requires the completed budget to be submitted on June 30, 2022. Pending approval of the Board, we will meet that target this cycle.

Detailed Analysis

Enrolment

The 2022-23 Estimates are based on a projected enrolment of 1,341 FTE (Schedule 13, page 48). Combined elementary and secondary panel projections anticipate a modest 1.5% increase in enrolment over last year.

Staffing Changes

All staffing figures reflect anticipated collective agreement increases, which are subject to change, however the variance will not result in a material difference to the projected values.

As previously approved by the Board, Elementary teaching staff will be 68.5 FTE, Secondary teaching staff will be 68.67 FTE, and education support staff system-wide is 96.7 FTE. We have provisioned for 1.0 additional teaching FTE should there be a need in-year.

Within our leadership group, the Program and Leadership Grant fully funds the positions of Manager, Mental Health, Manager, Indigenous Education, Early Years Principal, Student Success Principal, Student Effectiveness Principal, and the Technology Enabled Learning and Teaching Principal. Our Numeracy System Principal position continues to be supported through

Priorities and Partnership Funding (PPF). To further improve student outcomes, we are introducing a new Numeracy and Literacy Instructional Coach at the Elementary panel.

Our Maintenance and Custodial staff will remain consistent from the current year with 38.7 FTE.

Special Education

We are retaining both Applied Behaviour Analysis (ABA) staff with our system-level interventionist and support lead. In addition, funding for Differentiated Special Education Needs has increased year over year providing for improved assessment and consultation services for youth. Advanced training for our ABA team will ensure SGDSB remains at the forefront of special education services.

Rural and Northern Education Fund

The Rural and Northern Education Fund grant is projected to remain consistent. We project an allocation of \$153,000 and plan to use these funds for:

- Elementary Guidance staff
- Support for the Indigenous Graduation Coach at GCHS
- Support for the Hockey Canada Skills Academy
- Sports Travel and Cultural Events in our schools

Multi-Disciplinary Team

Funding for Multi-Disciplinary Teams continues to provide 4.0 FTE which are allocated as follows:

- 1.0 FTE Indigenous Student Success Advocate
- 1.0 FTE Special Education Teacher to support the Marathon area
- 1.0 FTE Lead Principal to support the Manitouwadge area
- 0.5 FTE Lead Principal to support the Terrace Bay/Schreiber area
- 0.5 FTE Lead Vice-Principal to support the Dorion/Red Rock area

School-Based Discretionary Spending

School budget allocations have been static based on a fixed per-pupil allocation for a number of years. This year, that allocation has been increased 10% in response to rising costs and increased collaboration between school leaders and our finance team. This will allow for more supplies, equipment, and events at the school-level at the discretion of the Principal and Vice-Principal teams.

In addition, \$150,000 will be issued to schools for the purpose of renewing and replacing equipment, supplies and furniture. Funds will be distributed based on student enrolment.

Efficiency and Effectiveness

We are entering year 2 of our 4-year initiative to modernize and upgrade SGDSB's Enterprise Resource Management systems with an investment of \$87,000. In addition, SGDSB will

continue to take advantage of Excellence in Education Administrative funding of \$150,000 to perform external operational reviews to further improve outputs and reduce overhead costs.

Capital Projects

Capital funding remains consistent with the exception of the end of federal Covid-19 Resilience Infrastructure Stream funding. These funds were used in previous years to introduce robust improvements to air-flow and ventilation in each of our school sites. This year, we anticipate the following allocation:

- School Condition Improvement – \$4.79M
- School Renewal – \$1.36M

Highlights of planned work in 2022-23 include:

- Upgrades to the Marathon HS Shop
- Cultural Space in Marjorie Mills
- Playground upgrades at George O'Neill, Terrace Bay and Margaret Twomey
- Exterior work at Geraldton Composite
- Accessible Washroom upgrades at Dorion
- Painting refresh at many of our sites

Variability of costs has been an ongoing issue for capital planning. A holdback of \$500,000 has been provisioned to account for inflation and raw material cost uncertainty.

COVID-19

Investment in the safety of our staff and students continues with enhanced sanitation and PPE for use in our facilities. In addition, the following has been provisioned for specific COVID-19 funding:

- 2.0 Human Resources Administrative FTE to support operations, logistics, reporting and communication
- 1.0 Teaching FTE for virtual learning
- 1.5 FTE Education Assistants
- \$225,000 in additional supply coverage across all school-based staffing groups
- \$15,000 in materials and supplies

Budget Survey Response

Due to the volume of feedback received, we've highlighted below how SGDSB intends to respond to the needs identified by our school community. Each item below identifies new investments for 2022-23.

