



## 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 2022/10

## A G E N D A

Monday, October 17, 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: 696 242 756 #

**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						Cheyenne Nieman (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>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications</i>					

**2.0 Regular Meeting Call to Order**

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 17, 2022 be called to order at \_\_\_\_\_ p.m.

**3.0 Approval of Agenda**

✓ ***That***, the agenda for the Superior-Greenstone DSB 2022/10 Regular Board Meeting, October 17, 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 2022/09: September 19, 2022;

[\(Attached\)](#)

**5.2 Board Policy Review Committee: September 20, 2022**

[\(Attached\)](#)

✓ ***That***, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of September 20, 2022 and approves as reviewed:

- P-510 Suspected Child Abuse [\(Attached\)](#)
- P-525 Bullying Prevention and Intervention Strategies [\(Attached\)](#)
- P-535 Progressive Discipline and School Safety [\(Attached\)](#)
- P-520 Safe Schools System Expectations [\(Attached\)](#)
- P-532 Bomb Threat Response [\(Attached\)](#)
- P-547 Sexual Orientation and Gender Identity [\(Attached\)](#)
- P-720 Workplace Violence [\(Attached\)](#)
- P-717 Workplace Harassment and Human Rights [\(Attached\)](#)
- P-215 Trustee Honorarium [\(Attached\)](#)

to be posted to the Board website with an implementation date of October 18, 2022, and all of which shall supersede any previous policies.

**5.3 Board Committee Meetings**

✓ ***That***, the minutes of the following Board Committee meetings be approved:

1. Board Audit Committee June 16, 2022;
2. Special Education Advisory Committee September 13, 2022;

[\(Attached\)](#)

[\(Attached\)](#)

**6.0 Business Arising Out of the Minutes****7.0 Delegations and/or Presentations****7.1 Trustee Presentation**

(P. McRae/ N. Morden Cormier)

**7.2 Showcasing Learning: Indigenous Youth Council Presentation Titled: Year End Gathering in June 2022**

(Video Presentation  
– N. Morden Cormier)

- 7.3 Excellence in Education: Beardmore Public School  
Presentation Titled: A Day in the Life of a Grade 5 Student (PowerPoint Presentation  
– Principal Bev Vachon)
- 7.4 Report No. 70:  
A Year in Review: Student Trustee Year End Report ([Attached](#) - Trustees, G. Molinski & C. Nieman)
- 7.5 How Technology is Assisting Students in Their Education & Learning (N. Kitchener/ A. Marton)

## **8.0 Reports and Matters for Decision**

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Audit Committee (K. Pristanski/ A. Marton)
- 8.1.2 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)
- 8.1.3 Board Policy Review Committee (M. McIntyre/ N. Morden Cormier)
- 8.1.4 Occupational Health and Safety Committee (M. Groulx/ G. Muir)

## **9.0 Reports of the Business / Negotiations Committee**

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

## **10.0 Reports of the Director of Education**

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 71:  
Directors Monthly Report: October 2022 ([Attached](#) - N. Morden Cormier)

## **11.0 Reports of the Education Committee**

Superintendent of Education: Will Goodman  
Superintendent of Education: Eric Fredrickson  
Education Chair: Allison Jarvis

- 11.1 Report No. 72:  
Board Improvement and Equity Plan ([Attached](#) – Kellie Wrigley & E. Fredrickson)

## **12.0 New Business**

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 Update: Minister and Board Chair Teleconference (P. McRae)
- 12.2 Trustee Associations and Other Boards
- 12.2.1 OPSBA Director Update (Trustee, M. Mannisto)
- 12.2.2 Indigenous Trustees Council Update (Trustee, P. Cormier)
- 12.2.3 Discussion: Supporting Board Rep on Trustee Associations (N. Morden Cormier/ P. McRae)
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation
- 12.5.1 Board Meeting Evaluation Summary: September 19, 2022 ([Attached](#) - P. McRae)  
[- Evaluation Form Link for October 17, 2022](#)
- 12.5.2 Board Meeting Evaluation Summary: Annual Report ([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 2022/09: September 19, 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 2022/10 Regular Board Meeting, Monday, October 17, 2022 adjourn at \_\_\_\_\_, p.m.

**2022 - Board Meetings**

Monday, November 21, 2022 (1:00 p.m.) Virtual and the Marathon Board Office

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2022/10**

Committee of the Whole Board: Closed Session.

Monday, October 17, 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 In-Camera (closed) Meeting Minutes
  1. Regular Board Meeting 2022-09: September 19, 2022 [\(Attached\)](#)
- 4.0 Personnel Item A: (N. Morden Cormier)



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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## Regular Board Meeting 2022/09

## MINUTES

Monday, September 19, 2022 – 6:30 p.m.

### Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 848 823 270 #

**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) 8:39 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			Cheyenne Nieman (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		
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		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					x
Christianson, GerriLynn: <i>Executive Assistant &amp; 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.

PART I: *Regular Board Meeting*

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

**2.0 Oath of Office: 2022-2024 Student Trustee****2.1 Cheyanne Nieman: (Geraldton Composite High School)**

Cheyenne Nieman, appointed to fill the Student Trustee role for the 2022-2024 term, recited the Declaration of Office and took her seat as a member of the Superior-Greenstone District School Board.

**3.0 Regular Meeting Call to Order****92/22***Moved by: Trustee M. Groulx**Second: Trustee M. McIntyre*

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 19, 2022, be called to order at 6:36 p.m.

*Carried***4.0 Approval of Agenda**

An error was made on the agenda under item number 9.1.1. There is no attachment for this agenda item and the statement “sent under separate cover” will be removed from the agenda. Trustee Pristanski will be providing a verbal report.

**93/22***Moved by: Trustee J. Nesbitt**Second: Trustee A. Jarvis*

✓ ***That***, the agenda for the Superior-Greenstone DSB 2022/09 Regular Board Meeting, September 19, 2022 be accepted and approved as amended.

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

There were no disclosures of interest offered at this time.

**6.0 Minutes: Board Meetings and Board Committee Meetings****6.1 Board Meetings****94/22***Moved by: Trustee M. Groulx**Second: Trustee A. Jarvis*

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

1. Regular Board Meeting 2022/08: August 29, 2022.

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

Nil.

**8.0 Delegations and/or Presentations****8.1 Showcasing Learning: SGDSB: Launching the 2022-2023 School Year**

Director of Education Nicole Morden Cormier provided introduction for the video. The presentation was created to showcase the learning, joy and transition activities that have happened during the first weeks of school to support inclusion and foster a positive sense of belonging. The link to the presentation will be shared with the Trustees after the meeting to provide more time to view the video.

Note: Trustee Pristanski joined the meeting via teleconference at 6:43 p.m.

- 8.2 Excellence in Education: SGDSB System Presentation - MYSP Growth: A System Perspective  
The Director introduced the multimedia presentation that featured audio recordings from multiple System Leads who provided overview of their programs. The presentations featured evidence of the implementation of the Multi-Year Strategic Plan. Topics included student achievement, de-streamed math, Indigenous education, special education, and other multi-disciplinary updates.

The presentation was shortened for the meeting in the interest of time, however, the full copy will be forwarded to Trustees within the week. Trustee P. Cormier expressed gratitude for the information provided regarding the de-streamed math curriculum and the need for curriculum resources from the Ministry. He requested that the presentation be provided to incoming Trustees, as the presentation provides an excellent overview of what system leads manage within their roles.

- 8.3 Report No. 65: Student Trustee Report: September 2022  
Student Trustees Grace Molinski and Cheyanne Nieman provided a presentation of their report. The Student Senate welcomed Cheyanne to her new roles on the Student Senate and for the Student Trustee 2022-2024 term. Student Trustee Molinski attended the August Board meeting and was featured in a radio interview on CFNO as part of the "Onward and Upward" series, a weekly radio broadcast featuring student interviews that showcase how SGDSB is reimagining learning.

The Student Trustees have begun planning for the first Student Senate meeting scheduled for October and setting the annual goals which include building stronger relationships, creating a sense of community for everyone and advocating on societal and personal issues impacting students. The Director advised that a new student committee is being created in order to facilitate student consultation regarding equity and belonging. The committee will meet quarterly and will provide feedback on board initiatives. Trustees requested a follow up report on the new student committee work be presented at the June board meeting.

## **9.0 Reports and Matters for Decision**

- 9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)

9.1.1 Board Audit Committee

Trustee Kal Pristanski provided a verbal review of the 2022 activities of the Board Audit Committee. The Committee held 3 meetings; the most recent meeting was held on June 16, 2022. The activities included the recommended approval of the Financial Statements, RFP for external audit services, the completion of a self-assessment for the Audit Committee members and the finalization of a Committee Terms of Reference. The Committee met with internal auditors and received reports on current audits that are underway and completed follow up audits. The next meeting is scheduled for October 6, 2022, at 6:30 p.m.

9.1.2 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre provided a review of the September 13, 2022, SEAC meeting. The Committee finalized their Terms of Reference document. At the meeting, the Superintendent lead a discussion regarding the duties of SEAC and posed several questions to the Committee to discuss how to meet the needs of all students and support Truth and Reconciliation. A report was provided that outlined the learning objectives of the school year and how the board focus will be to meet students where they are at in their learning, as opposed to "catching up" on learning as a result of the pandemic. The next meeting is scheduled for October 11, 2022, at 3:00 p.m.

