



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 2021/03

A G E N D A

Monday, February 22, 2021 – 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: 519 327 997 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Bolaji, Muiyiwa: <i>Manager of IT Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

2.0 Regular Meeting Call to Order

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 22, 2021 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ ***That***, the agenda for the Superior-Greenstone DSB 2021/03 Regular Board Meeting, February 22, 2021 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. Organizational/Regular Board Meeting 2021/02: January 25, 2021;

[\(Attached\)](#)

5.2 Board Policy Review Committee: February 9, 2021

[\(Attached\)](#)

✓ ***That***, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 9, 2021 and approves as reviewed:

- P-706 Health and Safety Policy
- P-542 Ryan's Law
- P-524 Sabrina's Law
- P-402 Unauthorized Vehicles on Board Property
- P-515 School Councils

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of February 23, 2021, and all of which shall supersede any previous policies.

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

7.1 Showcasing Learning:
Nakina Public School: Making a Difference

(Video Presentation - N. Morden Cormier)

7.2 Excellence in Education: Marathon High School
Presentation Titled: A Love of Learning

(PowerPoint Presentation
 – Principal, Stephen Wilson)

7.3 Report No. 15
Student Trustee Report: February 2021

[\(Attached\)](#) - Trustees, S. Schwantz & E. Couture)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

8.1.1 Indigenous Education Advisory Committee (IEAC)

(P. Cormier/ N. Morden Cormier)

8.1.2 Board Policy Review Committee (BPRC)

(M. McIntyre/ N. Morden Cormier)

8.1.3 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi

Superintendent of Business: Alex Marton

Business /Negotiations Chair: Mark Mannisto

9.1 Report No. 16:

Enrollment Summary for 2020/2021 as of October 31, 2020: ([Sent under separate cover](#) – C. Tsubouchi)

9.4 Report No. 17:

External Auditors Extension

([Attached](#) – A. Marton)

✓ **That**, the Superior-Greenstone DSB, having received Board Report No. 17: External Auditors Extension, extend the appointment of Deloitte LLP as auditors for Superior-Greenstone DSB for a 1-year period ending with the audit of the fiscal year ending August 31, 2021.

9.3 Report No. 18:

Signing Officers of the Board

([Attached](#) - C. Tsubouchi)

✓ **That**, effective February 22, 2021, signing officers for Superior-Greenstone District School Board be any two of the following:

- Nicole Morden Cormier, Director of Education and Secretary to the Board
- Cathy Tsubouchi, Superintendent of Business and Treasurer
- Alex Marton, Superintendent of Business and Treasurer
- Charlie Bishop, Superintendent of Education
- Brent Harris, Manager of Financial Services
- Will Goodman, Superintendent of Education

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 19:

Director's Monthly Report: February 2021

([Attached](#) - N. Morden Cormier)

10.2 Report No. 20:

Proposed School Year Calendar 2021/2022

([Attached](#) - N. Morden Cormier)

✓ **That**, the Superior-Greenstone DSB having received Report No. 20: 2021/2022 School Year Calendar, accepts the proposed Modified Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Allison Pelletier

11.1 Report No. 21:

Presenting the Goals and Work of the Student Success Portfolio for This Year

([Attached](#) – C. Leroux /W. Goodman)

11.2 Report No. 22:

Secondary Staffing COVID-19 Increase

([Attached](#) – W. Goodman)

✓ **That**, the Superior-Greenstone DSB having received Report No. 22: Secondary Staffing COVID 19 Increase, approves the staffing as presented.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.2 Trustee Associations and Other Boards

12.2.1 Public Education Symposium (PES) 2021 January 28, 2021

(P. McRae)

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

12.5 Board Meeting Evaluation: January 25, 2021

([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. Organizational/Regular Board 2021/02: January 25, 2021

([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 2021/03 Regular Board Meeting, Monday, February 22, 2021 adjourn at _____, p.m.*

<u>2021 - Board Meetings</u>		
<i>Virtual Meeting - Time 6:30 p.m.</i>		
Monday, March 29, 2021		Monday, April 19, 2021
Monday, May 3, 2021 <i>*Special Board Meeting</i>	Monday, May 17, 2021	Monday, June 7, 2021 <i>*Special Board Meeting</i>
Monday, June 21, 2021	Monday, July 19, 2021	Monday, August 23, 2021
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/03

Committee of the Whole Board: Closed Session.

Monday, February 22, 2021

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. Organizational/Regular Board Meeting 2021-02: January 25, 2021 [\(Attached\)](#)
- 4.0 Personnel Item
 - 4.1 IC Report 03-21 [\(Attached\)](#) - W. Goodman
 - 4.2 Personnel Item (W. Goodman)



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 2021/02

MINUTES

Monday, January 25, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 829 694 371 #

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) 7:58 p.m.

1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			X		
Tsubouchi, Cathy: <i>Superintendent of Business</i>			X		
Bishop, Charlie: <i>Superintendent of Education</i>			X		
Goodman, William: <i>Superintendent of Education</i>			X		
Marton, Alex: <i>Superintendent of Business</i>			X		
Harris, Brent: <i>Manager of Financial Services</i>			X		
Paris, Marc: <i>Manager of Plant Services/Transportation</i>			X		
Demers, Linda: <i>Coordinator of Business Services</i>			X		
Nault, Denis: <i>Manager of Human Resources</i>			X		
Bolaji, Muiyiwa: <i>Manager of IT Services</i>			X		
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			X		
Renaud, Deana: <i>Mental Health Manager</i>			X		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>			x		
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>			X		

2.0 Regular Meeting Call to Order**14/21**

Moved by: Trustee M. Groulx

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 25, 2021 be called to order at 6:36 p.m.

Carried**3.0 Approval of Agenda****15/21**

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/02 Regular Board Meeting, January 25, 2021 be accepted and approved.

Carried**4.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings****16/21**

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

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

1. Organizational/Regular Board Meeting 2021/01: November 30, 2020;

Carried**6.0 Business Arising Out of the Minutes**

Nil.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: Terrace Bay Public School: September Highlights**

Director of Education Nicole Morden Cormier presented the video presentation created by the Terrace Bay Public School for their September Highlights. The video showcased the diverse learning opportunities for students while attending school through in-person learning while social distancing.

7.2 Excellence in Education: Nakina Public School: Highlighting the Pillars of Well-Being and Stewardship

Principal Kathleen Schram along with students Summer Poulin-Cloutier and Carson Sitar provided a PowerPoint presentation highlighting the activities of the Nakina Public School that demonstrate the implementation of the Strategic Plan priorities of Well-Being and Stewardship. The school's activities include ways of inspiring action through positive change with activities like painted poppy rocks, recognition of Every Child Matters day, collection and donation of food through the Stuff the Cruiser event, and random acts of kindness.

7.3 Report No. 06: Student Trustee Year End Report

Student Trustee Sydney Schwantz presented the Year End Report. The report highlighted the work the Trustees have completed to increase understanding of how a Student Trustee represents all students. The focus of the year was to increase communication throughout the Student Senate and inspiring leadership from a distance. This year their work with the Student Senate included a focus on well-being, self-care, finding new ways to be leaders while practicing safe social distancing.

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Parent Involvement Committee (PIC)**

The Director of Education Nicole Morden Cormier discussed the meeting highlights of the January 19, 2021 PIC meeting. The Committee received a presentation from Dr. Susan Hopkins regarding stress, self-regulation and relationships. The meeting also consisted of a review of the models of learning during COVID-19 and the new School Cash Online program. The next meeting is scheduled for March 2, 2021.

8.1.2 Occupational Health and Safety Committee (OH&S)

Manager of Plant Services Marc Paris reviewed the meeting highlights which included an accidents and injuries report review, as well as an Occupational Health and Safety Audit review. The next quarterly meeting is scheduled for April 14, 2021.

8.1.3 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre shared the highlights from the January 12, 2021 meeting. The Committee reviewed the Special Education Guide for Parents, received a presentation from Melissa Bianco regarding the After-School Program, and discussed the partnerships with Indigenous portfolio's guitar and percussion training program for students.

8.1.4 Report No. 07: Report of the Audit Committee

Superintendent Cathy Tsubouchi provided a review of the annual Audit Committee report for the year ended August 31, 2020. The report is to be forwarded to the Ministry of Education.

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No. 08: Board Estimate Process for 2021-2022:

Superintendent of Business Alex Marton provided a review of the Board Estimate process for 2021-2022.

17/21

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

✓ That, having received Report No. 08: Board Estimate Process for 2021-2022, the Superior-Greenstone DSB accepts the proposal as presented.

Carried

9.2 Report No. 09: 2020/2021 Interim Report No. 01

Manager of Financial Services Brent Harris provided a review of the 2020/2021 Interim Report No.1. The discussed the changes in revenue as a result of a new Support for COVID-19 allocation and an increase to the Continuing Education Grant amount. The Board is currently projecting a surplus of \$124,280.

Note: Trustee P. Cormier joined the meeting at 7:16 p.m. due to connection issues.

9.3 Report No. 10: Trustee Annual Expense Report

A. Marton reviewed the Trustee Annual Expense Report. He reported that expenditures are consistent from those reported in previous years with the exception of the travel expenditures due to the COVID-19 travel restrictions.