Mental Health & Well-being

New funding this upcoming year will allow us to hire 3 additional permanent, full-time social workers. In 2022-23, all of our regions will have a dedicated mental health worker to better meet the needs of students.

After a successful pilot program in 2021-22, our HR department will be expanding its Wellness Incentive Program to support well-being in the lives of our extraordinary staff. This will include a school-based allocation in addition to the central program.

Technology & Devices

We are introducing laptops to be made available for all students in Grade 3 for use in EQAO testing and other learning opportunities. This is an expansion to our existing Grade 5 & 9 laptop program. In addition, funds have been provisioned for responding to evolving needs at the classroom level to ensure technology is never a barrier for learning in our schools.

Indigenous Education and Culture

With the successful expansion of our Indigenous Education department this year, we continue the work of strengthening our partnerships with first nation communities and supporting outcomes for students. Programs such as EKAN Cultural Sensitivity Training, and the KAIROS Blanket Exercise will continue to be prioritized in the next year. In addition, SGDSB is provisioning for 2 new .5 FTE Language Coaches in the Nipigon and Geraldton regions.

Additional work in collaboration with Lakehead University will be focused on further investment and development of self-identified Indigenous persons working in our schools.

Finally, SGDSB will be hiring a 1.0 Virtual Language teacher with additional supervision to support Indigenous Languages in our elementary schools.

Administrative Recommendation

That the Superior-Greenstone DSB having received Report No. 55: School Board Estimates for 2022-2023 adopts the Estimates for the 2022-2023 school year as presented.

Respectfully submitted by:

Alex Marton
Superintendent of Business

Compliance Report

Administration and Governance

Compliance - Gross Expenses Excluding Internal Audit	3,173,213
Compliance - Other Revenues	800,000
Compliance - Net Expenses Excluding Internal Audit	2,373,213
Compliance - Funding Allocation Excluding Internal Audit	2,633,117
Compliance - Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

1.1	In-year revenues (Schedule 9, item 10.0 - item 4.4)	48,849,740
1.1.1	In-year revenues for land (Schedule 5.6, items 1.2 + 1.3 + 1.3.1 - 1.4 - 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1 - Sch 5.1 item 2.30, col. 6)	0
1.2	In-year expenses for compliance purposes (Schedule 10ADJ, item 90, col. 20)	48,707,202
1.3	In-year surplus/(deficit) for compliance purposesItem 1.1 - item 1.1.1 - Item 1.2	142,538
1.4	If item 1.3 is greater or equal to zero, the board is in compliance. Otherwise, see calculation below.	COMPLIANT / CONFROME

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating allocation to be used in compliance calculation (Section 1A, item 1.92)	35,405,636
1.6	1% of item 1.5	354,056
1.7	Prior year accumulated surplus available for compliance (Schedule 5, item 3, col. 1)	10,391,139
1.8	Lesser of item 1.6 and item 1.7	354,056
1.9	If the amount of deficit at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. (Note 1)	COMPLIANT / CONFROME

Compliance Calculation After Ministry Approval Amount (Education Act 231 (1) (b))

1.10	Total amount of minister approved in-year deficit	-
1.12	If the amount of deficit at item 1.3 is less than item 1.10, then the board is in compliance.	COMPLIANT / CONFORME

Note 1: The school board must seek Minister's approval for the deficit unless item 1.9 indicates Compliance

Note 2: In Estimates, item 1.10 equals the Approval Amount from Section V of the Deficit Approval report. In Revised Estimates, item 1.10 is loaded from current year Estimates cycle's Compliance Report item 1.10, unless a new Deficit Approval report is filled out in the current cycle. In Financial Statements cycle, item 1.10 is loaded from current year Revised Estimates cycle's Compliance Report item 1.10

Schedule 1.1 - Consolidated Statement of Operations

	Budget
1 REVENUES	
1.1 Provincial Legislative Grants	39,238,003
1.2 Provincial Grants - Other	282,243
1.3 Local Taxation	3,160,330
1.4 School Generated Funds Revenues	458,800
1.5 Federal Grants and Fees	5,334,164
1.6 Investment Income	15,000
1.7 Total Other Fees and Revenues from School Boards	340,000
1.8 Fees and Revenues from Other Sources	480,000
1.10 Total Revenue Category	49,308,540
2 EXPENSES	
2.1 Total Instruction Expenses	29,915,004
2.2 Total Administration Expenses	3,417,186
2.3 Total Transportation Expenses	1,963,689
2.4 Total Pupil Accommodation Expenses	13,066,302
2.5 Total School Generated Funds Expenses.	458,800
2.6 Other Expenses.	215,014
2.7 Total Expense Category	49,035,995
3.1 Annual Surplus (Deficit)	272,545
3.2 Accumulated Surplus (Deficit) at Beginning of Year	12,700,575
3.3 Accumulated Surplus (Deficit) at End of Year	12,973,120