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

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



- 10.1 Report No. 66: 2021/2022 Interim Reports No. 2 & No. 3  
 Manager of Finance, Brent Harris presented the 2021/2022 Interim Reports No. 2 and No. 3. A detailed review of Interim Report No. 3 was provided as it contained the most recent financial data. He advised that the school board is currently forecasting a slight surplus due to PPM grants received and an increase in student enrollment.

- 10.2 Bylaw 153 – 2023 Tax Levy:  
 The Manager of Finance provided a review of the Bylaw 153 as included in the agenda package.

**95/22**

*Moved by: Trustee K. Pristanski*

*Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 153 being a bylaw to levy taxes for 2023 as per the attached.

Carried

- 10.4 Report No. 67: Signing Officers of the Board  
 Superintendent of Business Alex Marton reviewed the recommendation for the updating of the signing officers of the board.

**96/22**

*Moved by: Trustee J. Nesbitt*

*Second: Trustee M. McIntyre*

✓ **That**, effective September 19, 2022, signing officers for Superior-Greenstone District School Board be any two of the following:

- Nicole Morden Cormier, Director of Education & Secretary to the Board
- Alex Marton, Superintendent of Business & Treasurer
- Eric Fredrickson, Superintendent of Education
- Will Goodman, Superintendent of Education
- Brent Harris, Manager of Financial Services

Carried

## **11.0 Reports of the Director of Education**

*Director of Education: Nicole Morden Cormier*

- 11.1 Report No. 68: Directors Monthly Report: Foundation for the School Year  
 The Director's Monthly Report is designed to provide trustees with additional insights into how the Aims of the Multi-Year Strategic Plan are being realized in each of the schools. The report outlined the themes for the monthly reports for the 2022-2023 school year. The report will continue to be presented in the Microsoft Sway program format, as it allows for enhanced communication of the material with stakeholders. Trustee Cormier recommended that this report be shared again with the new Trustees.

- 11.2 Board Meeting Date Revisions  
 The Director advised that in order to comply with regulatory requirements, the date of the Inaugural/Organizational meeting date must be changed. Therefore, it is recommended to cancel the November 14<sup>th</sup> Regular Board Meeting and change the Inaugural/Organizational meeting to November 21<sup>st</sup>. The Director advised that as per the usual schedule, Trustee professional development will take place in the morning before the meeting and be held at the Marathon Board Office.

**97/22**

*Moved by: Trustee K. Pristanski*

*Second: Trustee J. Nesbitt*

✓ **That**, the Superior-Greenstone DSB cancels the Regular Board meeting scheduled on Monday, November 14, 2022, and reschedules the Inaugural/Organizational meeting from Monday, November 28, 2022, to take place at 1:00 p.m. on Monday, November 21, 2022.

Carried

## **12.0 Reports of the Education Committee**

*Superintendent of Education: Will Goodman*  
*Superintendent of Education: Eric Fredrickson*  
*Education Chair: Allison Jarvis*

- 12.1 Report No. 69: Virtual Learning 2022  
 Superintendents of Education Will Goodman and Eric Fredrickson provided a review of the Virtual Learning report that outlined the various opportunities available to students. The report included the current enrollment numbers and detailed definitions of the various programs available such as E-Learning, TV Ontario courses, Blended Learning and Video Conferencing. Through our

videoconferencing platform and expansion of the laptop initiative, the school board is helping to eliminate barriers and provide access to all learners while expanding the courses available to secondary students. The Board discussed the Ministry initiative of the TV Ontario courses and discussed the limitations of the program. Trustee Paul Cormier discussed the position paper on Virtual Learning that was written by OPSBA that expressed many of the same concerns regarding virtual learning from home. He recommended that the document be provided to incoming Trustees at the start of their term as this is an area where additional advocacy will be required with the Ministry.

### **13.0 New Business**

*Board Chair: Pinky McRae*

#### **13.1 Board Chair**

##### **13.1.1 Update: Minister and Board Chair Teleconference**

Board Chair Pinky McRae discussed the September 13, 2022, Minister of Education and provincial Board Chairs teleconference meeting. At the meeting she had the opportunity to speak with the Minister and request follow up regarding the letters sent to the Minister and his office on April 29, 2022, regarding virtual meetings. The Minister claimed to have not received the letter and requested copies sent to him and agreed to follow up on the matter. School Board administration staff confirmed that the letters were sent and provided proof of receipt from April 29<sup>th</sup>. The letters from both SEAC and the Board were resent to the Minister and his office staff.

During the Board Chair's discussions with the Minister, she explained the geography of the school board and distance in hours of travel to attend meetings to articulate how the flexibility of virtual meetings ensures equity and equality. The Board Chair advised that since the teleconference meeting, she has received several calls from other school boards echoing their support in the matter and how this issue is not isolated to Northern Ontario. The Board Chair shared overviews of her conversations with various OPSBA representatives.

The Board discussed the need for continued advocacy for Northern issues and discussed a need for a collective approach to advocacy at all levels.

#### **13.2 Trustee Associations and Other Boards**

##### **13.2.1 OPSBA Director Update**

Trustee Mark Mannisto advised that he will be attending the September 30<sup>th</sup> meeting and requested copies of the correspondence that was sent to the Minister of Education, for his reference.

##### **13.2.2 Indigenous Trustees Council Update**

Nil.

##### **13.2.3 Discussion: Supporting Board Rep on Trustee Associations**

As requested at the June board meeting, Trustees were asked to bring ideas to the September Board meeting regarding ways to support Board representatives on Trustee Associations. The Board Chair invited the sharing of ideas and the suggestions brought forward included the Director providing a write up regarding areas of concern and celebration, System Leads providing suggestions for areas where advocacy is needed, Board review of the OPSBA meetings agendas in advance of their meetings, advocacy as a standing agenda item, and a collective approach to topics and regularly identifying challenges and areas for needed advocacy. Trustees requested increased orientation to the role of the OPSBA Director position to help provide new Trustees with a better understanding of the larger picture of their role. The Board Chair expressed her gratitude to Trustees for their ideas and rich conversations on the matter. She advised that a report will be presented at the October Board meeting with a proposed plan to support Board representatives on Trustee Associations.

#### **13.3 Trustee Activities**

Trustee Allison Jarvis attended the grand opening ceremony of the Geraldton Day Care Centre.

Trustee Mark Mannisto was invited to Greenstone Gold as a representative of the school board to provide feedback regarding human rights. The guided conversation focused on equality vs. equity. Trustee Mannisto advised that Greenstone Gold representatives were interested in the information Trustee Mannisto shared regarding presentations given by the board's Equity and Human Rights Advisor. Trustee Mannisto will follow up with the Director regarding the meeting.

**13.4 Future Board Meeting Agenda Items**

Trustee Kal Pristanski advised of an error in the meeting minutes of August 29, 2022, and noted that the recorded vote was not properly documented. The minutes will be amended and presented again at the next regular meeting.

**13.5 Board Meeting Evaluation Summary: August 29, 2022**

The Board Chair reminded Trustees to please complete the Board Meeting Evaluation form at the end of the meeting. Responses will be evaluated before the end of this term.

**14.0 Notice of Motion**

Nil.

**15.0 Observer Comments**

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:39 p.m.

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

**16.1 Agenda: Committee of the Whole Board – Closed**

**98/22**

Moved by: Trustee J. Nesbitt

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:39 p.m. and that this portion be closed to the public.

Carried

**16.2 Rise and Report from Closed Session**

**99/22**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:22 p.m. and that this portion be open to the public.

Carried

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

**17.1 100/22**

Moved by: Trustee M. Mannisto

Second: Trustee K. Pristanski

✓ **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 2022/08: August 29, 2022

Carried

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

Nil.

**18.0 Adjournment**

**101/22**

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB 2022/09 Regular Board Meeting, Monday, September 19, 2022 adjourn at 9:23, p.m.

Carried

<b><u>2022 - Board Meetings</u></b>
<i>Virtual Meeting - Time 6:30 p.m.</i>
Monday, October 17, 2022
Monday, November 21, 2022 (1:00 p.m.)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2022/09**

Committee of the Whole Board: Closed Session.

Monday, September 19, 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 8:39 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2022-08: August 29, 2022
- 4.0 Update:
- 5.0 Personnel Item:
- 6.0 Personnel Item:
  - 6.1 Item A
  - 6.2 Item B

**Regular Board Meeting 2022-09**

Monday, September 19, 2022

**M I N U T E S**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2022

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## Board Policy Review Committee

Teleconference/Videoconference Meeting  
Tuesday, September 20, 2022, at 6:30 p.m.

**MINUTES**

Microsoft Teams Meeting

Or call in (audio only) 1 807-701-5980 Phone Conference ID: 142 464 169#

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			x			Michael Groulx			x		
Allison Jarvis			x			Kal Pristanski (Alternate)					x
Margaret McIntyre			x			Christine Major (Alternate)					x
Mannisto, Mark					x	McRae, Pinky (Ex-Officio)			x		

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			x		
Alex Marton: <i>Superintendent of Business</i>			x		
Eric Fredrickson: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Denis Nault: <i>Manager of Human Resources</i>					x
Hillary Freeburn: <i>Principal Representative</i>			x		
Deana Renaud: <i>Manager of Mental Health</i>					x
Gerrilynn Christianson: <i>Executive Assistant &amp; Communications (Recorder)</i>			x		
Position Vacant: <i>Human Rights and Equity Advisor</i>					

**Land Acknowledgement**

Committee Chair Margaret McIntyre 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.