9.4 Report No. 11: Tender LSHS Exterior Masonry Remediation & Site Work

M. Paris provided a review of the report regarding the tender for Lake Superior High School's exterior masonry remediation and site work. As per policy 303, any project above the cost of \$500,000 is brought forward to the board for approval. The work on the building exterior of the brick is part of the 5-year capital plan that is completed. A most competitive bid came in from RJ Concrete and Construction Limited in the project amount of \$575,700. Plus HST.

18/21

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB having received Report No. 11: Tender for Lake Superior High School Exterior Masonry Remediation and Site Work and award RJ Concrete and Construction Limited the project in the amount of five hundred seventy-five thousand, seven hundred dollars (\$ 575,700 HST extra).

Carried

9.5 Bylaw 149 – Capital Borrowing:

19/21

Moved by: Trustee M. Groulx

Second: Trustee C. Major

A By-Law to authorize the borrowing of Seven Million and Five Hundred Thousand Dollars (\$7,500,000).

WHEREAS the total amount approved under the project for a childcare and EarlyON addition at B.A. Parker Public School and renovation at Geraldton Composite High School, from the Ministry as of May 29, 2020 is Ten Million, Two Hundred and Forty-One Thousand, One Hundred and Forty-Nine Dollars (\$10,241,149);

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Seven Million and Five Hundred Thousand Dollars (\$7,500,000) to meet interim financing requirements, until the project specific funding has been received.

NOW THEREFORE BE IT RESOLVED

✓ **That**, the Secretary and Treasurer are hereby authorized to borrow on behalf of the Superior-Greenstone District School Board from TD Canada Trust a sum or sums not exceeding Seven Million and Five Hundred Thousand Dollars (\$7,500,000) and to give on behalf of the Board, to the said Bank a promissory note or notes signed by the Secretary, Treasurer and/or Manager of Accounting Services for the monies so borrowed with interest which rate shall be as notified by the Bank to the Treasurer from time to time.

✓ **That**, all sums borrowed pursuant to the authority of this resolution in this year and in any future year from the said bank for the aforesaid purposes shall, with interest thereon, be a charged upon the project for a childcare and EarlyON addition at B.A. Parker Public School and renovation at Geraldton Composite High School funding of the Board as and when such funds are received.

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

✓ **That**, all sums borrowed pursuant to the authority of this resolution shall be repaid no later than December 31, 2022.

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 12: Director's Monthly Report: January 2021

The Director of Education Nicole Morden Cormier presented the highlights from the monthly report which showcased the 21st century competences and how they are being operationalized in our schools.

10.2 Report No. 13: School Effectiveness Portfolio Update

School Effectiveness Lead and System Support Principal Kellie Wrigley provided a detailed presentation on the School Effectiveness Portfolio. She discussed how the work is guided by the effectiveness framework and the Strategic Plan. Highlights include the reimagining of learning in

a variety of learning environments during the pandemic, engaging teachers in professional development, and engaging with teachers through a job-imbedded approach.

11.0 Reports of the Education Committee

*Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Allison Pelletier*

11.1 Report No. 14: Elementary/Secondary Mid-Year Staffing Update

Superintendent of Education Will Goodman reviewed the Elementary/Secondary mid-year staffing update. The report highlights the decisions made that support the best interest of student learning and well-being while meeting the fiscal responsibilities and collective agreement requirements.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Trustee PD – Discussion

Board Chair Pinky McRae discussed the importance of Trustee engagement in professional development opportunities and reviewed the virtual meetings hosted. The Director advised that professional development learning is available through a number of sources and can be provided virtually. Trustees are encouraged to forward their interests to the Board Chair and Director and a session can be organized for their preferred topic.

12.1.2 Board Meeting Evaluation Form Review

P. McRae reviewed the revisions made to the Board Meeting Evaluation form requested by Trustees. The new form will be utilized for the next 3 months and will be brought forward again to determine if further revisions are required.

12.2 Trustee Associations and Other Boards

12.2.1 Public Education Symposium (PES) 2021 Virtual Event

The symposium will be held virtually on Thursday, January 28, 2021. Trustees interested in attending are asked to register as soon as possible.

12.2.2 Northern Regional Meeting

The Director and Trustee Cormier discussed the highlights of the combined Northern Regional Meeting and Indigenous Trustees Council. The meeting focused on the challenges faced by indigenous peoples across the northern district. Trustee P. Cormier was acknowledged by OPSBA for his significant contributions to OPSBA meetings.

12.3 Trustee Activities

Nil.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Form

P. McRae reminded trustees to complete the Board Meeting Evaluation form at the end of the meeting.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

15.0 Committee of the Whole Board (In-Camera Closed)**15.1 Agenda: Committee of the Whole Board – Closed****20/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:58 p.m. and that this portion be closed to the public.

Carried**15.2 Rise and Report from Closed Session****21/21**

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:20 p.m. and that this portion be open to the public.

Carried**16.0 Report of the Committee of the Whole Closed Section B****16.1 22/21**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed)

Reports be adopted including the confidential minutes from the meeting held as:

1. Organizational/Regular Board 2021/01: November 30, 2020

Carried**16.2 Other Recommendations from Committee of the Whole Closed Session****23/21**

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone District School Board, having received IC Report No. 02-21: Ratification of Collective Agreement with OSSTF-ESS (Support Workers), ratify the Memorandum of Settlement on Local Terms for September 1, 2019 to August 31, 2022 with OSSTF-ESS (Support Workers) of Superior-Greenstone District School Board.

Carried**17.0 Adjournment****24/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB 2021/02 Regular Board Meeting, Monday, January 25, 2021 adjourn at 8:22, p.m.

Carried

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, February 22, 2021	Monday, March 29, 2021	Monday, April 19, 2021
Monday, May 3, 2021 *Special Board Meeting	Monday, May 17, 2021	Monday, June 7, 2021 *Special Board Meeting
Monday, June 21, 2021	Monday, July 19, 2021	Monday, August 23, 2021
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/02

Committee of the Whole Board: Closed Session.

Monday, January 25, 2021

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 7:58 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. Organizational/Regular Board Meeting 2021-01: November 30, 2020
- 4.0 Negotiations
 - 4.1 IC Report 02-21
 - 4.2 Negotiations Update

Organizational /Regular Board Meeting 2021-02

Monday, January 25, 2021

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2020

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
 Teleconference/Videoconference Meeting – Marathon, ON
 Tuesday, February 9, 2021 @ 6:30 p.m.

MINUTES

Microsoft Teams Meeting
Or call in (audio only) 1 807-701-5980 Phone Conference ID: 904 238 62#

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

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			x		
Cathy Tsubouchi: <i>Superintendent of Business</i>					x
Alex Marton: <i>Superintendent of Business</i>			x		
Charles Bishop: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Marc Paris: <i>Manager of Plant Services</i>			x		
Stephen Wilson: <i>Principal Representative</i>					x
Jody Kuczynski: <i>Alternate Principal Representative</i>			x		
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>					x
Gerrilynn Christianson: <i>Recorder</i>			x		

1.0 Review of Minutes: November 3, 2020

The minutes of the November 3, 2020 Board Policy Review Committee were approved by the Board at the November 16, 2020 Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: November 3, 2020**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of November 4, 2020 through to December 4, 2020. No stakeholder feedback was received on the policies posted.

P-706 Health and Safety Policy
 P-542 Ryan's Law
 P-524 Sabrina's Law
 P-402 Unauthorized Vehicles on Board Property
 P-515 School Councils

Action Item: Submit Policy 706, P-542, P-524, P-402 and P-515 for Board approval at the February 22, 2021 Board meeting.

3.0 Reviews: New/Existing Policies**P-501 Visitors to School**

Superintendent of Education Will Goodman provided a review of the policy revisions that included updated language and processes. Removed language regarding visitor badges as they must be worn at all times.

Action Item: Submit policy 501 for stakeholder review.

P-512 Student Exchanges

W. Goodman advised that there are no suggested revisions to the policy at this time.

Action Item: Submit policy 512 for stakeholder review.

P-519 School Dismissal (REDUNDANT)

W. Goodman recommended that Policy 519 be made redundant as the guidelines regarding school dismissal are outlined in detail in the Education Act. Thus, this is a redundant policy.

Action Item: Policy 519 is now redundant and will be removed from the Board's policies.

P-704 Recruitment, Selection and Hiring

W. Goodman presented the revisions made to the Recruitment, Selection and Hiring policy 704. The policy will require further updating as soon as the PPM is received outlining the new hiring requirements for teachers. He recommended to post the current revisions for stakeholder review and additional updates will be brought forward for the next BPRC meeting.

Action Item: Submit policy 704 for stakeholder review.

P-514 Purchase of Materials by Students (REDUNDANT)

Superintendent of Business Alex Marton conducted a comprehensive review of Policy 514 Purchasing of Materials by Students. He recommended that the policy be made redundant.

Action Item: Policy 514 will be made redundant and removed from the Board's policies.

P-611 Copyright Policy

A. Marton provided a review of the suggested policy revisions. He recommended that the Policy 611 be added as a standing item on the Principals' agenda annually.

Action Item: Submit policy 611 for stakeholder review.