Schedule 9 - Revenues

1	PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS		
1.1	Legislative Grants - Current Year	25,446,293	
1.2	Legislative Grants - Amounts from Deferred Revenue	6,142,729	
1.3	Provincial Grants - Grants for Student Needs		31,589,022
2	PROVINCIAL GRANTS - OTHER		
2.8	Other EDU Grants - Amounts from Deferred Revenue	-	
	Specify other grants for operating:		
2.9	PPF Numeracy	94,000	
2.10			
2.11			
2.12			
2.13			
2.14			
2.15	Provincial Grants - Other EDU	94,000	
	Grants from Other Ministries and Other Government Reporting Entities (GRE)		
2.16	Provincial Employment Assistance Programs		
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL		
2.18	MLTSD Grant - Literacy and Basic Skills		
2.19	MLTSD Grant - OYAP	171,243	
2.20	MLTSD Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LM		
2.20.1	MGCS - In-Kind Grant - PPE/CSE/HEPA		
2.20.2	MGCS - In-Kind Grant - PPE/CSE/HEPA - Amounts from Deferred Revenue	-	
2.20.3	In-Kind Grant - Rapid Antigen Test Kits		
2.20.4	In-Kind Grant - Rapid Antigen Test Kits - Amounts from Deferred Revenue	-	
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	-	
	Specify other grants from other ministries:		
2.22	Dual Credit	17,000	
2.23			
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-	
	Specify other grants from other government reporting entities (GRE):		
2.25			
2.26			
2.27	Grants from Other Ministries and Other Government Reporting Entities (GRE)	188,243	
2.32	Grant Accrual Re. 2023 Accrued Tax Adjustment	-	
	Prior years' grant adjustments (specify):		
2.33			
2.34			
2.35	Grant Adjustments	-	
2.40	Provincial Grants - Other		282,243
3	Local Taxation		
3.1	Tax Revenue from Municipalities	2,693,029	
3.2	Tax Revenue from Unorganized Territories	467,301	
3.3	Tax Revenue Adjustment	0	

Schedule 9 - Revenues

3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2023 Amounts		
3.5	Local Taxation		3,160,330
4	SCHOOL GENERATED FUNDS		
4.1	Elementary School Generated Funds and Other Revenues	307,000	
4.2	Secondary School Generated Funds and Other Revenues	151,800	
4.3	Amounts from Deferred Revenue - School Generated Funds	-	
4.4	School Generated Funds Revenues		458,800
5	FEDERAL GRANTS & FEES		
5.1	Fees - Day School	4,795,164	
5.2	Transportation Recoveries - Federal	110,000	
5.3	Employment Assistance	-	
5.4	Language Instruction for Newcomers to Canada (LINC)	-	
5.4.1	Federal revenue - CVRIS 80% approved operating expenses	-	
5.5	Amounts from Deferred Revenue - Federal Government	-	
	Specify other:		
5.6	Salary Recovery	420,000	
5.7	Misc	9,000	
5.8	Federal Grants and Fees		5,334,164
6	INVESTMENT INCOME		
6.1	Interest income	15,000	
6.2	Interest on Sinking Fund Assets	-	
6.3	Investment Income		15,000
7	OTHER FEES & REVENUES FROM SCHOOL BOARDS		
7.1	Transportation Recoveries - Other School Boards	-	
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	240,000	
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-	
7.4	Northern Adjustment - Other School Boards	-	
	Specify other:		
7.5	misc	100,000	
7.7	Total Other Fees and Revenues from School Boards		340,000
8	FEES & REVENUES FROM OTHER SOURCES		
8.1	Fees from Boards outside Ontario	-	
8.2	Fees from Individuals - Day School - Ontario Residents	-	
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	-	
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	-	
8.4	Fees from Individuals - Continuing Education	-	
8.5	Transportation Recoveries from other sources	-	
8.6	Rental Revenue - Instructional Accommodation - Other sources	-	
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	220,000	
8.8	Rental Revenue from Community Use	-	
8.9	Rental Revenue - Other	-	