**1.0 Review of Minutes: June 14, 2022**

The minutes of the June 14, 2022, Board Policy Review Committee were approved by the Board at the June 27, 2022 Regular Board meeting. The minutes have been attached for information only.

The Committee expressed their gratitude to Trustee McIntyre for her role as the Committee Chair and her years of dedication. This is the final Board Policy Review Committee meeting of Trustee McIntyre's term as Trustee.

**2.0 Business Arising from Minutes: June 14, 2022****Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of June 15, 2022 through to July 16, 2022. There was no stakeholder feedback received on the policies listed.

- P-510 Suspected Child Abuse
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety
- P-520 Safe Schools System Expectations
- P-532 Bomb Threat Response
- P-547 Sexual Orientation and Gender Identity (New)
- P-720 Workplace Violence

**Action Item:**

Submit Policy 510, P-525, P-535, P-520, P-532, P-547, and P-720 for Board approval at the October 17, 2022 Board meeting.

**3.0 Reviews: New/Existing Policies**

**P-510 Blood-Borne Pathogens**

Superintendent of Education Will Goodman conducted a review of the document and recommended that Policy 510 Blood-Borne Pathogens be removed as it is now redundant. He advised that the policy is not fully inclusive as it is only specific to blood-borne pathogens and that the Board has policies that include information regarding medical records. Therefore, since the policy includes regulations that are followed by the board, the information is not required to be additionally outlined in this policy.

**P-717 Workplace Harassment and Human Rights**

Director of Education Nicole Morden Cormier advised that the policy requires one small but significant enhancement. The statement added to the policy, supports the process of conflict resolution in a peaceful and culturally respectful way. The Director explained that the addition is necessary and therefore stakeholder engagement is not required. The policy was recommended to be submitted directly to the board for approval at the next regular meeting. The policy will be reviewed annually following the policy review process.

**P-215 Trustee Honorarium**

Superintendent of Business Alex Marton reviewed the policy revisions made according to Ministry regulation. As the policy revisions reflect legislation, stakeholder consultation is not required, and it was recommended that the policy be submitted directly to the board for approval. The policy will be reviewed on an annual basis as the honorarium calculations reflect the student enrollment numbers.

**Action item:**

As per the recommendation from the Senior Administration team, Policy 717 and Policy 215 will be submitted directly for Board approval at the October 17, 2022 Board meeting. Policy 510 will be made redundant.

*Moved: J. Nesbitt*

*Second: M. Groulx*

*That, the Superior-Greenstone District School Board Policy Review Committee dispense with the policy review process for Policy 717 Workplace Harassment and Human Rights, and Policy 215 Trustee Honorarium, and that both policies be submitted to the board for approval at the October 17, 2022 Regular Board Meeting.*

*Carried*

**4.0 List All Policies to be Referred for Stakeholder Review as of September 21, 2022**

There are no policies to be posted for stakeholder review, as the policies reviewed for this agenda will be submitted directly to the Board for approval.

**5.0 List All Policies to Refer to Board for Approval on October 17, 2022**

P-510 Suspected Child Abuse  
P-525 Bullying Prevention and Intervention Strategies  
P-535 Progressive Discipline and School Safety  
P-520 Safe Schools System Expectations  
P-532 Bomb Threat Response  
P-547 Sexual Orientation and Gender Identity (New)  
P-720 Workplace Violence  
P-717 Workplace Harassment and Human Rights  
P-215 Trustee Honorarium

**6.0     2022 Meeting Schedule**

The November 1, 2022 Board Policy Review Committee meeting is no longer required. The cancelation will allow for the new Trustees to begin their role with a new set of policies as they begin their term. The first Committee meeting with the new Trustees will include a review of the proposed terms of reference and a review of the META Policy.

The 2023 meeting schedule is to be determined by the Board at the Inaugural/Organizational meeting on November 21, 2022.

**7.0     Adjournment**

*Moved: P. McRae*

*Second: J. Nesbitt*

*That, the Board Policy Review Committee Meeting of September 20, 2022, adjourn at 6:56 p.m.*

*Carried*



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	SUSPECTED CHILD ABUSE		510
<i>Board Approved:</i>	June 22, 2021 Nov 22, 2016 June 15, 2009 March 12, 1999	<i>Reviewed:</i> September 7, 2021 September 6, 2016 March 30, 2009 April 2004	<i>Review by:</i> December 2027 <del>December 2026</del>

**RATIONALE**

When a school employee has reasonable grounds to believe that a child is or may be in need of protection as defined by the Child, Youth and Family Services Act; that employee shall immediately report the concern as outlined in the Board's Suspected Child Abuse Policy. The Youth Criminal Justice Act [in s.35] also outlines the authority to refer a young person to a child and welfare agency to determine whether the youth is in need of child welfare services. Section 8.5 of 520 Management Guidelines – Police and School Board Response Protocol provides the section from the Child, Youth and Family Services Act (CYFSA) that establishes the circumstances under which a school employee must report.

**POLICY**

The Superior-Greenstone District School Board is committed to the prevention of and protection against child abuse or neglect. The purpose of this policy is to ensure compliance with the mandatory reporting requirements under the Child, Youth and Family Services Act (CYFSA) 1990 2017 (as amended) to report suspected cases of child abuse involving students under the age of 18 years to the Children's Aid Society, Dilico Anishinabek Family Care or Tikinagan Child and Family Services as appropriate.

**GUIDELINES**

The duty to report of persons "who perform professional or official duties with respect to children", including teachers and principals, should be emphasized. The following guidelines are from section 125 of the CYFSA.

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

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a. failure to adequately care for, provide for, supervise or protect the child, or
  - b. pattern of neglect in caring for, providing for, supervising or protecting the child
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a. failure to adequately care for, provide for, supervise or protect the child, or
  - b. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the

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

## **PROCEDURES**

### **1.0 Duty to Report**

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

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

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

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

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

The individual making the report shall inform the Principal immediately.

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

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

discussions and reports.

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

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

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

1.3.1 The Principal shall inform the Superintendent of Education immediately.

1.3.2 The Superintendent of Education shall inform the Director immediately.

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

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

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

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

## **Reference Documents**

Child, Youth and Family Services Act, (Section 72 (125) 1990-2017

Student Protection Act, 2002

Education Act, Regulation 298

520 Management Guidelines – Police and School Board Response Protocol



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS		
Policy Name	BULLYING PREVENTION AND INTERVENTION STRATEGIES		525
Board Approved:	September 27, 2016 May 18, 2010 September 8, 2008 June 21, 2005	Reviewed: June 7, 2016 February 22, 2010 May 26, 2008 March 25, 2008	Review By: <b>December 2027</b> <del>December 2024</del>

**POLICY**

Bullying adversely affects the school's ability to educate students, their *well-being and* ability to learn but also can lead to violence and more serious social, emotional or psychological problems for those individuals who are the ~~victims~~ *targets* of repeated aggression. *Bullying is a serious issue that adversely affects the school climate, including healthy relationships.*

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

*Bullying is not accepted in any environment associated with SGDSB. It is not accepted on SGDSB property, at school related activities, on busses, in any online capacity such as social media bullying of cyber bullying, or in any other circumstances that impact student well-being and where there is a negative impact on school climate. Intervention and support will utilize a progressive discipline approach and restorative practices.*

**RATIONALE**

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment and that every student has the right to be treated with dignity. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement and well-being for all students. At Superior-Greenstone District School Board, we believe that it is everyone's responsibility to stop bullying behaviour in our school community.

**DEFINITION**

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, *mental health, cultural identity*, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- Students who *use bullying behaviour* are learning to use power and aggression to control and distress others,
- Students who are ~~victimized~~ *targeted* become increasingly powerless and find themselves trapped in relationships in which they are being abused,
- Students use power in many ways:
  - Size, strength, intelligence, age,
  - Social status,
  - Economic status,
  - Knowledge of another person's vulnerability.

- Race, ability, gender or any other diversion of power possessed by the dominant culture.

### Ministry Definition

The Education Act defines “bullying” as aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”).

Bullying, for the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying, for the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Types of Bullying Behaviour may include, but are not limited to the following:

- Physical: Repeated hitting, kicking, shoving or beating up another person,
- Property: Repeated stealing or damaging another person's property,
- Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment,
- Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish and damaging another person's friendships,
- Electronic/Cyber: The repeated use of email, texts, social media sites or any other internet sites to threaten harass, embarrass, socially exclude or damage reputations or friendships,
- Racial/Ethnicity: Repeated aggression directed to a person or persons because of their race, religious background or beliefs; repeatedly saying negative things or name calling about a person's race, religious background, beliefs,
- Sexual: Repeatedly excluding a person or persons because of their gender; repeatedly making rude comments about a person's sexual behaviour; repeatedly making sexist comments or jokes, touching or grabbing in a sexual way; repeatedly spreading sexual rumours or name-calling using inappropriate language such as fag or gay,
- Ability: Repeatedly excluding a person or persons or treated them badly because of an ability or need for special education; repeatedly making comments (e.g. jokes) to hurt a person or persons with a disability,
- Homophobic: The repeated ill treatment of another individual based on his/her sexual orientation or perceived sexual orientation, including disclosure of someone else's sexual orientation. Ill treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

### Prevention/Intervention and Support Strategies

#### 1.0 Prevention and Awareness Raising

## 1.1 Student Leadership Development

All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links,
- Character Education Initiatives,
- Mentoring programs,
- Student Leadership Activities (either school based or board wide e.g. Student Senate),
- Student Voice initiatives,
- Citizen Development,
- Healthy Lifestyles Initiatives,
- Social Skills Development,
- Student Success Initiatives.