P-308 Student Fees

A. Marton suggested an addition to the Policy references. No other revisions are suggested at this time.

Action Item: Submit policy 308 for stakeholder review.

P-511 Student Questionnaires

Superintendent of Education Charlie Bishop reviewed the policy and advised that there are no suggested revisions at this time.

Action Item: Submit policy 511 for stakeholder review.

P-532 Bomb Threat

C. Bishop conducted a comprehensive review of the policy and advised that there are no formal changes to be made and suggested the policies formatting be updated as highlighted within the document.

Action Item: Submit policy 532 for stakeholder review.

P-405 Smoking

C. Bishop reviewed the policy revisions and outlined that the policy includes vaping and the smoking of cannabis.

Action Item: Submit policy 405 for stakeholder review.

P-712 Recognition of Employees

Director of education Nicole Morden Cormier reviewed the purpose of the policy revisions as part of the relationship pillar within the boards Multi-Year Strategic Plan. The policy has been expanded to include recognition of our Trustees, volunteers and partners in education.

Action Item: Submit policy 712 for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of February 10, 2021

The following policies will be referred for stakeholder review as of February 10, 2021 and posted to the board website.

P-501 Visitors to School

P-512 Student Exchanges

P-704 Recruitment, Selection and Hiring

P-611 Copyright Policy
P-308 Student Fees
P-511 Student Questionnaires
P-532 Bomb Threat
P-405 Smoking
P-712 Recognition of Employees

5.0 List All Policies to Refer to Board for Approval on February 22, 2021

The following policies will be referred to the board for approval at the February 22, 2021 Regular Board Meeting.

P-706 Health and Safety Policy
P-542 Ryan's Law
P-524 Sabrina's Law
P-402 Unauthorized Vehicles on Board Property
P-515 School Councils

6.0 2021 Meeting Schedule

The next meeting is scheduled for Tuesday, April 6, 2021 at 6:30 p.m.

- June 15, 2021
- September 14, 2021
- November 2, 2021

7.0 Adjournment

Moved: J. Nesbitt

Second: A. Pelletier

That, the Board Policy Review Committee Meeting of February 9, 2021 adjourn at 7:04 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

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

POLICY

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

RATIONALE

The Superior-Greenstone District School Board is committed to the health and safety of its employees, students and all others under Board direction.

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

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

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

The Internal Responsibility System (IRS): The IRS is a system, within an organization, where everyone has direct responsibility for health and safety as an essential part of his or her job. It does not matter who or where the person is in the organization, they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis. They do this both singly and co-operatively with others. It is one of the personal responsibilities of Director of Education to ensure that the entire system of direct responsibility for Superior-Greenstone District School Board within a company is established, promoted and improved over time.

Successful implementation of the IRS should result in progressively longer intervals between accidents or work-related illnesses.

PROCEDURES**1.0 Practices**

The Board will develop and maintain written Health and Safety Guidelines, which will conform to the best of current practices and be in keeping with the highest standards.

2.0 Priority

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

3.0 Accident Prevention

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

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

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

6.0 Guidelines

6.1 Requirements

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

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

6.2 Responsibilities

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

6.2.1 Board of Trustees

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

6.2.2 Director and Officers of the Board

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

6.2.3 Senior Supervisors

Senior Administrative Staff have the responsibility to:

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

6.2.4 Managers and Supervisors

All supervisory and management staff are responsible to:

- promote safety awareness in workers,
- ensure that all employees are trained in proper safety procedures,
- ensure that employees work safely,
- ensure that safe and healthy work conditions are maintained,

- correct potentially hazardous practices and conditions,
- report and investigate all accidents or incidents,
- evaluate health and safety performance for all employees,
- motivate and support staff in their health and safety activities, and,
- ensure that employees are provided with personal protective equipment, as needed.

6.2.5 All Employees

All employees are responsible to:

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

7.0 **Programs and Practices**

The Board's Health & Safety Policy and Procedures shall be maintained and evaluated by the following current programs and practices, but shall not be limited to these:

7.1 Joint Health & Safety Committee

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

7.2 Programs

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

- asbestos management,
- chemical disposal,
- first aid or CPR training,
- health management,
- hepatitis B immunization,
- silica control,
- WHMIS.

7.3 Practices

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

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

7.4 Safety Manuals

The Board will develop manuals, in consultation with appropriate staff, in certain areas and disciplines to provide more detailed guidelines for employees, such as:

- physical education,
- science,
- technological

7.5 Requirements

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

- personal protective equipment.

8.0 Review

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	RYAN'S LAW: ENSURING ASTHMA FRIENDLY SCHOOLS	542
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
April 19, 2016	April 5, 2016	December 2025 December 2021

POLICY

In accordance with Ryan's Law – Ensuring Asthma Friendly Schools – 2015, it is the policy of the Superior-Greenstone District School Board to establish and maintain a policy for students diagnosed with asthma.

The safety of students with a medical condition such as asthma is a shared responsibility of the board, school, family, health care provider and community partners.

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

Definitions

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

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

"Medication" refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

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

PROCEDURES

Under the regulation the following responsibilities are outlined

1. Responsibility of Board Administration

The board shall:

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

- b) Ensure that all schools conduct an audit of the school grounds and identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce the risk of exposure;
- c) Provide annual training reminders to all staff regarding the delivery of asthma education and provide regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- d) Review the asthma policy as part of its regular policy review cycle; and
- e) Include the asthma policy in the board policies posted on the school and board web sites.

2. Responsibility of School Principals

- 2.1 School principals will establish a communication plan to share information on asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- 2.2 School principals will establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- 2.3 School principals will establish a process to develop an individual student asthma management plan for each student diagnosed with asthma, based on the recommendation of the student's health care provider;
- 2.4 School principals will maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student, IF that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- 2.5 School principals will inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma management plan;

3.0 Process and Prevention

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

REFERENCE DOCUMENTS

- Ryan's Law, 2015 – Ensuring Asthma Friendly Schools
- Education Act Section 265- Duties of Principal
- Regulation 298 s20 – Duties of Teachers

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS & STUDENTS		
<i>Policy Name</i>	SABRINA'S LAW – (ANAPHYLAXIS)		524
<i>Board Approved:</i>	<u>October 18, 2016</u> <u>October 26, 2009</u> <u>November 17, 2009</u>	<i>Reviewed:</i> <u>September 6, 2016</u> <u>June 10, 2009</u>	<i>Review by:</i> December 2025 December 2024

POLICY

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

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

This policy is established in accordance with the criteria outlined in *Sabrina's Law – An Act to Protect Anaphylactic Pupils*.

DEFINITIONS

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

PROCEDURE

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

- The development and maintenance of strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.
- General communication plans for the dissemination of information on life-threatening allergies to parents, students and staff of the school.
- Specific communication plans to communicate relevant information concerning type of allergy, monitoring and avoidance strategies and appropriate treatment to all persons who may supervise students who have been identified as anaphylactic students.
- Annual training for all staff, and where applicable, for volunteers on dealing with life threatening allergies.
- An emergency procedure plan for each identified anaphylactic student.

- A system that ensures that a comprehensive and current file that contains relevant treatment and other information and a copy of any prescriptions and instructions from the pupil's medical practitioner is kept on each identified anaphylactic student.
- A system that maintains a current emergency contact list for each identified anaphylactic student.
- Storage for additional epinephrine auto injectors.
- Registration procedures that require that parents supply information on life-threatening allergies.

Every school principal shall:

- Ensure that the necessary Forms related to medical/health issues are completed and updated annually.

The Individual Plan shall include:

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

Reference

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS		
<i>Policy Name</i>	UNAUTHORIZED VEHICLES ON BOARD PROPERTY		402
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>	
September 27, 2016	June 7, 2016	December 2025	
October 18, 2011	September 26, 2011	December 2021	
March 12, 1999	February 20, 2007		
	October 28, 2002		

POLICY

The Superior-Greenstone District School Board retains the right, as property owner, to control access to any of its facilities and grounds, specifically the operation of motorized vehicles therein.

PROCEDURES**1.0 Board Discourages Use**

The Board does not encourage the operation of snowmobiles, off road vehicles and / or mini-bikes on any Board-owned property.

2.0 Safety Priority

The safety of all staff, students, parents and the general public during regular school hours, as well as those persons using the facilities outside of school hours is the first priority.

3.0 Provisions for Parking

Local facilities may, under the direction of the Principal or designate make provision for the parking of vehicles on Board property and their operation to and from this parking area in a manner consistent with the priority for safety and accessibility for persons with disabilities as needed.

4.0 Advisory

All users of the facility are to be advised of the acceptable parking process.

5.0 Restricting Users

The Principal or designate of the facility shall have the authority to restrict the use of the designated parking area, including the banning of persons who persistently fail to comply with the stated requirements.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

Preamble

School boards are required to establish school councils in accordance with Regulation 612/00 of the Education Act.

Policy

It is the policy of the Superior-Greenstone District School Board that each school establish a school council to act in an advisory capacity to the school's principal and the Board for the continued promotion of excellence throughout the system, and will place the overall interests of the school and students first.

Regulations**1.0 Mandate**

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

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

Every school community shall establish and maintain a school council.