Schedule 9 - Revenues

8.10	Insurance Proceeds Other than Capital Appurtenances	
8.11	Cafeteria Income	
8.12	Board Level Donations - to be Applied to Classroom Expenses	
8.13	Board Level Donations - Other	
8.14	Government of Ontario - Non grant payment	
8.15	Amounts from Deferred Revenue - Other Third Party	-
8.16	Education Development Charge - Transferred to Revenues	-
8.17	Fees for Extended Day Program related to Early Learning	
8.18	Net Gain on Disposal of Assets	-
8.18.1	Revenue related to benefit plan reserves	
	Other Grants - Non-GREs (specify):	
8.19		
8.20		
	Specify other:	
8.21	Misc	260,000
8.22		
8.23		
8.24		
8.25		
8.26		
8.27		
8.28		
8.29		
8.30	Revenue Recovery on Land Disposal	-
	- (Schedule 5.6, item 1.4, Col. 3 - Sch 5.5, Col. 6.1, Total Land Projects)	
8.31	Fees and Revenues from Other Sources	480,000
9.0	DEFERRED CAPITAL CONTRIBUTIONS	
9.1	Amortization of Deferred Capital Contributions	7,648,981
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	
9.3	DCC Related to the Loss on Disposal of Restricted Assets	
10.0	Revenue Categories	49,308,540

Schedule 10 - Expenses

		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest Charges on Capital	Rental Expense
	INSTRUCTION	02	03	04	05	07	08
51	Classroom Teachers	13,574,542	1,778,632		3,500		-
52	Supply Staff	1,217,646	105,670				
53.1	Teacher Assistants	1,877,986	612,029				
53.2	Early Childhood Educator	180,694	55,834				
55	Textbooks and Supplies				687,520		7,500
54	Computers				198,205	-	-
56	Professionals Paraprofessionals and Technicians	1,340,265	325,208		179,300		-
57	Library and Guidance	929,240	161,628		8,470		
58	Staff Develop.	65,160	6,003	335,733			
67	Department Heads	-	-				
61	Principals and VPs	1,793,897	174,342	23,500	21,250		
62	School Office	893,730	248,634	4,000	180,825	-	33,700
59	Coordinators and Consultants	1,623,318	230,774	-	102,800		-
63	Continuing Education	73,532	15,039	-	3,500	-	-
72	Instruction - Amortization and Write Downs						
72.1	Instruction - Loss on Disposal of TCA and Assets Held for Sale						
	Total Instruction Expenses	23,570,010	3,713,793	363,233	1,385,370	-	41,200
	ADMINISTRATION						
64	Trustees	68,429	4,640	31,430	10,000		
65	Directors and Supervisory Officers	546,861	43,905	20,400	29,000		
66	Board Administration	1,234,554	306,516	26,900	254,975	-	52,700
73	Admin - Amortization and Write Downs						
73.1	Admin - Loss on Disposal of TCA and Assets Held for Sale						
	Total Administration Expenses	1,849,844	355,061	78,730	293,975	-	52,700
	TRANSPORTATION						
68	Pupil Transportation	60,338	14,057	2,984	120,912	-	1,790
69	Transportation - Provincial Schools	-	-	-	-		-
74	Transportation - Amortization and Write Downs						
74.1	Transportation - Loss on Disposal of TCA and Assets Held for Sale						
	Total Transportation Expenses	60,338	14,057	2,984	120,912	-	1,790
	PUPIL ACCOMMODATION						
70	School Operations and Maintenance	2,240,540	677,291	124,700	1,887,900	-	24,600
71	School Renewal Expense				-	-	
77	Other Pupil Accommodation				-	400,000	-
75	Pupil Accommodation - Amortization and Write Downs						
80.1	Pupil Accommodation - Loss on disposal of TCA and Assets Held for Sale						
	Total Pupil Accommodation Expenses	2,240,540	677,291	124,700	1,887,900	400,000	24,600
	OTHER						
79	School Generated Funds Expenses				458,800		
78	Other Non-Operating Expenses	-	-	-	-		
76	Other - Amortization and Write Downs						
76.1	Other - Loss on Disposal of TCA and Assets Held for Sale						
80	Provision for Contingencies						
	Other Expenses Category Total	-	-	-	458,800		
90	Total Expenses Category	27,720,732	4,760,202	569,647	4,146,957	400,000	120,290