## 1.2 Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within the school”. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members creating a culture of respect.

## 1.3 Equity and Human Rights Promotion

Initiatives that support marginalized populations, building understanding of identity, culture, race and difference.

# 2.0 Intervention and Support Strategies

## 2.1 School Based Bullying and Intervention Plan

All schools must review and if required revise their existing school-wide Bullying Prevention and Intervention plans and protocols **must** be referenced in the School Improvement Plan. The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community. Components of these plans must include the following:

- The definition of *bullying*,
- Analysis of the school climate survey,
- Prevention and awareness-raising strategies,
- Intervention and support strategies, including plans to protect ~~victims~~ **targets of bullying behaviour**,
- Reporting requirements,
- Training strategies for members of the school community,
- Equity and inclusive education strategy,
- Communication and outreach strategies,
- Monitoring and review processes.

## 2.2 Climate for Learning and Working Team (Safe School Teams)

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher one non-teaching staff member, one community partner and the principal. An existing school committee can assume this role. **This team should consider data from surveys concerning school climate and bullying, to review the school's Bullying Prevention and Intervention Plan as well the school's Code of Conduct.**

## 2.3 Intervention Strategies

Intervention strategies could range from early intervention to more intensive interventions in cases of persistent bullying, with possible referral to community or social services.

For a student with special education needs, intervention supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social workers and child and youth workers) must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

Intervention requires appropriate and timely responses and should be done in ways consistent with a **progressive discipline approach**. This may include early and ongoing intervention strategies such as:

- Contact with parent(s), guardian(s),
- Review of expectations,
- Academic or non-academic activities with a learning component,
- Referral to counseling,
- Consultation with outside agencies.

## 3.0 Staff, Student, Parent Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all member of the school community some members have responsibility to provide leadership.

## 4.0 Suspension

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying may result in a suspension **and/or possible recommendation for expulsion**.

## ~~5.0 Safe Schools Teams~~

~~Each school must have a Safe School Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role.~~



**Reference:**

PPM 144: Bullying Prevention and Intervention (Revised October 19, 2009)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>		535
<i>Board Approved:</i>	January 22, 2019 September 27, 2016 June 22, 20 January 22, 10	<i>Reviewed:</i> November 6, 2018 June 7, 2016  May 31, 2010 February 1, 2010	<i>Review by:</i> December 2027 December 2024

**Rationale**

The Superior Greenstone District School Board is committed to the success and safety of every student. A school is a place that promotes responsibility, respect, civility, academic excellence, equity, and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Every student, employee, parent/guardian, community member and trustee has the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as student success and human development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement, equity, and well-being of all students.

**Policy**

The Superior Greenstone District School Board is committed to supporting and maintaining a positive, safe, inclusive and secure environment, including bullying prevention, for its students, staff and community through the implementation of effective safe schools expectations and procedures.

**Progressive Discipline**

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach ~~his or her~~ **their** full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, board, and school codes of conduct which includes, but is not limited to:

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia
- Harassment on the basis of:
  - ~~Sex,~~
  - ~~Gender identity,~~
  - ~~Sexual orientation~~
  - ~~Race,~~
  - ~~Colour~~
  - ~~Ethnicity~~
  - ~~Culture~~
  - ~~Citizenship~~
  - ~~Ancestry~~
  - ~~Origin~~
  - ~~Religion~~
  - ~~Creed~~
  - ~~Family status~~
  - ~~Socioeconomic status~~
  - ~~Disability~~

race, ethnic origin, place of origin, ancestry, citizenship, colour, religion/creed, marital status, family status, sex, sexual orientation, gender expression, sexual orientation, gender identity, age, disability, and/or any other immutable characteristic or ground protected by the *Human Rights Code*. In addition, SGDSB promotes inclusion for students experiencing barriers due to socio-economic status.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Program (IEP) and or his/her **their** demonstrated abilities.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

### ***Suspensions***

The infractions for which a suspension may be ~~imposed~~ **considered** by the principal include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs or, unless the pupil is a medical cannabis user, cannabis;
- Being under the influence of alcohol, unless the pupil is a medical cannabis user, cannabis;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school;
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- Any act considered by the principal to be contrary to the Board or school code of conduct.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions of which a Board staff member or transportation provider becomes aware of, must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in

accordance with Board procedures must be made when it is safe to do so.

## ***Expulsions***

Under the Progressive Discipline and School Safety legislative changes that came into effect on February 1, 2008, the principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school Board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

The infractions for which a principal **may consider** recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol *or cannabis* to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- bullying, if:
  - i. the pupil has previously been suspended for engaging in bullying, and
  - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- any activity listed in Ontario Education Act subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or board;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct;
- where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the board or school Code of Conduct; and
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights*

Code and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

### **Guiding Principles**

1. Effective schools support the development of a safe and positive environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development. **Such involvement, support and development will require expanding the knowledge among members of the school community and leading them in the development and implementation of a bias-free approach to progressive discipline.**
2. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school environment. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. **The practice of taking mitigating and other factors into account when responding to inappropriate behaviour should be established with all staff.**
3. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community. **Engaging members of the school community in actively supporting positive student behaviour through formal and informal mechanisms will support the responsibility and ownership.**
4. The provincial Code of Conduct sets clear provincial standards of behavior. These standards of behavior apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – trustees, director, superintendents, principals, teachers, other school and board staff, parents, volunteers, and community groups.
5. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs. **The promotion of positive peer interaction, healthy relationships, and a positive school climate in the classroom and school wide proactively supports positive student behaviour.**
6. Educators, parents/guardians and community members have a responsibility to work in partnership to develop safe learning communities and environments. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. **Collaboration with staff, parents/guardians, and community members to address perceived biases and stereotypes is necessary in this development of safe and equitable learning environments.**
7. **Origin** ~~ethnicity, culture~~, colour, citizenship, religion, creed, ~~gender~~, **sex**, gender identity, sexual orientation, family **status, marital status**, ~~or socio-economic status,~~

age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members. Policies and practices must be applied consistently and equitably, with the understanding that equity does not mean treating people the same without regard for individual differences.

8. The review of policies and practices related to progressive discipline to identify and remove or prevent bias and discriminatory barriers should occur on a regular basis. This review should include looking at various types of data for evidence of the effect (positive or adverse) that progressive disciplinary practices are having on students, including students identified in the Human Rights Code of Ontario, and determine ways to achieve more positive effects.
9. The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, Regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

**References**

Amendments to the Education Act and Policy and Program Memoranda 128, 144, 145 on 18-10-18

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

The Education Act: Amendment to Education Act; Progressive Discipline and School Safety (Bill 212) 2007

The Child and Family Services Act; Ontario 1990

The Trespass Act; Ontario 2009

Superior-Greenstone DSB Police Protocol

Superior-Greenstone DSB Board Policies:

101 - Vision Statement

102 - Mission Statement

103 – Goal Statement

301 - Student Transportation

501 – Visitors to School

503 – Interviewing Students

505 - Field Trips & Excursions

510 - Suspected Child Abuse

515 – School Community Council

516 - Safe Arrivals Program

520 - Safe Schools System Expectations

525 – Bullying and Intervention Strategies

536 Equity and Inclusion

720 – Workplace Violence

Review By: December 2027  
~~December 2024~~

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



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

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

## **System Expectations**

### **1.0 Code of Conduct**

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

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

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

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

- Respect and comply with all applicable federal, provincial and municipal laws,
- Demonstrate honesty and integrity,
- Respect differences in people, their ideas and opinions,
- Treat one another with dignity and respect at all times, and especially when there is disagreement,
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
- Respect the rights of others,
- Show proper care and regard for school property and the property of others,
- Take appropriate measures to help those in need,
- Respect all members of the school community, especially persons in positions of authority,
- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.
- Seek assistance from a member of the school staff, if necessary, to resolve

conflict peacefully,

- Not swear at a teacher or at another person in a position of authority,
- Accept responsibility for one's own actions and
- Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school.

### 1.3 Standards of Behaviour (Safety)

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

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

## 2.0 School Environment

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

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

### 2.1 Violence Prevention in the Curriculum

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

The Prevention component is guided by the following principles:

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

### 2.2 Bullying Prevention and Intervention

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

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

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

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

The [Education Act](#) defines "bullying" as aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation").

Bullying, for the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying, for the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

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

Bullying is not accepted in any environment associated with SGDSB. It is not accepted on SGDSB property, at school related activities, on busses, in any online capacity such as social media bullying of cyber bullying, or in any other circumstances that impact student well-being and where there is a negative impact on school climate. Intervention and support will utilize a progressive discipline approach and restorative practices.

### 3.0 Progressive Discipline

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

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

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

The Board does support the use of suspension and expulsion as appropriate consequences. The Board and school administrators must include all mitigating and other factors as required by the Education Act and set out in Ontario Regulation 472/07 as contained in the Board's policies and procedures for suspensions and expulsions. A student's parent/guardian or the student if 18 or older or 16 or 17 and has removed ~~him/herself~~ **themselves** from parental control disagrees with the decision of a principal to suspend, the student may appeal the principal's decision in accordance with the *Human Rights Code* and the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines. To support students who have been suspended or suspended pending an expulsion **hearing**, Superior Greenstone DSB requires Principals to create a Student Action Plan for **these** students ~~who for are suspended~~ that can include an academic and/or non-academic component depending on the length of the suspension.