2.0 Terms of Office

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

Procedures**~~1.0 Structure and Composition of School Councils~~****~~1.1 Official Name~~**

~~The official name of a school council for a school shall be~~

"The _____ School Council" or "The School Council for the _____" (Insert the name of the school in the blank.)

1.2 Membership

Membership of a school council shall include but not be limited to:

- ~~Parents and guardians of students enrolled in the school;~~
- ~~One to three community representatives;~~
- ~~Two students (recommended for secondary schools);~~
- ~~One (optional for grade 7 and 8 students);~~
- ~~The school principal; or the Vice-Principal (if applicable)~~
- ~~One teacher assigned to the school; and~~
- ~~One non-teaching employee assigned to the school.~~

1.3 Parent Members

~~Parents/Guardians shall form the majority on the Council (refer to Appendix 1.)~~

1.4 School Community

~~It is expected that the membership of the Council will reflect the diversity of the school community. In defining a school community, considerations may include such aspects as geography, language, cultural, ethnic, economic, business, demographics, seniors or school boundaries.~~

1.5 Selection of Membership

~~Membership on the school council shall be determined in the following manner:~~

- ~~Parents/Guardians shall be nominated and elected by parents and guardians of students enrolled in the school;~~
- ~~It is recommended that no employee of the Superior-Greystone District School Board may sit as a parent member of a school council;~~
- ~~Student representatives shall be nominated and elected by students enrolled in the school;~~
- ~~Teacher representatives shall be nominated and elected by members of the teaching staff;~~
- ~~Non-teaching employees shall be nominated and elected by non-teaching employees assigned to the school;~~
- ~~The school principal; or the Vice-Principal (if applicable) shall be a designated member; and community representatives shall be appointed by the Council.~~

1.6 Chair or Co-Chair /Vice-Chair

~~The Chair and the Vice-Chair will be a parent/guardian member elected by the Council at the first meeting following the elections by the Council as a whole. In the absence of the Chair, the Vice-Chair will assume the duties of the Chair.~~

~~The parent/guardian elected as chair may not be an employee of the school board assigned to that school.~~

1.7 Recording Secretary

~~The Council will elect a recording secretary.~~

1.8 Executive

~~The executive of the school council consists of Chair or Co-Chair, Vice-Chair, secretary and treasurer (optional).~~

1.9 Number of Members

~~The membership of the school council shall not exceed 21 (refer to Appendix 1.)~~

~~1.10 — Honorarium~~

~~There will be no honorarium paid to members of the school council.~~

~~1.11 — Expenses~~

~~School council funding is to be determined in accordance with the legislation. School council finances are the responsibility of the school council and are subject to the board audit process.~~

~~The board shall reimburse members and/or officers of council in accordance to applicable board policy for authorized expenses incurred in the conduct of their role as a member and/or officer of the school council~~

2.0 — Elections

~~2.1 — Nominations~~

~~Persons shall be elected to the school council by nomination and secret ballot voting. A School Council Nomination Form (see Appendix 2) must be completed and returned to the principal at least 14 days prior to the election period. If the number of nominees is equal to or fewer than the number of election positions, then the nominees fill those positions by acclamation.~~

~~2.2 — Election~~

~~The election period for balloting may extend over ten consecutive school days. The ballot must indicate the number of positions to be filled.~~

~~Nominations and elections for council members will be completed by May 30 every year (See Election Protocol – Appendix 3.) Eligibility for positions and voting are based upon the coming school year.~~

~~Election of the school council executive will be held during the first 30 days of the new school year.~~

~~2.3 — Vacancies~~

~~If vacancies remain after the nomination process, the elected members of the Council may fill the vacancies by appointing eligible persons. A position vacated during a term may be filled by the school council members selecting an eligible person to complete the vacating member's term of office. If a member does not attend three consecutive regular meetings, without a reason acceptable to the Executive and Principal, the position may be deemed to be vacant by the Council.~~

~~2.4 — Roles and Responsibilities~~

~~As advisory bodies, school councils will provide advice to the Board on any matter that has been identified as a priority by the school council, as per the mandate of the school council specified in Ministry of Education and Training Policy and Program Memorandum 122 and outlined in the following section.~~

~~School councils may wish to provide advice to the principal, and where appropriate, to the Board on any of the following matters:~~

- ~~● School Year Calendar~~
- ~~● Board Strategic Plan~~
- ~~● Board Improvement Plan for Student Achievement and Well-Being~~
- ~~● School Code of Behaviour~~
- ~~● Curriculum Planning and Program Development~~
- ~~● Provincial Assessment Programs~~
- ~~● School Improvement Plan for Student Achievement and Well-Being~~

- ~~Annual School Budget~~
- ~~Annual Board Budget~~
- ~~Capital Improvement Plans~~
- ~~Preparation of the School Profile~~
- ~~Criteria for Selection of Principals~~
- ~~Communication Plans and Strategies~~
- ~~Reporting Methodologies, including Reports of Student Progress~~
- ~~Extracurricular Activities and Co-Curricular Programs~~
- ~~Community Programs for Health, Social Service, Recreation and Nutrition~~
- ~~School-Community Partnerships~~
- ~~Community Use of the School Facilities~~
- ~~Community Services for Children and Youth~~
- ~~Field Trips~~
- ~~School Policies~~
- ~~Local Issues~~
- ~~Development, implementation and review of Board policies at the local level.~~

~~Council members are to maintain a school-wide focus on all issues. Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members.~~

~~3.0 Roles and Responsibilities of School Council Members~~

~~3.1 Chair or Co-Chair~~

~~The Chair of the school council shall:~~

- ~~Call school council meetings;~~
- ~~Ensure that all members are notified of their election/appointment to council;~~
- ~~Ensure that the board office is notified of changes in executive positions;~~
- ~~Prepare the agenda for school council meetings in consultation with the principal;~~
- ~~Chair school council meetings;~~
- ~~Ensure that the minutes of school council meetings are recorded and maintained;~~
- ~~Participate in information and training programs;~~
- ~~Communicate with the school principal;~~
- ~~Ensure that there is regular communication with the school community;~~
- ~~Consult with senior Board staff and Trustees, as required;~~
- ~~Submit an Annual written report on the council activities to the school principal or vice-principal (if applicable) and to the Board~~

~~3.2 Vice Chair~~

~~The Vice Chair of the school council shall:~~

- ~~Assume duties of Chair in his/her absence;~~
- ~~Assist Chair as required by council and chair~~

~~3.3 Council Members~~

~~The members of the school council shall:~~

- ~~Seek to reach a consensus in decision making~~
- ~~Maintain a school-wide perspective on issues;~~
- ~~Participate in Council meetings;~~
- ~~Participate in information and training programs;~~
- ~~Act as a link between the school council and the community; and~~
- ~~Encourage the participation of parents from all groups and of other people within the school community.~~

~~3.4 — Recording Secretary~~

~~The Recording Secretary of the school council shall:~~

- ~~• Record the minutes of all council meetings;~~
- ~~• Maintain a file of correspondence~~

~~3.5 — Treasurer (Optional)~~

~~The Treasurer of the school council shall:~~

- ~~• Be responsible for all financial records and be one of the two or three signing officers for the council;~~
- ~~• Ensure financial records are current and are made available to the board for inclusion in any internal or external audit preparation of the board~~

~~3.6 — The Principal or Vice-Principal (if applicable)~~

~~The principal of the school shall:~~

- ~~• Attend all meetings of the Council (or a designate)~~
- ~~• Approve all printed materials distributed through the school including all school council materials~~
- ~~• Facilitate the establishment of the School Council and assist in its operation;~~
- ~~• Support and promote the Council's activities;~~
- ~~• Seek input from the Council in areas for which it has been assigned advisory responsibility;~~
- ~~• Act as a resource of laws, regulations, Board policies, and collective agreements.~~
- ~~• Obtain and provide information required by the Council to enable it to make informed decisions;~~
- ~~• Communicate with the Chair or Co-Chair of the Council, as required;~~
- ~~• Ensure that copies of the minutes of the Council's meetings are kept at the school;~~
- ~~• Assist the Council in communicating with the school community;~~
- ~~• Encourage the participation of parents from all groups and of other people within the school community; and~~
- ~~• Supervise elections for all representatives to the School Council.~~
- ~~• Provide feedback as required on how council advice was utilized.~~

~~3.7 — Parent/Community Organizations~~

- ~~• Schools may continue to support or establish and maintain other parent/community organizations, such as the Home and School Association, if the function of the organization is separate and distinct from that of the school council.~~

4.0 — School Council Proceedings

Committee meetings are not a forum for discussion about individual parents, students, staff, trustees, or other committee members.