Schedule 10 - Expenses

		Fees and Contract Services	Other Expenses	Transfer to Other Boards	Amortization and Write Downs and Net Loss on Disposal	Total Expenses
	INSTRUCTION	09	10	11	12	13
51	Classroom Teachers	-				15,356,674
52	Supply Staff					1,323,316
53.1	Teacher Assistants					2,490,015
53.2	Early Childhood Educator					236,528
55	Textbooks and Supplies	190,860	3,940			889,820
54	Computers	105,310				303,515
56	Professionals Paraprofessionals and Technicians	122,000	-			1,966,773
57	Library and Guidance	30,000	-			1,129,338
58	Staff Develop.		-			406,896
67	Department Heads					-
61	Principals and VPs		-			2,012,989
62	School Office	79,079				1,439,968
59	Coordinators and Consultants	-	-	-		1,956,892
63	Continuing Education	-	-	-		92,071
72	Instruction - Amortization and Write Downs				310,209	310,209
72.1	Instruction - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Instruction Expenses	527,249	3,940	-	310,209	29,915,004
	ADMINISTRATION					
64	Trustees		-			114,499
65	Directors and Supervisory Officers		13,400	-		653,566
66	Board Administration	352,846	164,100	-		2,392,591
73	Admin - Amortization and Write Downs				256,530	256,530
73.1	Admin - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Administration Expenses	352,846	177,500	-	256,530	3,417,186
	TRANSPORTATION					
68	Pupil Transportation	1,755,318	8,290	-		1,963,689
69	Transportation - Provincial Schools	-	-	-		-
74	Transportation - Amortization and Write Downs				-	-
74.1	Transportation - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Transportation Expenses	1,755,318	8,290	-	-	1,963,689
	PUPIL ACCOMMODATION					
70	School Operations and Maintenance	582,475	14,600			5,552,106
71	School Renewal Expense	-	-			-
77	Other Pupil Accommodation	-	-			400,000
75	Pupil Accommodation - Amortization and Write Downs				7,114,196	7,114,196
80.1	Pupil Accommodation - Loss on disposal of TCA and Assets Held for Sale				-	-
	Total Pupil Accommodation Expenses	582,475	14,600		7,114,196	13,066,302
	OTHER					
79	School Generated Funds Expenses					458,800
78	Other Non-Operating Expenses	-	128,014	87,000		215,014
76	Other - Amortization and Write Downs				-	-
76.1	Other - Loss on Disposal of TCA and Assets Held for Sale				-	-
80	Provision for Contingencies		-			-
	Other Expenses Category Total	-	128,014	87,000	-	673,814
90	Total Expenses Category	3,217,888	332,344	87,000	7,680,935	49,035,995

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	9,236,215	-	142,538	9,378,753
1.2	Available for Compliance - Unappropriated	9,236,215	-	142,538	9,378,753
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	0	-	-	0
2.1.1	Retirement Gratuities Adjustment	0		0	0
2.2	WSIB	0	-	-	0
2.3	School Renewal (previously included in pupil accommodation debt reserve)	160,352	-	-	160,352
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Winning Teams	47,285	-	-	47,285
2.5	Insurance	15,760	-	-	15,760
2.6	Pre 2010 Benefit Adjustment	1,459,196	-	-	1,459,196
2.7		0	-	-	0
2.8		0	-	-	0
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.1.1	Committed Sinking Fund interest earned Adjustment	0	-	0	0
2.8.2	Committed Capital Projects	190,877	-	-	190,877
from Schedule 5.5				
2.8.3	Committed Capital Projects Adjustment	0		0	0
	Other Purposes - Capital:				
2.9	Equipment	56,454	-	-	56,454
2.10	Capital Projects In-Year	-775,000	-	-	-775,000
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	1,154,924	-	0	1,154,924
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	10,391,139	-	142,538	10,533,677
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-126,007		126,007	0
4.1.1	Retirement Gratuities Adj	0		0	0
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-4,000		4,000	0
4.1.3	Employee Future Benefits - other than retirement gratuity	-		-	-
4.2	Interest to be Accrued	-24,125		0	-24,125
4.3	Committed Sinking Fund interest earned Adj	0		0	0
4.4	School Generated Funds	443,570	-	0	443,570
4.4.1	Committed Capital Projects Adj	0		0	0
4.7	Revenues recognized for land	2,019,998	-	0	2,019,998
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	2,309,436	-	130,007	2,439,443
5	Total Accumulated Surplus (Deficit)	12,700,575	-	272,545	12,973,120