## References

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

The Child and Family Services Act: Ontario 1990

The Education Act, Ontario 2009

501 - Visitors to School

503 – Interviewing Students

510 - Suspected Child Abuse

515 – School Community Council

535 - Progressive Discipline and

Promoting Positive School Climate

720 - Work Place Violence

Superior-Greenstone DSB Board Policies:

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS	
Policy Name	BOMB THREAT RESPONSE	532
	Management Guideline Applies	

Board Approved: April 20, 2021  
January 31, 2017  
September 8, 2008

Review Prior To: **December 2027**  
~~December 2026~~

**RATIONALE**

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

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

**POLICY**

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

**PROCEDURES**

- 1.0 All school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.
- 2.0 The board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.
- 3.1 The principal or designate of each school is responsible for the overall development and final content of the individual school plan, **and that the plan meets the requirements established in the Police and Schools Board Response Protocol.**
- 3.2 The principal or designate is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students.

- 3.3 The principal or designate must be completely familiar with the school's bomb threat plan with the scope of the authority vested in, and the responsibilities associated with, the principal's position as defined in the plan.
- 4.0 In the event of a bomb threat, the person receiving the bomb threat must contact the police (911), inform administration and complete the **~~Response to Bomb Threat Intake Checklist~~** (Appendix A7) in 532 – Bomb Threat Response – Management Guideline.
- 5.0 As many schools have licensed child care centres and/or other tenants and community groups using school premises, sometimes outside of regular school hours, those organizations or individuals must be taken into consideration at all stages, including planning, training, and drills, and they must be informed of the need to follow bomb threat response procedures.
- 6.0 Principals must make best efforts to ensure that the appropriate staff from organizations sharing school facilities are included in the development and implementation of bomb threat response procedures and that these organizations participate in relevant aspects of planning, training, and drills, whenever possible

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* SCHOOL AND STUDENTS

*Policy Name* SEXUAL ORIENTATION AND GENDER IDENTITY

**NEW**

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

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

*Review by:* **December 2027**

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**1. RATIONALE**

Superior-Greenstone District School Board (SGDSB) is committed to providing safe, caring, and inclusive learning and work environments that are free from discrimination and harassment, in accordance with the 717 Workplace Harassment and Human Rights Policy. Superior-Greenstone District School Board respects diversity and values the of all members of our school communities and workplaces. Superior-Greenstone District School Board is committed to the principles of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, the 536 Equity and Inclusive Education Policy and Management Guidelines, 520 Safe Schools - System Expectations Policy and Management Guidelines, 535 Progressive Discipline and School Safety Policy and Management Guidelines, and 525 Bullying Prevention and Intervention Policy and Management Guidelines.

Ontario's Human Rights Code (the Code) is a provincial law that sets out legal rights and obligations to protect people from discrimination. In 2012, three parties of the Ontario Legislature co-sponsored Toby's Act, the Bill that added "gender identity" and "gender expression" as prohibited grounds of discrimination under the Code. The grounds make it clear that trans people and other gender non-conforming individuals are entitled to legal protections in the same way that people are protected from discrimination and harassment based on race, age, disability and all other prohibited grounds.

Superior-Greenstone District School Board recognizes the biases and challenges faced by students and other school community members identifying as or perceived to be Two Spirited, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (2SLGBTQQIA) within our schools and communities, including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm, and suicide.

Every student, employee, parent/guardian, community member and trustee has the right to freedom from discrimination, harassment, intimidation, and violence, regardless of sexual orientation, gender expression and gender identity. Superior-Greenstone District School Board will not permit, encourage, nor tolerate harassment, discrimination, intimidation and/or violence.

Superior-Greenstone District School Board is committed to providing support and assistance to those who may be the intended or unintended targets of discriminatory behaviours and to promoting a safer and more inclusive space for all members of the community including those who are members of 2SLGBTQQIA communities.

**2. POLICY**

It is the policy of Superior-Greenstone District School Board to foster and promote a safe, caring and inclusive learning and work environment while also promoting proactive strategies and guidelines to ensure that the Two Spirited, Lesbian, Gay, Bisexual,



Transgender, Queer, Questioning, Intersex, and Asexual communities are welcomed and included in all aspects of education and school life and treated with respect and dignity.

Superior-Greenstone District School Board is committed to ensuring that all employees are aware of their responsibilities as they relate to creating safety and support for all students and employees regardless of sexual orientation, gender expression or gender identity.

### **3. AREAS OF FOCUS**

#### **3.1 Homophobia, Transphobia and Heterosexism**

Superior-Greenstone District School Board is committed to providing an environment of respect for all people regardless of sexual orientation, gender expression, and gender identity, and will endeavour to raise awareness of issues related to human rights and equity throughout the Board's jurisdiction. Superior-Greenstone District School Board is committed to identifying and eliminating homophobic, transphobic and heterosexist discrimination and barriers.

#### **3.2 Confidentiality**

Superior-Greenstone District School Board will make every effort to ensure confidentiality of anyone's sexual orientation and/or gender identity.

#### **3.3 Guidance and Counselling Services**

Counselling services are available for students and will be sensitive, supportive, and free of bias, in order to respond effectively to the needs of all students. School staff will help to remove discriminatory barriers and provide positive strategies to enable students to realize their potential and meet their academic goals.

#### **3.4 Staff Development and Professional Learning**

Superior-Greenstone District School Board employees will participate in staff development activities dealing with equity and inclusive education in order to acquire the knowledge, and skills, to identify and eliminate bullying, harassment and discrimination. Professional learning activities will be ongoing, evidence based, and will provide opportunities for staff and trustees to participate in training on topics such as gender-based violence, transphobia, and homophobia, and will provide information for students and parents/guardians to increase their knowledge and understanding of sexual orientation, gender expression and gender identity. 2SLGBTQ students and their families should be included in all decision-making. Training will allow staff to provide age appropriate information to students at all levels.

#### **3.5 Leadership**

Superior-Greenstone District School Board will provide leadership that is committed to identifying and removing sexual orientation, gender expression, and gender identity related, discriminatory behaviours and systemic barriers to learning, ensuring that all partners in education assume the responsibility for preparing students to live and to participate in a diverse society.

**4. REVIEW**

This policy shall be reviewed in accordance with 214 META Policy Initiation, Identification, Development, Implementation, and Review Policy.

**References**

Policy 520 Safe Schools: System Expectations

Policy 525 Bullying Prevention and Intervention

Policy 535 Progressive Discipline and School Safety

Policy 536 Equity and Inclusive Education

Policy 717 Workplace Harassment and Human Rights

Ontario Human Rights Commission's Policy on Preventing Discrimination Because of Gender Identity or Gender Expression

EGALE 2021 Climate Survey Report: Still In Every Class In Every School

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	PERSONNEL	
Policy Name	WORKPLACE VIOLENCE Management Guideline Applies	720
Board Approved: February 19, 2020 December 5, 2011	Reviewed: February 4, 2020 September 26, 2011	Review by: December 2023 December 2020

**RATIONALE**

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

**DEFINITIONS**

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

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

**POLICY**

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

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

**APPLICATION AND SCOPE**

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

**GUIDING PRINCIPLES AND RESPONSIBILITIES**

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

**REVIEW**

The Director of Education will oversee the review of this policy as necessary, but at least once every year.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	PERSONNEL	
Policy Name	WORKPLACE HARASSMENT & HUMAN RIGHTS Management Guideline Applies	717
Board Approved:	February 19, 2020 December 5, 2011 February 20, 2007	Reviewed: February 4, 2020 September 26, 2011 Review By: <b>December 2023</b> <del>December 2020</del>

**RATIONALE**

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

**POLICY**

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

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

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

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

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

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

### **APPLICATION AND SCOPE**

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

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

### **DEFINITIONS**

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

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

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

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

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

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

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

### ***GUIDING PRINCIPLES AND RESPONSIBILITIES***

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

6. If a complainant withdraws a complaint, SGDSB may continue to act if required.
7. If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
8. An employee/worker found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.
9. Nothing in this policy precludes the employee's/worker's from seeking support from their union or the Employee and Family Assistance Program where available or externally from the Human Rights Legal Support Centre.

***RELATED POLICIES***

Accessibility Policy - 719

Bullying Prevention and Intervention Strategies - 525

Equity and Inclusive Education - 536

Progressive Discipline and School Safety

Safe Schools System Expectations - 520

Workplace Violence Policy – 720

***SIGNED AND APPROVED BY THE DIRECTOR OF EDUCATION***

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***DATE:***

***October 18, 2022 ~~February 19, 2020~~***



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

**Section** BOARD AND ADMINISTRATION

**Policy Name** TRUSTEE HONORARIUM

215

<b>Board Approved:</b>	<b>Reviewed:</b> September 20, 2022	
September 24, 2018	September 24, 2018	
October 20, 2014	September 15, 2014	
September 23, 2014	June 3, 2014	<b>Review by: October 15, 2022</b>
October 23, 2012	April 1, 2014	<b>Annually by October 15</b>
October 30, 2006	October 2, 2012	
	September 20, 2010	
	February 20, 2007	

### **POLICY**

It is the policy of Superior-Greenstone District School Board, in compliance with the legislative requirements of the *Education Act*, to pay an honorarium to its board members.