~~4.1 — Quorum Requirements~~

~~The quorum for a Council meeting is a majority of current members of council of which there is a majority of the council present who are parent members (refer to Appendix 1.)~~

~~4.2 — Number of Meetings~~

~~A council shall hold a minimum of four regular meetings per school year. All meetings shall be open to the public. A council shall meet within the first 35 days of the school year after elections held under section 2.2. Meeting dates and times shall be posted.~~

~~4.3 — Meeting Agenda~~

~~The Chair, in consultation with the Principal, may initiate matters for discussion and the agenda should conform to the matters for which the School Council has an advisory responsibility. The agenda should include an opportunity for public input (Check List – Appendix 3.) Minutes and copies of the agenda shall be kept on file at the school.~~

~~4.4 — Decision-Making~~

~~No decision may contravene the Education Act, its Regulations, Superior-Greenstone District School Board Collective Agreements, or Board Bylaws, Policies and mandate.~~

~~Consensus decision-making will be used by the Council to resolve the matter being discussed. Consensus exists when all present can support or accept what is proposed with no one standing in opposition. If consensus cannot be reached by those present, the Council may wish to consider an alternate method of reaching a decision.~~

~~4.5 — Special Meetings~~

~~A special meeting of the Council may be held –~~

- ~~a) Upon a written request by three members being given to the Principal and Chair of the Council, who must subsequently convene a meeting with a minimum of 24 hours notice by advising the time, date, place and purpose of the meeting to all Council members to be convened within seven instructional teaching days.~~
- ~~b) The business of any special meeting must be confined to the purpose for which it was convened.~~

~~4.6 — Annual Report~~

~~Annually, the Council shall submit a report on its activities to the principal of the school and to the board. The school principal shall on behalf of the school council give a copy of the report to every parent of a student enrolled in the school.~~

5.0 — Recommendation and Communication of School Councils

~~5.1 — Recommendations and decisions of school councils that are specifically related to the school should be referred to the school Principal.~~

~~5.2 — Recommendations and decisions which are broader in scope than the local school shall be referred to the school principal for direction and to the appropriate Board official or Board committee.~~

**SCHOOL COUNCIL MEMBERSHIP SIZE
AND CONFIGURATION CHART**

<i>Designated</i>	<i>Elected-(E)</i>	<i>Elected-(E)</i>	<i>Elected-(E)</i>	<i>Appointed</i>	<i>Elected-(E)</i>	
<i>Principal</i>	<i>Teachers</i>	<i>Non-Teaching</i>	<i>Students</i>	<i>Community Members</i>	<i>Minimum Parent Members</i>	<i>Total</i>
4	4	4	4	3	*-11	21
4	4	4	3	3	10	19
4	4	4	3	2	9	17
4	4	4	2	4	8	14
4	4	4	2	3	9	17
4	4	4	2	2	8	15
4	4	4	2	4	7	13
<i>(Participation Is Optional For Grade 7 And 8 Students)</i>						
4	4	4	-	3	9	15
4	4	4	-	3	8	14
4	2	4	-	2	7	13
4	4	4	-	4	7	11
4	4	4	-	4	6	10
4	4	4	-	3	7	13
4	4	4	-	2	6	11
4	4	4	-	4	5	9

* In this case, this is the maximum number of parents.

SCHOOL COUNCIL NOMINATION FORM***I, THE UNDERSIGNED DO HEREBY NOMINATE:***Name: _____
_____ *Print full name*Residential Address: _____

Telephone: _____

for the position of _____ representative.
*(Parent, teacher, student, non-teaching)****NOMINATOR***Name: _____
_____ *(Print full name)*Residential Address: _____

Telephone: _____

CANDIDATE TO COMPLETE

I accept the nomination and am prepared to serve as a member of the:

_____ School Council.

Signature of Nominee: _____ Date: _____

NOMINATION RECEIPT FORM

The nomination form for parent representative on the School Council for:

(School Name) has been received._____
(School Official) Date: _____***Copy to be given to nominator and candidate.***

Election Protocol

1. ~~Elections for School Council shall be conducted by secret ballot.~~
2. ~~Parents and legal guardians of a student enrolled at the school are for the coming school year eligible both to vote for and to run as a parent representative.~~

~~No employee of the Superior Greenstone District School Board may run for the position of parent member at the school to which they are assigned.~~

~~No employee of the Superior Greenstone District School Board shall run for a position of parent member if he/she is employed elsewhere than the assigned school, unless he/she informs people qualified to vote in the election of parent members, of that employment.~~
3. ~~Nomination forms as prescribed by the Superior Greenstone District School Board shall be filed by all candidates for elected positions on the School Council.~~
4. ~~All eligible voters shall be entitled to cast one vote for up to a total of the number of candidate positions available in the specific category (teacher, parent, etc.) at their school. Casting more than the maximum number of votes permitted in the category spoils the ballot.~~
5. ~~No individual campaign literature for School Council elections may be distributed or posted in the school.~~
6. ~~School resources, both human and material, may not be used to support particular candidates or groups of candidates.~~
7. ~~The elections proceedings shall be supervised by the school principal or vice-principal (if applicable).~~

Post-Election Meeting Protocol**Quick Check List**

- | | |
|---|---|
| <input type="checkbox"/> Provide ample lead time | <input type="checkbox"/> Get active participation |
| <input type="checkbox"/> Start on time | <input type="checkbox"/> Avoid ambiguities |
| <input type="checkbox"/> Agree to procedure in advance | <input type="checkbox"/> Learn to read silence |
| <input type="checkbox"/> Develop an agenda and | <input type="checkbox"/> Manage hostility |
| keep part of the agenda open | <input type="checkbox"/> Talk straight |
| <input type="checkbox"/> Understand the task and stay | <input type="checkbox"/> Respect differences |
| on task | <input type="checkbox"/> Protect confidentiality |
| <input type="checkbox"/> Keep presentations short | <input type="checkbox"/> Invite participant feedback |
| <input type="checkbox"/> Make the meeting room ready | |
| for the meeting | |

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

Report No.: 15
Date: February 22, 2021

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

FROM: Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: February 2021

STRATEGIC
PRIORITY: Stewardship

Background Information

On January 7th we held our first Student Senate meeting of the school year. The main focus for our first meeting was to allow students to feel comfortable and gain an overall understanding of how the Senate works. We spoke about what it means to be a Student Senator, our jobs as Student Trustees, and the impact student voice has within our school board. As our meeting progressed, we noticed the comfort levels of the students (and staff) began to grow. Nearly **every** student used their microphone to participate in our activities, and we had students who turned their cameras on.

This is a huge accomplishment for the Senate as a whole because it shows how the Senators confidence has grown as individuals and as student leaders. We learn best when we feel safe and included, and by allowing themselves to be more vulnerable, the Senators were able to grow and connect with each other. This in turn gave them new skills to bring back to their individual schools. As trustees, we feel that we fostered this growth by encouraging the students to turn on their cameras and microphones and to push themselves to come out of their comfort zones. This was a great demonstration of how imperative building strong relationships is to the student voice of SGDSB.

Current Situation

Every month we challenge the Senators to participate in a leadership activity. Pink Shirt Day is on February 24th, so this month we have created an act of kindness challenge. We have challenged the Senators to spread kindness within their schools, homes, or communities (from a safe distance). They will be asked to post a picture or describe their act of kindness on the Edsby group, or at our Senate meeting the following day.

Our next Senate meeting is scheduled for February 25th. For this meeting, we have planned for a Hawaiian theme, in order to engage and allow our Student Senators to show their creative and unique personalities. At this meeting we plan to use the Google feature called *Jamboard*, which was a great success at our first Senate meeting.

Erin Couture
Student Trustee



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

Report No: 17

Date: February 22, 2021

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

FROM: Alex Marton Superintendent of Business

SUBJECT: External Auditors Extension

STRATEGIC

PRIORITY: Relationships, Stewardship

Background

Deloitte LLP has provided audit services to Superior-Greenstone DSB since amalgamation. Our most recent agreement for external audit services has expired.

Current Situation

Given the planned staffing departures in the 2020-2021 year, maintaining consistency with our external auditors is a top priority. We are recommending a 1-year extension of services from Deloitte, with terms similar to our previous agreement. In accordance with *Policy 303, Purchasing*, this contract does not require a tender.

Administrative Recommendation

That, the Superior-Greenstone DSB, having received Board Report No. 17: External Auditors Extension, extend the appointment of Deloitte LLP as auditors for Superior-Greenstone DSB for a 1-year period ending with the audit of the fiscal year ending August 31, 2021.

Respectfully submitted by:

Alex Marton
Superintendent of Business



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

Report No: 18

Date: February 22, 2021

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: Signing Officers of the Board

**STRATEGIC
PRIORITY:** Stewardship

Current Situation

Due to staffing changes, we need to update our signing officers.

Administrative Recommendation

That, effective February 22, 2021, signing officers for Superior-Greenstone District School Board be any two of the following:

Nicole Morden Cormier, Director of Education and Secretary to the Board
Cathy Tsubouchi, Superintendent of Business
Alex Marton, Superintendent of Business and Treasurer
Charlie Bishop, Superintendent of Education
William Goodman, Superintendent of Education
Brent Harris, Manager of Financial Services

Respectfully submitted by:

Cathy Tsubouchi
Superintendent of Business



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

Report No:19

Date: February 22, 2021

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

FROM: Nicole Morden Cormier, Director of Education






SUBJECT: Director's Monthly Report: February 2021






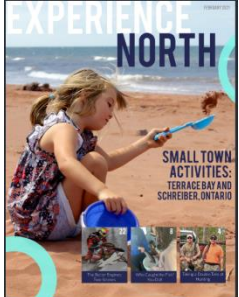



STRATEGIC

PRIORITY: Focus on Learning, Well-Being, Relationships and Stewardship

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.