Schedule 13 - Day School Enrolment - Average Daily Enrolment

	Elementary	Pupils of the Board	Other Pupils	Total
3.1	Junior Kindergarten	77.00		
3.2	Kindergarten	64.00		
3.3	Grades 1 to 3	206.00		
3.4	Grades 4 to 6	193.00		
3.5	Grades 7 to 8	147.00		
3.6	Grades 4 to 8	340.00		
3.7	Total Elementary Day School	687.00	38.00	725.00
Sum of items 3.1 to 3.5			
	Secondary - pupils less than 21 years			
3.7.1	Secondary Day School - Grade 9 to 12	501.50	115.00	616.50
3.7.2	Independent Study	-	-	-
3.8	Total Secondary Day School	501.50	115.00	616.50
3.9	Total Day School	1,188.50	153.00	1,341.50
	High Credit: Grades 9 to 12 (under 21 years)			
3.10	Secondary Day School - Grade 9 to 12	-		-
3.11	Independent Study	-		-
3.12	Total High Credit Secondary Day School	-		-
3.13	Elementary 21 years and over	-	-	-
	Secondary - pupils 21 years and over			
3.14	Secondary Day School - Grade 9 to 12	-	-	-
3.15	Independent Study	-	-	-
3.16	Total Adult Day School	-	-	-
	Pupils admitted under Regulation 20/10			
	Fees For Non-Permanent Residents - Exemptions			ADE
5.1	Elementary			-
5.2	Secondary			-
5.3	Total Day School			-

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW No. 152

A By-Law to authorize the borrowing from time to time of ten million dollars (\$10,000,000.00).

WHEREAS the total amount of the estimated revenues of the Superior-Greenstone District School Board as set out in its 2022-2023 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Forty-Nine Million Three Hundred and Eight Thousand Five Hundred and Forty Dollars (\$49,308,540).

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Ten Million Dollars (\$10,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2022-2023 fiscal year and the debt charges of the Board in such year.

NOW THEREFORE BE IT RESOLVED

THAT the Secretary and Treasurer are hereby authorized to borrow on behalf of the Superior-Greenstone District School Board from TD Canada Trust from time to time by way of overdraft or promissory note or bankers' acceptance a sum or sums not exceeding at any one time Ten Million Dollars (\$10,000,000.00) and to give on behalf of the Board, to the said Bank a promissory note or notes signed by the Secretary, Treasurer and/or Manager of Financial Services for the monies so borrowed with interest which rate shall be as notified by the Bank to the Treasurer from time to time.

THAT all sums borrowed pursuant to the authority of this resolution as well as all other sums borrowed in this year and in any previous year from the said bank for the aforesaid purposes shall, with interest thereon, be a charge upon the whole of the revenues of the Board for the current year and for all preceding years as and when such revenues are received.

THAT the Treasurer is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all of the monies hereafter collected or received either on account or realized in respect of the taxes levied for the current year and preceding years, or from any other source, which may lawfully be applied for such purposes.

Read a First, Second and Third Time, this **27th** day of **June 2022**.

Chair

Secretary to the Board



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

Report No.: 56

Date: June 27, 2022

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: June 2022

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

Background

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

Current Situation

Please click on the following link to read the report:



Director's Monthly June 2022

Students at Marathon High School have accomplished so many amazing things this school year, from sports championships to academic achievement. Some recent highlights include the athleticism...

[Go to this Sway](https://sway.office.com/DTxo93tdvveGkoRq?ref=Link)

<https://sway.office.com/DTxo93tdvveGkoRq?ref=Link>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 56, Director's Monthly Report: June 2022, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



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

Report No.: 57
Date: June 27, 2022

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: 2022 Summer Break and Board Business

**STRATEGIC
PRIORITY:** Stewardship

Background

Regular Board meetings are scheduled in July and August. However, there is generally a pause in the critical business of the Board through the summer break. Therefore, each year at this time the Board's practice is to consider whether a meeting is required in either July or August or if it would be acceptable to cancel.

To date, the cancellation of a Regular Board meeting in the summer has not had a detrimental effect on Board business.

In conjunction with this review, the Board has also carried a motion to ensure that the business of the Board can be conducted, regardless of the varied summer schedules with which both members of the Board and Board Administration may be engaged.

Current Situation

A Regular Board meeting is scheduled on Monday, July 18, 2022 and August 29, 2022. Should the Board elect to cancel the July 18, 2022 meeting, a notice of cancellation would be posted on the Superior-Greenstone DSB website for public reference.

The practice has been for Administration to be authorized, in conjunction with available Trustees, to conduct the business of the Board as the need may arise during July and August 2022.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 57: 2022 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 18, 2022, and

That, Administration be authorized, in conjunction with available Trustees to conduct the business of the Board as the need may arise during July and August 2022.