### **RATIONALE**

Ontario Regulation 357/06, "Honoraria for Board Members", requires district school boards to establish a policy with respect to the level **amount** of honoraria for members prior to the commencement of the term of office. The policy must identify which of the designated components will be paid to trustees and the amount of each component that will be paid.

### **PROCEDURES**

For the term of office beginning December 1, 2018<sup>22</sup> and ending November 30, 2022<sup>6</sup>, the components of trustee honoraria will be calculated according to Ontario Regulation 357/06 as amended from time to time, and as set out in the table below:

<b>Item</b>	<b>Description of Honoraria Component</b>	<b>Maximum amount per year beginning December 1, 2018<sup>22</sup></b>	<b>Amount or percentage to be paid</b>
1.	Base amount for Trustees*	\$5,900.00	\$5,900.00
2.	Additional Base amount for Chair	\$5,000.00	\$5,000.00
3.	Additional Base amount for Vice-Chair	\$2,500.00	\$2,500.00
4.	Enrolment amount for Trustees**	<del>\$310.00</del> <b>293.45</b>	100%
5.	Enrolment amount for Chair**	\$500.00	100%
6.	Enrolment amount for Vice-Chair**	\$250.00	100%
7.	Attendance amount for committee meeting required by ACT or Regulation.	\$50.00 per meeting	\$50.00 per meeting
8.	Distance Amount for board meeting in excess of 200km (one-way) from member's residence.	\$50.00 per meeting	\$0 per meeting
9.	Distance Amount for a committee meeting required by ACT or Regulation in		

	excess of 200km (one-way) from member's residence.	\$50.00 per meeting	\$50.00 per meeting
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Student Trustee Honoraria is outlined in Policy 210: Student Trustee.

~~\*On April 30, 2018, the Regulation was amended (292/18) and the base amount changed to \$6,300. However, per direction from the Ministry on August 24, 2018, the compensation adjustment was being suspended.~~

~~\*\*The Enrolment Amount, as determined per Regulation, is calculated below effective December 1, 2018:~~

<b>ENROLMENT amount for TRUSTEES:</b>	
Day School Average Daily Enrolment*	1,474.82 1,341.5
X Amount	\$1.75
/ Number of Members	8
= Calculated Amount	<del>\$323</del> 293.45
<b>ENROLMENT amount for CHAIR:</b>	
Day School Average Daily Enrolment	1,474.82 1,341.5
X Amount	\$0.05
Calculated Amount	<del>\$73.74</del> 67.08
Minimum	\$500
Maximum	\$5,000
<b>ENROLMENT amount for VICE-CHAIR:</b>	
Day School Average Daily Enrolment	1,474.82 1,341.5
X Amount	\$0.025
Calculated Amount	<del>\$36.87</del> 33.54
Minimum	\$250
Maximum	\$2,500

~~\*The enrolment amount is calculated~~ ~~and~~ ~~new~~ each year of a member's term of office and is based on the enrolment in the Board's Estimates for the fiscal year ending in the calendar year in which the term of office begins.



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

### **Audit Committee Meeting**

Thursday, June 16, 2022 at 6:30 p.m.

### **MINUTES**

#### **Videoconference & Teleconference**

Microsoft Teams meeting  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 192 769 601#

**Chairperson:** Kal Pristanski

**Superintendent of Business:** Alex Marton

Location: Videoconference & Teleconference

Recorder: G. Christianson

#### **1.0 Roll Call**

<b><u>Members</u></b>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Green, Kevin					x	McIntyre, Margaret			x		
Major, Christine					x	Sitch, Douglas			x		
Pristanski, Kal			x			McRae, Pinky (Ex-Officio)			x		
<b><u>Board Administration</u></b>											
							OS	TC	VC	A	R
Alex Marton: <i>Superintendent of Business</i>									x		
Nicki Morden Cormier: <i>Director of Education</i>									x		
Brent Harris: <i>Manager of Financial Services</i>									x		
Gerrilynn Christianson: <i>Executive Assistant &amp; Communications</i>									x		
<b><u>Internal Auditors</u></b>											
							OS	TC	VC	A	R
Kris Mauro, <i>Regional Internal Audit Manager</i>									x		
Paul Agostino, <i>Internal Auditor</i>									x		
<b><u>External Auditors</u></b>											
Trevor Ferguson, Partner, Deloitte											x
Erica Vervoort, Audit Manager Deloitte											x

#### **2.0 Approval of Agenda**

**Mover:** M. McIntyre

**Second:** D. Sitch

That the agenda for the Audit Committee meeting of June 16, 2022 be accepted and approved.

Carried

#### **3.0 Disclosures of interest re: Open Session**

There were no disclosures of interest offered at this time.

#### **4.0 Approval of Minutes**

4.1 Minutes of Audit Committee Meeting: December 7, 2021

An error was noted in the December 7, 2021 Audit Committee meeting minutes. Item 7.0 of the document incorrectly noted that "the audit schedule of 2 audits will take place over

two years". This note will be amended to read that "the audit schedule of 4 audits will take place over two years".

**Mover: M. McIntyre**

**Second: D. Sitch**

*That the minutes for the Audit Committee meeting of December 7, 2021 be accepted and approved as amended.*

Carried

## **5.0 Audit Committee**

### **5.1 Report on External Audit Services Request for Proposal**

Superintendent of Business Alex Marton presented the report. A Request for Proposal for audit services was issued and closed on April 6, 2022 for services commencing with the 2021/2022 school board year-end and terminating after the 2023/2024 school board year-end. A selection committee was formed to evaluate the proposals submissions received. The Superintendent presented the recommendation to appoint Deloitte LLP as the auditors. He advised that the proposal included a modest fee increase from the fees of the previous term. The fees are fixed for the new term and if approved by the Audit Committee, the recommendation will be presented to the Board of Trustees for appointment at the regular Board meeting on June 27, 2022.

**Mover: D. Sitch**

**Second: M. McIntyre**

*That the Audit Committee recommend to the Board that Deloitte LLP 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.*

Carried

## **6.0 Internal Audit**

### **6.1 Internal Audit Update**

Regional Internal Audit Manager Kris Mauro provided a verbal overview of the written report that was included with the agenda. He noted that the internal audit is on track to complete the audits committed to within the current school year. These audits include Payroll Services and a follow-up engagement for the Recruitment, Hiring and Retention audit that was completed in 2019. The Network Vulnerability, Penetration and Security audit is currently underway, however has experienced some delays due to staff turnover within the department. A risk assessment was completed in 2021 and the 2022-2023 internal audits selected are Data Management & Backup, as well as Records Management. A risk assessment is completed every 2 years, therefore towards the end of the 2022-2023 school year, internal audit will conduct a risk assessment to determine the selection of audits to perform for the 2023-2024 and 2024-2025 school years.

### **6.2 Payroll Services Audit**

Regional Internal Auditor Paul Agostino completed the Payroll Services Audit and reviewed the findings and recommendations through a presentation of the detailed report included in the agenda materials. The objective of the audit was to assess the controls and procedures relating to payroll services. He expressed his gratitude for the work of the Business Services Team Lead and Payroll Specialist for their support through the process. The controls evaluated were deemed "satisfactory in providing reasonable assurance that payroll services risks are mitigated, and objectives are being met". The overview of the report included the audit observation and recommendations for internal payroll process document and payroll clerk job description, as well as considerations for improvements.

### **6.3 Follow-up Engagement Report: Recruitment, Hiring and Retention**

Regional Internal Audit Manager Kris Mauro provided a detailed review of the Follow-up Engagement Report: Recruitment, Hiring and Retention, shared in the agenda materials.

He advised that the initial report date was 2019 and that follow-up procedures are part of standard audit practice. The follow-up report concluded that the recommendations outlined within the recruitment, hiring and retention audit have been addressed by the school board. The report detailed the observation details of each different conclusion.

**7.0 Governance and Accountability**

**7.1 Audit Committee Draft Terms of Reference**

The Superintendent of Business prepared draft terms of reference for the Audit Committee. He advised that the terms of reference outlines the responsibilities of the Audit Committee and reflects the committee's feedback. The committee expressed their gratitude for the document and the details contained within. The document will be finalized for the next Audit Committee meeting.

**Mover: D. Sitch**

**Second: M. McIntyre**

*That the Audit Committee approves the Audit Committee Terms of Reference for the Superior-Greenstone DSB as presented.*

Carried

**8.0 Standing Items**

**8.1 Legal Matters**

There were no legal matters to discuss.

**8.2 In-Camera Meeting (Only if required)**

Nil.

**9.0 Future Meeting Dates**

The Superintendent of Business proposed several new Audit Committee meeting dates for the 2022-2023 school year that reflect workflow and reporting timelines. After discussion, it was concluded that the meeting dates are as follows: October 6, 2022, December 15, 2022 and June 15, 2023. An updated copy of the Board and System meeting schedule will be distributed to reflect the meeting dates.

**10.0 Adjournment**

**Mover: M. McIntyre**

**Second: D. Sitch**

*That the Audit Committee meeting of June 16, 2022 adjourn at 7:28 p.m.*

Carried



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

September 13th, 2022 @ 3pm

### Videoconference Sites:

Due to Covid-19, SGDSB will conduct their SEAC meetings virtually until further notice. Videoconference sites will be unavailable. Please contact the board office to receive the electronic invitation/link to the meeting.