	<p>The staff and students are continuing to work hard during these interesting times, with teachers bringing the "real world" in as often as possible. We continue to build student engagement and understanding through hands on and real-world learning and application.</p> <p>As we start our third Quadmester - students are beginning new classes and building on experiences. Our hospitality and tourism dual credit has begun, with students learning about cooking and creating real life experiences. Our grade 9 geography students have</p> <div data-bbox="532 1123 863 1375">  </div> <p>started learning about the</p> <div data-bbox="1063 1102 1404 1365">  </div> <p>geographical sites in our community and learning to use a GPS; for future outdoor exploration. The welding class has started; with students learning the safety protocols and starting in the shop this week, learning the basics. Gr 11/12 music has begun, and our hall is filled with music during the afternoons.</p>
	<div data-bbox="527 1564 876 1827">  </div> <p>Manitouwadge Public School engaged in a wide variety of well-being activities and learning during Bell Let's Talk week. The culmination of the learning was a #sharethegood campaign board that brought positivity into our hallways!</p>

	<p>Marathon High School students have been engaging in a number of hands-on learning activities as the third quadmester gets off to a great start. These include learning welding techniques in our shop classes, skills development in our leadership class, molecule investigations in biology, photo manipulation in media studies, and Woodlands-style art investigations in visual arts. Both staff and students are appreciative of these environments where students can learn in open, creative, self-directed environments within the school.</p> 
	 <p>Staff and students at MTPS have been recognizing acts of kindness in the school. Students who are recognized for kind acts have their name placed on a heart along with their kind act. Students are noticing and naming the kind acts of others and extending this noticing into other classroom activities.</p>
	<p>Students from Lake Superior High School's ENG4C class consolidated their learning by collaborating and creating a digital magazine, "Experience North". With support from their teacher, Ms. Mason, students were able to bring their strengths and experiences to life through picture and text, while engaging with their global audience.</p> <p>https://pub.lucidpress.com/2ed319b8-f48b-430b-a0f4.../</p> 
	<p>Our students invited the Minister of Health, Patty Hajdu into their classroom for a Virtual Question and Answer Session. Their questions were focused on Canada's response to the Global Pandemic and included: When will children get their vaccine? Why did you want to become the health minister? And what actions will you take so that the new strains of COVID-19 don't create a large outbreak? As always, we are thankful for Minister Hajdu's time and her willingness to engage in conversation with our students. She has again reminded us of the important role we play in our community and how we can support one another.</p> 
	<p>Celebrating Random Acts of Kindness</p>

This month SPS Student Kindness Club worked collaboratively to create a "Hug in a Bag" for each of the students at SPS. Led by Student Senators Peyton Stortini and Zoey Krause the group created a small bag of goodies for each student which included a bookmark, new pencil, eraser, treat and a personalized drawing with a positive message. As well, the students will be sending over handmade book marks for each of the students at our neighboring school - Holy Angels.




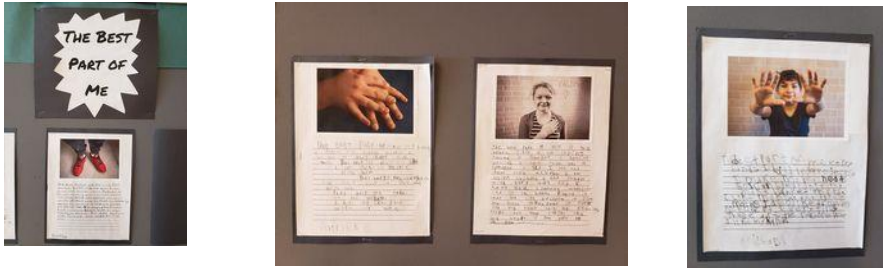

Literacy Week Activities

During the week, students have been engaging in research as they "Travelled Around the World". Students were asked to choose a

country they were interested in and find some interesting information about the country they would like to share with others (national anthem, food, language, money, recreational activities). Students located different countries on the World map and created flags to represent the country. Students were then asked, if they had the chance to visit which would be the top three countries and why?



On Friday, Feb. 12th, students made 'Kindness Calls' to some of the seniors in the community, interacting with others in the community in support of their well-being. They identified who they were and that the purpose of their call was to wish them a Happy Valentine's Day. They also had Valentine's jokes prepared to tell them. The calls were appreciated. Comments like, 'you made my day' and laughter from the jokes that were shared went a long way to brighten up both the students' and seniors' day!

	
	<p>As a way of improving mental health and wellbeing, MMPS has been working on developing a gratitude routine in the mornings. During Bell Let's Talk week-gratitude was modelled and the benefits of gratitude were shared daily during announcements. MMPS also put-up Graffiti Gratitude board for students and staff to write on.</p> 
	 <p>The 4/5 class at BAPS is focusing on self-image and positive affirmation messages this month. Students took part in investigating what physical body part they liked the most about them. This body part had to help them in some way and students could interpret their choices. They brainstormed using a cloud chart, participated in a writing conference, and wrote their first draft. The drafts were edited, and students added pictures to the final product. Students wrote about how their hands helped them to give their grandmother a big hug and how their heart helped them to love their mom to the moon and back. The next project is an affirmation message that will be developed and printed on a shirt for them to wear.</p>
	<p>"Every year, students from GCHS enter OSSTF's Student Achievement Awards. This year's theme was <i>Kindness is a Renewable Resource</i>. Students entered artwork, poetry and video projects to compete for a \$1000 prize. Only nine students were chosen at the provincial level. We are proud to announce that Brai-Lynn Bananish was one of those nine. Her poem <i>Deep Loving Kindness</i> won over the judges. Brai-Lynn is a recent graduate of the Alt Ed program at GCHS.</p>





	<div data-bbox="526 203 846 651" data-label="Image"> </div> <div data-bbox="862 203 1427 449" data-label="Text"> <p>A film crew will be visiting GCHS to interview Brai-Lynn and her sponsoring staff member, Ms. Carlson. Usually, the winnings would also include a trip to Toronto for the awards ceremony. However, due to the provincial wide lockdown, the awards will be announced virtually on March 15th. Congratulations Brai-Lynn!"</p> </div> <div data-bbox="862 478 1427 600" data-label="Text"> <p>Also, I have a list of the five students who entered and would still like to congratulate them somehow. We spoke about a small gift card for each.</p> </div>
<div data-bbox="217 680 420 821" data-label="Image"> </div>	<div data-bbox="526 674 1427 1129" data-label="Text"> <p>To build capacity for understanding empathy and mutual respect for themselves and others, Dorion Public School used Bell Let's Talk Day to engage in positive mental health strategies that were integrated into curricular units of study from Kindergarten to Grade 8. In Kindergarten they are using stories and experiences to discuss the feelings of others and identify their own feelings and how they can do things to help themselves and others when the feelings get too big. In Grade 1-3, they have tied being connected to the environment as a way to express gratitude and appreciation for all that we have. In Grade 4-5 and 6-8, classes integrated Mental Health into their music programming in which they developed custom playlists that are a part of their "Thrive-al Kits" that they can access when they need to support their feelings and emotions regardless of what they are at a given time. Although Bell Let's Talk is a one-day event, the learning and understanding of mental health is only just beginning as we continue to grow these topics in the coming weeks and months.</p> </div>



Our Grade 3/4, 4/5 and 5/6 classes at George O'Neill Public School have been working virtually with artist Josh Hogan through a google meet to learn about bucket drumming. We are excited for the students to have such a wonderful opportunity to work with a musician to help inspire them to create and make music. The students have learned a variety of notes (half, whole, quarter, eighth and sixteenth notes) and are learning how to add rhythm, polyrhythm, and accents.






One of our grade 10 English classes worked on communication skills by practicing telling someone else how to put together a puzzle that they couldn't see. One person had all the puzzle pieces cut out, and the other person had the answer key of how to put the puzzle together. Without looking at each other, they had to communicate the instructions in a series of steps. Step 1: only the person with the answer key could speak.

	  <p>Step 2: the person with the answer key could speak and the person putting the puzzle together could ask questions but only receive yes/no answers. Step 3: open communication between the partners. The class then talked about how dialogue supports learning.</p> 
<p>Virtual Learning School K-10</p> 	<p>In alignment with our mission to help all learners succeed, we are working to ensure students can see themselves in the learning and the resources and have a place to engage no matter what prior knowledge, experience or ability level they may have. One example of this is through inviting First Nations Indigenous Knowledge Keepers in to support the learning and teaching. Julie Michano visited our Grade 9 Exploring Family Studies class at the end of January. While sharing a fulsome cultural experience, her focus was on relationships with the environment and how to preserve and protect Mother Earth. Students asked many questions and were grateful for the opportunity. You can read about this further in the article submitted in January's edition of Great Spirit Moon Newsletter.</p>

System Staff members have once again been busy working to realize the goals that they have determined as we operationalize our Multi-Year Strategic Plan. Below are a number of examples take from this month's leadership work.