Respectfully submitted by,

Nicole Morden Cormier
Director of Education



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

Report No.: 58

Date: June 27, 2022

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

FROM: Kathleen Schram – System Principal; Numeracy/MISA

SUBJECT: Numeracy Portfolio for 2021-2022: A Focus on De-streaming Math

**STRATEGIC
PRIORITY:** Learning

Background

The Ministry of Education is committed to moving forward with changes to the education system that seek to address systemic discrimination and help break down barriers for students who are Black, Indigenous and those who live in low-income households and those with special education needs so that all students will have an equal opportunity to reach their full potential. One strategy to achieve this goal is the de-streaming of grade 9 courses, which means that the Academic and Applied levels streams will be combined into one new stream, in some cases with a new curriculum, and in others, with the academic curriculum being now used for all students. The 2021-2022 school year saw the implementation of the new de-streamed Grade 9 Mathematics course (MTH1W).

De-streaming within classes at Superior-Greenstone started in February this year in all grade 9 math classes with the release of a new foundational math course designed for all learners. A focus for our system was to support school staff through meaningful professional learning conversations working to dismantle anti-racism/anti-oppression in relation to streaming and improve outcomes for marginalized students. This work connects to the staff objective within the Learning Pillar of our Strategic Plan to *enhance our culture of professional, collaborative learning through a job-embedded approach*.

Historically, streaming (or tracking) was created to support both low and high achievers, so that neither would receive a compromised standard of education based on instruction that was either too accelerated or overly simplified. However, studies have typically found that low achievers, in fact, benefit more from an enriched curriculum, rather than a traditional remedial program as a means of improving learning outcomes (Singham, 2003). In other words, a school's best curriculum, reserved for its highest achievers, is best for all students. Ontario is the only province in Canada that continues to stream students in Grade 9. The original intent for Applied level courses was to provide a different approach to learning. Over time, however, the perception grew that these courses were less academically rigorous.

Research shows that students from racialized communities, low-income households, and other marginalized groups are more often encouraged to take applied level courses which then has impact on post-secondary options and ultimately employment opportunities later in life.

Table 1 illustrates the breakdown of previous grade 9 math enrollment within SGDSB.
(Self-Id = those who self-identify as First Nation, Metis, Inuit; ESA = those who are served through Educational Service Agreements; LDC = Locally Developed Classes)

	2017-2018		2018-2019		2020-2021	
	Number of Students Taking Math	Self-Id	Number of Students Taking Math	Self-Id	Number of Students Taking Math	Self-Id
Grade 9 Academic	71 71/225 (31.6%)	19 19/71 (26.7%)	66 66/202 (32.7%)	11/66 (16.6%)	72 72/195 (36.9%)	20/72 (27.7%)
Grade 9 Applied	111 111/225 (49.3)	56 56/111 (50.4%)	84 84/202 (41/6%)	41/84 (48.8%)	72 72/195 (36.9%)	34/72 (47.2%)
Grade 9 LDC (Locally Developed)	43 43/225 (19.1%)	27 27/43 (62.8%)	52 52/202 (25.7%)	27/52 (51.9%)	51 51/195 (26.2%)	34/51 (66.6%)

Table 1: Previous Math Enrolment of students within Superior-Greenstone DSB

Analysis and Key Summary:

There is concern that students do not feel that learning at the Academic level is accessible to them.

- The percentage of students enrolled in Academic level classes is 30% lower than the province.
- Numbers of self-ID Indigenous students within academic level has continued to show an upward trend, however, the percentage remains less than 25%.
- There is a predominant trend of self-ID students, having a higher representation within applied and locally developed programs.
- There is a low percentage of self-ID taking senior level university and college level math courses.

Current Situation

The combination of de-streaming and high standard curricula is the most effective means of increasing student achievement among low achievers. Despite fears concerning the negative impact on high achievers, studies have also found that the performance of high achieving students remained the same after they had studied in heterogeneously grouped classes. In other words, high achievers did not learn less when they studied alongside their average or low-achieving peers (Figlio & Page, 2002; Mason et al., 1992). Since it is widely accepted that effective pedagogy is the single most important determinant of student learning outcomes (McPartland & Schneider, 1996), it follows then that effective implementation of de-streaming requires teachers to be fully supportive of de-streaming and differentiated teaching strategies.

This year, a team of four grade 9 educators demonstrated their commitment to learning by striving to be current in their professional knowledge in recognizing its relationship to practice as they worked with the Thinking Consortium. Involved with representatives from two other boards, the educators worked on a project involving transforming learning in mathematics through critical inquiry. They worked to create units of study to share with other grade 9 teachers implementing the new curriculum in a way that supports thinking and reasoning through equitable practices.