### Connect via Microsoft Teams:

#### Join on your computer or mobile app

[Click here to join the meeting](#)

#### Or call in (audio only)

[+1 807-701-5980, 806782529#](#) Canada, Thunder Bay

Phone Conference ID: 806 782 529#

### Agenda

<b>Voting Members (4/7)</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>				X	
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
SMITH, Bobby Jo: <i>North of Superior Counseling Programs (NOSP)</i>					X
CORMIER, Paul: <i>First Nation Trustee</i>			X		
MCINTYRE, Margaret: <i>Trustee</i>			X		
MANNISTO, Mark: <i>Trustee</i>				X	
MOORE, Jennifer: <i>Dilico (Alternate)</i>					
NUTTALL, Bronwyn: <i>Superior Greenstone Association for Community Living (Alternate)</i>					
MONTELPARE, Erin: <i>North of Superior Programs (Alternate)</i>				X	
NESBITT, Jason: <i>Trustee (Alternate)</i>				X	
MAJOR, Christine: <i>Trustee (Alternate)</i>				X	

<b>Resource Members</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
McRAE, Pinky: <i>Board Chair</i>					X
MORDEN CORMIER, Nicole: <i>Director of Education</i>			X		
GOODMAN, Will: <i>Superintendent of Education</i>			X		
FREDRICKSON, Eric: <i>Superintendent of Education</i>			X		
NIEMAN, Cheyanne: <i>Student Trustee</i>				X	
MOLINSKI, Grace: <i>Student Trustee</i>				X	
RENAUD, Deana: <i>Mental Health Manager</i>			X		
BIANCO, Melissa: <i>Positive Behaviour Support Consultant</i>			X		
CURTIS, Sara: <i>Principal, Terrace Bay and Schreiber Public School</i>					X
BREWSTER, Annick: <i>Special Education Lead</i>			X		
LEROUX, Erik: <i>Vice-Principal, Dorion Public School</i>			X		
DUMONSKI, Candice: <i>Secretary</i>			X		

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

<b>Land Acknowledgement:</b>	Erik Leroux shared a land acknowledgement
<b>1.0 Call to Order:</b>	At 3:02p.m. by Vice Chair, S. Zappitelli
<b>2.0 Approval of Minutes from June 7<sup>th</sup>, 2022</b>	
	Motion to approve minutes made by Trustee P. Cormier

	Seconded by Trustee M. McIntyre	
<b>3.0</b>	<b>Additions to the Agenda:</b>	
	Catch Up Document	W. Goodman
	<p>Superintendent W. Goodman explained that on July 25, the Ministry of Education launched a new document for the return to the 2022-2023 school year entitled "Plan to Catch Up". SGDSB's plan to catch up was shared with the group, with a focus of meeting our students where they are at, rather than "catching up." Key pieces of this plan are: a regular return to school, continuation of tutor recruitment, newly developed grade 9 curriculum and continuing the de-streamed grade 9 courses as we prepare students for the jobs of tomorrow inclusive of trades, and further supports for students with mental health needs (hiring more mental health workers).</p>	
<b>4.0</b>	<b>Business Arising from Minutes:</b>	
<b>5.0</b>	<b>Agenda Items:</b>	<b>Host</b>
	<b>5.1</b> SEAC and Truth and Reconciliation	W. Goodman
	<p>Superintendent W. Goodman opened a discussion with the Committee regarding Truth and Reconciliation and how SEAC may support in this work, in service to the students it represents. He asked the Committee to reflect on several questions such as; How do we make our SEAC a committee that is working towards Truth and Reconciliation for our students? Who are the parents of our students with SPEC ED needs and are we meeting those needs? We have an over representation of First Nations students with SPEC Ed needs and are we removing barriers for these students adequately? What advocacy might we need to do as a committee?</p> <p>Director N. Morden Cormier suggested that we may look to the IEAC for ideas for advocacy. The issues and challenges that we face in the North are not always understood when policies and procedures are created. How might we as a SEAC advocate for our area in policy creation?</p> <p>Trustee P. Cormier is a member of the Indigenous Trustee Council and shared that they are currently advocating for Indigenous trustees on every school board. They meet three times a year to discuss where they would like to put their efforts in advocacy. He offered to present their strategic plan at a future SEAC meeting. He noted that their priorities are similar to that of the Northern boards, including Special Education and barriers for our students. Trustee Cormier explained that Reconciliation is about relationships and is a peace process. In our school board, it's where students and staff can learn from each other and work toward justice. A project where we can learn, collaborate and problem solve together might be a good place to start.</p>	
	<b>5.2</b> Terms of Reference Review	E. Leroux
	<p>E. Leroux highlighted the duties of the SEAC committee as well as the duties of the committee members. Trustee expectations as outlined in the Terms of Reference were also discussed. The Terms of Reference can be found on the SGDSB website on the Special Education page which can be found under the Education tab. Previous SEAC minutes can be found here as well.</p>	
	<b>5.3</b> Agenda Items for the Year - Group Interest	E. Leroux
	<p>E. Leroux opened a discussion around we might want to learn as a group this year. Which areas and direction we might want to work towards for this coming school year?</p> <p>Superintendent W. Goodman reiterated that the learning and process of Truth and Reconciliation is a topic that should be explored. There will be a municipal election this year and we will be welcoming new trustees to our SEAC after the inaugural meeting in November as well as retiring some long-standing trustees.</p> <p>Trustee P. Cormier suggested that we might want to gain an understanding of people's challenges. As a group, what are we challenged with? We may all be struggling with the same challenges. Collaboration among community agencies rather than competing and working together to develop solutions. As well as collaborating to develop approaches and strategies that can benefit all of us.</p>	

	<p>The Director explained that operations do not fall within this committee. Our best work is when we are collaborating around students, student achievement for example, and advocating for policy governance and funding.</p> <p>Vice-Chair S. Zappitelli suggested that she could, if there was interest, present on the Transitions Pilot Project around eliminating gaps in transitions.</p>	
<b>6.0</b>	<b>Correspondence:</b>	
		<b>Host</b>
<b>7.0</b>	<b>New Business:</b>	
		<b>Host</b>
<b>8.0</b>	<b>Information Items:</b>	
		<b>Host</b>
<b>9.0</b>	<b>Agenda Items: Next meeting Date/Time/Venue:</b>	
	October 11 <sup>th</sup> , 2022 at 3:00 pm	
<b>10.0</b>	<b>Adjournment: 3:50 p.m.</b>	
	Motion to adjourn made by Trustee P. Cormier	
	Motion to adjourn seconded by Trustee M. McIntyre	





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

**Report No.:** 70  
**Date:** October 17, 2022

**To:** Chair and Board of Trustees

**FROM:** Grace Molinski, Student Trustee

**SUBJECT:** A Year in Review: Student Trustee Year End Report

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

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Despite the challenges faced, we are incredibly proud and delighted to say that our 2021-2022 school year was excellent. Although the pandemic was ongoing through the end of 2021 going into 2022, restrictions eventually loosened up, and life picked back up. Our strategic priority this year was wellness and mental health. We chose these themes because they were (and still are) very prevalent in society, especially for students, like ourselves, who were feeling the burdens of the pandemic. Even though we were not able to have an in-person meet, we were still able to make the best of it through six virtual meetings.

Our year started in September, which is when we took things slow. Because of the pandemic, we wanted to make sure that everyone could ease back into their school routines stress free and feel supported by both their teachers and Trustees. During this time, we began planning out a Student Senate Instagram account. This account allowed us to reach out and interact with fellow students like we never had before. Through using Instagram features like polls, inviting them to reply to open questions, and even hosting a giveaway or two, we saw a spike in engagement and participation for our Senators. In addition, we also started using Edsby as another platform to inform, communicate, and interact with the Senators.

When October came around, the ball was finally rolling. We began to plan for our first Student Senate meeting and continued to plan out our Instagram account. In addition, we thought that the best way to welcome Senators, new and returning, was to send out a "welcome package". This was a Google Form that we invited all Senators to fill out. It not only broke the ice, but also gave us more information about the demographics of the Student Senate. On October 29th, we hosted our very first Student Senate meeting. Because the meeting was only a few days before Halloween, we encouraged everyone to wear their Halloween costumes on camera! During this meeting, we focused heavily on breaking the ice with the Senators as we felt it was very important for them to feel comfortable, safe, and welcomed. At the end of this meeting, in addition to all monthly Student Senate meetings, we posed the Student Senators with a monthly challenge. These challenges are always centered around improving our personal life, or positively impacting someone else's. This month, we challenged our Senators to engage in some form of self care.

Before we knew it, we had entered the month of November. By this time, the majority of students and staff members were well adjusted to their everyday school and work routines. A main focus of ours was to prevent students from slipping into a November slump, which is what can sometimes happen during that gray area between Halloween and Christmas. So, we decided to launch our Instagram account! By using this Instagram account, we were able to make posts about our Student Senate meetings up to a week prior to them, which gave students and staff time to prepare. After these meetings, we would ask for feedback and engage students in conversations through additional posts and Instagram stories.

Our November Student Senate meeting was the first of many where we had a special guest speaker join us. For this specific meeting, we invited Chris Martin, principal of Lake Superior High School, to join us. His positive attitude and school spirit was something that Senators mentioned they wanted to see more of, which is why Mr. Martin was a perfect fit. Mr. Martin both inspired our Senators on ways to make their school environment more enjoyable, and gave true meaning to the quote, "be the change you want to see".

Holiday festivities were in full swing throughout the month of December. As each school community was busy with their own celebrations, we decided it would be best not to host a December Student Senate meeting. However, we still reached out to both staff and students through our Instagram page and Edsby group.