<p>Relationships: Recruiting Virtually</p>	<p>In the month of January, SGDSB attended two virtual job fairs. This is a new approach for both Lakehead University and Apply to Education to host. Lakehead's attendance at their event was 300 and Apply to Education had 1800 new graduates from Faculty of Educations across Canada. SGDSB created a virtual booth with images, messaging, information, videos and opportunities for new education graduates. We connected with many keen, passionate and knowledgeable prospects who are considering joining SGDSB in the future. Although we were in a virtual platform it was clear that SGDSB provides not only the professional growth opportunities that new graduates are looking, we also have a tremendous amount to offer them in all of our communities to live, work and play.</p>
<p>Relationships: Family Literacy Day</p>	<p>To collaborate with our families and partners to meaningfully celebrate individual identity through curricular connections, SGDSB took advantage of highlighting Family Literacy Day on Wednesday January 27. The theme for the day was to Travel the World Through Reading. It is a wonderful opportunity for families to come together to explore, wonder and enjoy time spent together learning about something new!</p>

Learning: Grade 1 Books	Similar to years in the past, SGDSB has participated in the TD Grade One Book Giveaway in which every grade one student (and their classmates) receives a free book. This year they are receiving a classic Robert Munsch book <i>Moira's Birthday</i> . It is a book that includes so many fun aspects for kids and adults to enjoy. There is counting, repetition, fun sounding words and an opportunity to imagine what a birthday with 200 kids would be like! We always appreciate the partnerships which provide our students access to learning.
Well-Being: Northern Fruits & Vegetables Program	The Thunder Bay District Health Unit has resumed the coordination and distribution of the Northern Fruits and Vegetables Program to each of our schools. This program provides each of our schools with a weekly delivery of a fruit and vegetable that will serve every student in the building! We know that when our bodies and brains are nourished, we are better able to regulate, learn and grow!
Relationships: Kick-off to Welcome to Kindergarten Season	We continue to develop strategies to enhance communication with our new Kindergarten families. We hold firm in our values of getting to know our new students prior to them joining us in September of their Kindergarten year. To ensure families can access registration packages we are creating multiple ways in which registration documents can be collected and filled out. We want all families to feel safe regarding the registration process and we will meet them where they are and use what they have! Staff are coming up with many creative and COVID-19-considered approaches to make this Welcome to Kindergarten season feel like every other year!
Well-Being: Dr. Susan Hopkins at PIC	During the January PIC meeting we were joined by Dr. Susan Hopkins, the Executive Director of the Mehrit Centre. Susan spoke to us regarding the importance of Self-Regulation and that as the critical adults in our children's lives we have the responsibility to not only support their Self-Regulation but that we ourselves need to strive to be Self-Regulated. She discussed the importance of how we view children and that stress can manifest itself in various ways for different people. It was a well-received session in which parents, staff and Trustees all took away a piece of information that they could put into action immediately. We look forward to having Susan back in the future.
Learning: Edsby Report Card Pilot Project Technology Enabled Learning and Teaching Contact	As we continue to demonstrate commitment to learning by striving to be current in our professional knowledge, we are challenging our thinking and learning of new technologies to enhance our practices. Staff at Terrace Bay Public School and Lake Superior High School participated in PD to implement the use of Edsby to complete report cards. The use of Edsby report cards has prompted discussion around assessment practices and the Edsby tools that support the collection of evidence of student learning. Thank-you to TBPS and LSHS for volunteering to pilot this project before full implementation across the district!
Collaboration Elementary Guidance	Elementary guidance continues to develop its partnership with Lakehead University through The Achievement Program. The Achievement Program provides postsecondary education opportunities for students who may experience socioeconomic barriers. Students earn financial support from grade 4 to 12 by participating in academic and recreational programming at their school, community and on campus at Lakehead University. Our partnership started with students in the grade 4 class at George O'Neill in 2019 and has now grown to include students in the grade 4 class at Dorion.

	<p>We hope to be able to expand this program at other schools throughout the board in the near future.</p>  <p>SGDSB & SNCDSB A.P. Presentation.mp4</p>
<p>Learning: SGDSB Teams Advance to the Skills Ontario Glider Plane Provincial Competition!!!</p>	<p>In demonstrating our commitment to innovative approaches to learning and celebrating the growth and success of our students, we are pleased to announce that four of our SGDSB teams have advanced to the Skills Ontario Glider Plane Provincial Competition. To view the announcement, visit: https://youtu.be/Jt3kVA1OIDw. Teams advancing include:</p> <p>GOPS-Team 2 - 2nd place in the Far North Region (Elementary) NRHS-Team 1 - 2nd place in the Far North Region (Secondary) NRHS-Team 2 - 3rd place in the Far North Region (Secondary) NRHS-Team 3 - wild card spot (Secondary)</p>  <p>In the Championship round, SGDSB teams will compete against medalists from across Ontario. During this round, the submissions will be graded on how much weight their plane can hold. Students are now tasked with the challenge of testing their plane's strength by adding coins to their glider as weights. Utilizing global competency skills, students will need to test their design skills and decide whether to use their existing plane OR make a new one. Congratulations to all teams and best of luck to the teams advancing to the provincial competition. Championship round submissions are due by February 24th and winners will be announced on March 11th.</p> <p>NRHS Team 1 – Far North Region Silver Medalists (secondary) - L to R: Turell Michelle & Shane Almquist . Team member absent from the photo is Jeffrey Woodruff.</p>  <p>NRHS Team 2- Far North Region Bronze Medalist (secondary)- Arianna Sanders</p>



NRHS Team 3 – wild card spot (secondary) - Nathan Maruk



GOPS Team 2 - Far North Region Silver Medalists (elementary) - L to R: Parker Cocks & Nick Webb. Team members absent from the photo are Roylin Benson and Wyatt Robbins.

Stewardship & Well-Being: Students Engaged in Experiential Learning Through Organized Healthy Stress Management Activities

On Wednesday, January 27, to help smooth the transition between the second and third quadesters, students at Nipigon-Red Rock District High School participated in a day of Healthy Stress Management Activities which included hiking, baking and online workshops. It is experiential learning opportunities such as these that promote intentional learning for students which help support and celebrate identity and a sense of belonging.

During the baking activity which involved making pastry and pie filling, decorating and baking hand pies, students were introduced to the new Edge Factor Career Exploration platform through virtual workplace videos/demonstrations related to cooking, baking and restaurant management. In addition, students discussed pathways planning and were introduced to the Co-op/OYAP program. Through experiences like these, SGDSB will continue to strive to help students develop the skills, knowledge and habits of mind to become competent and confident education and career/life planners. At the end of the session, students enjoyed their hand-made pies!



<p>Relationship, Well-Being, Stewardship and Learning: Indigenous Education TRC Projects</p>	<div data-bbox="548 226 922 615" data-label="Image"> </div> <p>We continue to work on meeting the TRC recommendations by embedding Indigenous Knowledge authentically into units to engage in learning and building capacity around working with knowledge keepers. Science teacher, Gord Martin, from Manitouwadge HS connected Great Lakes Cultural Camp (GLCC) to co-create a science unit in biology that focused on relationships. The provincial curriculum focused on curriculum that looked at relationships in science. With the teachings from GLCC students were able to see not only the</p> <p>relationships from the curriculum lens but also had an in-depth learning around how the relationships continue to spiral out; how humans are part of this relationship and our responsibility as stewards of the land to maintain these relationships in a respectful way. In addition to this, these relationships also extend to each other as diverse groups. When there are strong relationships, the well-being and understanding of each other only enhance the learning in the classroom. This was all learned through the examination of beavers in their environment. We are seeing these connections in other TRC projects in other schools as well.</p> <div data-bbox="1063 804 1377 1045" data-label="Image"> </div>
<p>Relationships: Understanding Racism and Inequity through Book Studies Indigenous Portfolio</p>	<p>We at SGDSB are committed to learning about and understanding systemic racism and inequity. Through our book studies and difficult conversations, staff are beginning to understand, reflect and consider how we move forward as we begin to understand racism and inequity on a deeper level. The book studies happen once a week over a period of 6-8 weeks (depending on the book). We are understanding our place in the problem of systemic racism and understanding the white privilege that accompanies racism and inequity. "When we know better, we can do better." Book studies will continue for the remainder of the year, and we even have the honor of having a couple of the authors join our conversations, discussions and understandings as we engage in this meaningful work.</p>
<p>Relationships: Partnership with Elder Dr. Dave Courchene Jr. - The Turtle Lodge Indigenous Education</p>	<p>We have engaged the guidance of globally respected Elder Dr. Dave Courchene to enhance and learn more around Indigenous perspectives, as well as work around systemic barriers. In addition to this, Elder Dr. Dave Courchene Jr has also addressed the youth at the Indigenous Youth Council in January and will be joining us for the upcoming AWE committee to guide us in developing our social and emotional well-being plan.</p>
<p>Well-Being: Asynchronous Day: Setting Up for Success</p>	<p>We know it is essential to support all of our students to have a positive sense of well-being that will help them to learn, grow and thrive. This Asynchronous Day was implemented from the suggestion of our Student Trustees to support a way to transition from one quadmester to another, providing a cushion of time to truly breathe, collect their thoughts and switch gears. While some students were accessing their educator team to consolidate understandings and complete all requirements for their courses,</p>