Schools were also supported to continue to deepen understanding of the content, environment and approaches with developing an implementation plan for de-streaming that builds confidence and competence in both educators and students.

We had 154 students begin grade 9 this year that we will be using to track pathways and progress until graduation. Of those 154, 8 students are no longer enrolled.

Table 2 illustrates the breakdown of the current math enrollment status.

	2021-2022	
	Total	Self-Id
Grade 9 De-streamed	123 123/146 (84.2%)	49 49/123 (39.8%)
Grade 9 LDC	23 23/146 (15.7%)	16 16/22 (72.7%)

We also began a process for tracking students who changed paths. This year there were 7 students transfer from the De-streamed class to the Locally Developed class. Of those 7; 5 were students who identify as FNMI.

Table 2: Current Math Enrolment of students within Superior-Greenstone DSB

Next Steps

Beginning in September 2022, all Grade 9 subjects will be offered in one stream. With de-streamed curriculum only being implemented in Science and Math, a new curriculum is being developed for both courses. However, English, Geography and French are to implemented using the current Academic curriculum. As the Ministry of Education's de-streaming plan moves forward to have all grade 9 and 10 classes de-streamed, we are also joining many other boards in creating consistent movement by engaging in a grade 10 de-streamed course using the Academic curriculum.

Many boards in Ontario have already engaged in this approach and their data indicates that there are three key areas that impact the successful outcome of a de-streaming initiative. These main categories include the beneficial impact of belonging to a positive learning community created within a de-streamed classroom, the importance of administrative and leadership support and communication, as well as the impact of positive teacher attitude towards de-streaming. De-streaming provides equitable access to high standards of education for all, by providing all students with the same academic curriculum. Since it allows previously lower performing students access to the positive influence of their higher performing peers, as well as the ability to avoid the detrimental impact of negative labelling, it is clearly important to continue to strive towards creating a learning environment that will lead to the best outcomes for all students.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report 58, Numeracy Portfolio for 2021-2022: A Focus on De-streaming Math, for information.

Will Goodman
Superintendent of Education

Kathleen Schram
System Principal; Numeracy/MISA

*References to materials cited can be made available upon request.



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

Report No.: 59
Date: June 27, 2022

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

FROM: Deana Renaud Manager, Mental Health

SUBJECT: SGDSB Substance Use Strategy

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

Background

Over the course of the COVID-19 Pandemic, we have noticed a significant increase in problematic substance use across the region, with a notable impact on our schools. Although substance use and addiction are not new issues, they have been intensified by the complexities associated with the pandemic and the impact on families has been significant.

We have had community champions from our First Nation communities and secondary school administrators come forward with concerns and challenges and have prioritized our response to address the current state.

Superior-Greenstone District School Board identifies that substance use has an impact on school engagement, safety, well-being and achievement and is setting implementation steps in motion to support students and families.

Current Situation

We have developed a substance use strategy for SGDSB. This is the first time our board has had this as an implementation strategy. We have engaged in the following steps as a part of this strategy:

- **Communication initiative**
 - o **Expectations around substance use in schools in connection to the SGDSB Safe Schools Policy with intentional messaging around support and safety.**
- **Substance use procedural guideline for school staff and principals**
 - o **Screening tool, restorative action template, process flow chart**
- **Resources for students and families and community partnerships for support**

Next Steps

SGDSB continues the intentional work of understanding substance use and addiction and the impact on students and families in our region. We continue to expand understanding of supports and provide schools with resources and tools to address areas of need. We are striving to increase access to services for students and build understanding around substance use, addictions and harm reduction and provide supports for making our learning environments safe for all students.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 59, SGDSB Substance Use Strategy, for information.

Respectfully submitted by:
Deana Renaud
Manager, Mental Health

William Goodman
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
May 30, 2022 REGULAR BOARD MEETING

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	4	0	0	4
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	4	0	0	4
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	4	0	0	4
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	4	0	0	4
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	4	0	0	4
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	4	0	0	4
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • All of the presentations and reports were useful. A great meeting of information and decision making. • Tonight's meeting showed how we are basing our decisions on the needs of the students and community. 				
Optional Comments: <ul style="list-style-type: none"> • Great to see the use of excess funds for one-time capital projects...money should not just sit there when it can be effectively used to deal with 'thinking outside the box' projects. Well done. • Meeting length to long, ended after 9:00. 				