As we have seen in years past, Covid cases increase rapidly around holidays when everyone joins together in large groups. Due to this, students were unable to go back to in person school after the Christmas break. This uncertainty brought on feelings of disappointment, sadness, and anxiety surrounding our undetermined return to school. To navigate these emotions and difficult times, we had the wonderful Deana Renaud, Manager of Mental Health speak at our January Student Senate meeting. She made a huge impact in promoting positivity during such a challenging time and provided many unique ideas in staying busy while stuck at home. To keep spirits up, we challenged our Senators to write something encouraging on a sticky note and post it somewhere visible in their home as a positive reminder.

Throughout the months of February and March, we worked heavily on planning and advertising the upcoming Student Trustee Informative Panel and Elections. At our February meeting, Mr. Charlie Bishop chatted with our Senators about restorative circles, which were centered around anti-bullying, kindness, and how they can positively impact our communities. As the Senators walked away from this meeting with a new, positive mindset, we went hard to work on finalizing our agenda regarding the Informative Panel. As the Panel approached on March 31st, we welcomed back former Student Trustees, Stephanie Rathwell and Sydney Schwantz, to answer questions and share their experiences as a Student Trustee. Following this amazing panel, we had multiple additional students put their name forward as Student Trustee candidates.

As April came and went, we hosted Student Trustee speeches and presentations, where each candidate expressed how they would each make a wonderful Student Trustee. Following this, Cheyanne Neiman was successful, and was elected Student Trustee for the 2022-2024 school terms.

2021-2022 was a year of wins and losses for the world. By coming together as a school community, we learned that these adversities can be overcome. Looking towards the future, we are thrilled to continue making a positive impact, and encourage others to do the same. The resilience, inspiration, and hopefulness that has shone through our school communities these past few years will forever be a sentiment to small schools making a big change.

### **Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 70, Year In Review: Student Trustee Year End Report, for information.*

Respectfully submitted by:

Grace Molinski,  
Student Trustee



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

**Report No:** 71

**Date:** October 17, 2022

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

**FROM:** Nicole Morden Cormier, Director of Education

**SUBJECT:** Director's Monthly Report: October 2022

### STRATEGIC

**PRIORITY:** Learning, Well-Being, Stewardship and Relationships

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### 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 October we have provided a variety of examples that demonstrate how schools and the system are reimagining learning in the areas of Communication and Self-Directed Learning/Character.

### Current Situation

Please click on the following link to read the report:



Director's Monthly Report: October 2022

If we want learners who can thrive in turbulent, complex times, apply thinking to new situation, and change the world, we must reimagine learning:

[Go to this Sway](https://sway.office.com/nQQQFmWENTxyW9G1?ref=Link)

<https://sway.office.com/nQQQFmWENTxyW9G1?ref=Link>

### Administrative Summary

*That the Superior-Greenstone DSB receive Report No. 71, Director's Monthly Report: October 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.:** 72

**Date:** October 17, 2022

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

**FROM:** Kellie Wrigley School Effectiveness System Principal

**SUBJECT:** Board Improvement and Equity Plan

### **STRATEGIC**

**PRIORITY:** Learning & Well-Being

### **Background**

The Board Improvement Plan and Equity Plan (BIEP) operationalizes the Learning and Well-Being pillars of the Multi-Year Strategic Plan. It establishes local and provincial education priorities, goals, and performance indicators to support teaching and learning improvements. The BIEP provides a standardized tool for school boards in Ontario to identify specific goals and actions that will lead to improved achievement, equity, well-being and transitions for all students. The BIEP is a demographic data-driven tool designed to capture the strengths and needs of all Superior-Greenstone District School Board students, including Indigenous and other racialized groups, students with disabilities and/or special education needs, 2SLGBTQ+ students, and students from low-income households.

The five Priority Areas as outlined by the Ministry of Education include:

1. Learning Recovery and Renewal in the Context of Covid 19  
*The Ministry of Education will highlight themes in BIEPs to respond to emerging priorities. The current areas of focus include: mental health and well-being, early reading, math, and re-engaging students.*
2. Achievement  
*All students, including those who historically and currently are underserved, will be given the tools to succeed academically, and in life.*
3. Human Rights and Equity  
*All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.*
4. Mental Health, Well-Being, Engagement  
*All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.*
5. Pathways and Transitions  
*All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school, and to their post*

*secondary pathway: apprenticeship, college, community living, university, or the workplace.*

### **Current Situation**

School boards were initially required by the Ministry of Education to provide baseline data and set targets for each performance indicator outlined in the BIEP, including demographic data. The Ministry is still in the review process of the BIEP requirements for school boards and has not articulated the enhancements they have made to the expectations within the BIEP, or the data reporting requirements.

In the meantime, SGDSB has identified specific areas of focus within the objectives set out by the Ministry, through our aggregation of data in June 2022 with all School Principals. Based on school level data, we have outlined the following priorities: *Improved Academic Outcomes, Student Agency, and Sense of Belonging for all Students*. More specifically, school teams will continue to gather data to develop our understanding of student needs and achievement in Literacy and Math, as well as in the areas of Mental Health and Well-Being, with a specific focus on understanding and promoting safe and inclusive learning environments. Data from schools will directly inform our BIEP goals that are established for the system, as we receive more direction from the Ministry of Education.

### **Next Steps**

The BIEP process will inform specific SMART Goals to align with the priorities of the BIEP in relation to our school and board specific data. Through the process of gathering specific, focused data, we will establish a shared and clear vision across all levels of the system with a focus on increased student achievement and well-being for all students including those who are underserved, and create an increasingly responsive plan, processes, and structures to engage in ongoing improvement for all of our schools, students, and staff.

### **Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 72, for information.*

Respectfully submitted by:

Kellie Wrigley  
School Effectiveness System Principal

Eric Fredrickson  
Superintendent of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
**Trustee Evaluation: Regular Board Meetings**  
**RESPONSE SUMMARY FOR**  
**September 19, 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?	2	0	0	2
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	2	0	2	2
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	2	0	0	2
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	2	0	0	2
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	2	0	0	2
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.	2	0	0	2
<b>Optional:</b> 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? <b>Responses:</b> <ul style="list-style-type: none"> <li>• Back to school power point presentation, financial and enrolment reports are very thorough.</li> </ul>				
<b>Optional Comments:</b> <ul style="list-style-type: none"> <li>• Good discussion with senior admin and fellow Trustees – informative.</li> <li>• Excellent meeting, probably the best I ever attended. Really enjoyed the depth of the discussions that took place, especially around e-learning and OPSPA. In my opinion the indigenous communities would be doing themselves an injustice if they fail to reappoint Trustee Cormier.</li> </ul>				

# Trustee Board Meeting Evaluation Form 2022

25

Responses

51:57

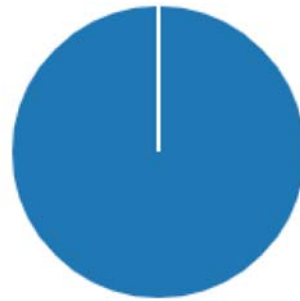
Average time to complete

Active

Status

- 
1. Do you feel that the information in the agenda package adequately prepared you for the meeting?

● Yes	25
● No	0
● N/A	0



- 
2. The presentations were relevant to the governance work of the Board - (e.g. relating to student achievement, well-being and the budget).

● Yes	24
● No	0
● N/A	1



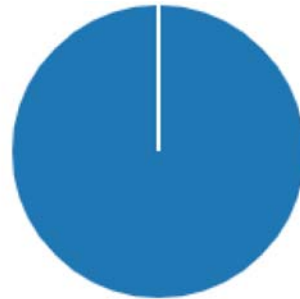
3. The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)

● Yes	24
● No	0
● N/A	1



4. The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.

● Yes	25
● No	0
● N/A	0



5. The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.

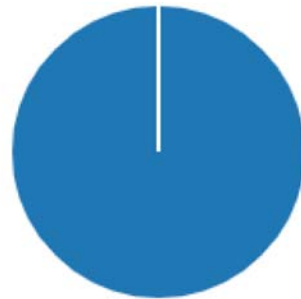
● Yes	24
● No	0
● N/A	0





6. 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.

● Yes	25
● No	0
● N/A	0



7. 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?

19  
Responses

Latest Responses

"Back to school power point presentation. financial and enrolm..."

"n/c"

"Directors review was very encouraging...Nicki is on track..."

5 respondents (29%) answered **great** for this question.

Director's report video's are always great Board Estimate  
 great things Director information highlight  
**presentation** **great** **report** decisior  
 great I  
 report  
 studentsgood Recri  
 presentatio  
 great way  
 annual report  
 presentations and reports

## 8. Optional Comments:

20  
Responses

### Latest Responses

"Good discussion with senior admun and fellow Trustees - infor...

"Excellent meeting, probably the best I ever attended. Really en...

"1st presentation, though informative, was a bit long"

6 respondents (33%) answered **meeting** for this question.

A word cloud of responses for the question 'Optional Comments'. The words are in various shades of teal and blue. The most prominent words are 'meeting', 'Trustee', 'Director', and 'presentation'. Other visible words include 'Great meeting', 'virtual meetings', 'good', 'Trustees and the professionalism', 'board meeting', 'Chair and', 'Excellent', 'couple of', 'trustees being in sync', 'Director's evaluation', 'project', 'Student Trustees', 'Trustee elections', 'Director have opportunity', and 'Director'.