	<p>others had the opportunity to attend virtual sessions that would surely set them up for success! Our Student Trustees, Sydney Schwantz and Erin Couture, planned and hosted a series of sessions on Bell Let's Talk Day based on requests from students throughout the district. Topics related to mental health, important tips for teens and programming opportunities available to high school students in SGDSB lined the agenda. Our presenters, Deb McDougall (MRHS), Shawna Grouette (OYAP, COOP & EL Lead), Andrew Carr (GCHS) and Deana Renaud (Mental Health Lead) shared inspiring words and important information. The day was an absolute success seeing students from grade 9-12 from across the district engage in all 3 sessions. Students took the risk to share openly and ask important questions. We received positive feedback and are already planning for the next opportunity. The day was definitely 'Setting Up For Success'!!</p>
Learning and Well-Being: Monitoring Student Progress	<p>At SGDSB we are deepening our understanding of what it means to monitor student progress. As part of our learning, staff have been engaging in professional learning around tools and practices that support this work. From learning during the PD day, to after school learning sessions, staff have been participating in learning about the monitoring cycle, collecting evidence of student learning, and developing measurable learning goals and next steps for student learning. We know that positive, collaborative teams, specific, measurable and achievable goals as well as specific strategies that support learning goals lead to enhanced student achievement. Ongoing monitoring and gathering of information are a crucial part of ensuring this success and in the creation of intentional next steps. We are looking forward to continuing our learning journey with all staff and students.</p>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 19, Director's Monthly Report: February 2021, 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.: 20

Date: February 22, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Proposed School Year Calendar 2021-2022

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

Background:

The Board Administration in consultation with its constituent stakeholders including parents, School Councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous and neighbouring boards have developed its 2021-2022 School Year Calendar.

Regulation 304, School Year Calendar, Professional Activity (PA) Days sets the requirements for preparation and submission of school year calendars to the Ministry. With the amendment of *Regulation 304*, school boards are now required to designate three PA days per school year to provincial education priorities. Boards may designate up to four (4) additional PA days per school year. The regular school year calendar shall provide for a school year that commences on or after September 1 and ends on or before June 30. The minimum number of school days required in a school year calendar is 194. A board may designate up to ten instructional days as examination days.

The PA dates are to be determined by each Board. The remaining school days shall be instructional days. Two PA days are to be used for assessment and completion of report cards at the elementary level. Under PPM 151 Boards must ensure the three mandatory PA days are devoted to provincial education priorities. One PA day must be devoted to the provincial priority of developing and implementing strategies to improve student achievement in mathematics. The second mandatory PA day must be devoted to topics identified in Collective Agreements such as developing strategies to ensure equity for all students and Occupational health and safety training, including training on violent incident reporting. The third PA day is to be devoted to teachers' professional learning to any one of the provincial education priority areas including, but not limited to, Indigenous education, foundational math, financial literacy, mental health and well-being, as well as science, technology, engineering and mathematics fundamentals (STEM). Beginning in the 2020-21 school year, PPM No. 151 will be amended to include bullying prevention, intervention and de-escalation training as part of the third PA day devoted to provincial education priorities.

Current Situation:

In January 2021, after initial consultation with representatives for school administrators, local branch affiliates of teachers' federations, unions and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from members of the school communities, including teachers and staff, parents, School Councils and Parent Involvement Committee members.

The attached draft modified calendar also takes into consideration the need to coordinate dates that accommodate the following:

- Shared busing with coterminous boards
- A balanced number of days in each semester
- A consistent school year calendar with coterminous boards
- Scheduling of co-curricular activities

- Increased opportunities for professional learning
- Supporting negotiated items in the collective agreement

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 20: 2021-2022 School Year Calendar accepts the proposed Modified Calendar, and That, Administration is directed to forward the proposed Modified Calendar to the Ministry of Education for its approval.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Agenda February 22, 2021 Page 53 of 59

PROPOSED 2021-2022 SCHOOL YEAR CALENDAR (ELEMENTARY AND SECONDARY)

School Holidays Professional Activity Days Examination Days (Secondary)
All Students begin school on Wednesday, September 1, 2021 and end on Friday, June 24, 2022

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

In accordance with the Ministry of Education, Ontario Regulation 304, as amended by O. Reg. 364/15 School Year Calendar, Professional Development Days, and Superior-Greenstone DSB in conjunction with its coterminous boards is proposing the 2021-2022 School Year Calendar as illustrated.

SCHOOL HOLIDAYS

September 6, 2021
October 11, 2021
December 20, 2021 to
December 31, 2021
February 21, 2022

Labour Day
Thanksgiving Day

Christmas Break
Family Day

March 14-18, 2022
April 15, 2022
April 18, 2022
May 24, 2022
July 1, 2022

March Break
Good Friday
Easter Monday
Victoria Day
Canada Day



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

Report No: 21

Date: February 22, 2021

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

FROM: Carole Leroux – Student Success Lead

SUBJECT: Presenting the Goals and Work of the Student Success Portfolio for This Year

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

Background

The Student Success Lead role was first implemented in 2003 as one of the key drivers in the Students At Risk strategy and now supports the work in achieving the aims articulated in *Achieving Excellence: A Renewed Vision for Education in Ontario* for students in grades 7-12. The role was intended to be a champion of Student Success and Student Achievement initiatives within school boards. The Student Success portfolio supports, implements, develops, monitors and reports on a variety of initiatives such as Literacy grades 7-12, Numeracy grades 7-12, Community, Culture and Caring-based Initiatives, Pathways, SCWI (School College Work Initiative – Dual Credits), SHSM Programs (Specialist High Skills Majors), Experiential Learning, Alternative Learning, Student Voice and Leadership, Instructional Practices (PLCs and mentoring groups), Adult Education and Student Success Teachers/Teams.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Student Success Initiatives strive to ensure all students have equitable opportunities and conditions to maximize their learning potential and be the best version of themselves. We work to achieve this vision through implementation of the *Pathways to Success* (2013), *Growing Success* (2010), *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) and *Caring and Safe Schools in Ontario* (2010).

Current Situation

While the work is ongoing throughout all initiatives within the Student Success portfolio, the key priorities this year continue to be in the areas of Student Success Teams, Learning Leads and Transitions. Last year a variety of factors contributed to the delayed action of many of our goals. While progress forward was still made, and many positive outcomes were experienced, we have continued with the same goals; however, the strategies and processes look a little bit different. Our Student Success Teams have increased their attention, monitoring and support as disengagement has increased with the impact of Covid. Creating connections with students and families and creating opportunities for students and their unique situations has amplified the demand on our teams. We have also learned that in many situations change/impact is taking more time. Empathy, patience, increased communication and sometimes new plans are necessary... we have to be 'ok' with that and are supporting others to be 'ok' with that too.

- Influence and support principals with the development and strengthening of Student Success Teams to ensure all at-risk students are receiving the supports and interventions necessary for success.
- Influence and support principals with the strengthening and further definition of the Learning Leads structure to support the mentorship of teachers and their PLCs (Professional Learning Cycles) to inform their practices
- Pathways: Transitions - Build and support principal capacity with their Grade 8 to 9 transition practices
- Pathways: Transitions - Support and build educator capacity around effective transitions practices
- Community, Culture & Caring - Support schools with the building and strengthening of relationships with school communities to support more informed transitions for all students

Next Steps

- 1) Continue to enhance transition practices, including our coterminous boards and remote feeder schools/communities
- 2) Further develop the capacity of the Learning Lead team with the use of diagnostics, using data to inform next steps and further refining assessment and evaluation practices that best meet the needs of our learner
- 3) Create opportunities to build capacity and support alternative learning opportunities to meet the unique needs of all learners.
- 4) Continue to support Student Success Teams to build capacity around using data to inform their next steps, creating and communicating formal processes for referring students and collecting, tracking and monitoring both at-risk students and the actions/outcomes of the team.

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 21, Presenting the Goals and Work of the Student Success Portfolio for This Year, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education

Carole Leroux,
Student Success Lead

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

Report No: 22
Date: February 22, 2021

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Secondary Staffing COVID-19 Increase

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

Background

In September, all SGDSB elementary and secondary schools in the province opened for conventional in-person delivery of teaching and instruction, five days a week as outlined by the "Guide to Reopening Ontario's Schools". The Conventional Model requires school boards to implement enhanced public health protocols ensuring a layered approach to safety. SGDSB secondary schools adopted timetabling methods that emphasize cohorting of students by utilizing a "quadmester" approach that limits the number of direct and indirect student-to-student contacts. Schools have 4 semesters in the year where students take 2 courses per day. Students have 1 course for 150 minutes in the morning and 1 course for 150 minutes in the afternoon. At the beginning of the school year an additional 0.5 temporary teacher at MRHS was reported to the Board due to the need for reducing cohorting numbers.

Current Situation

In order to follow the cohorting requirements (maximum of 100 students in a cohort), in the guide for re-opening for secondary students, we were required to add this temporary position (0.5 FTE), for the first half of the year to Marathon High School (Quadmasters 1 and 2). Special COVID-19 funding was used to fund the cost of this temporary position. Later in the year, an agreement was reached with OSSTF to include this position as a permanent position for the length of the term. This provided the employee entitlements and benefits for the length of employment. Due to this agreement, we are bringing forth a formal staffing amendment to include an additional 0.5 FTE permanent position to MRHS for Quadmaster 1 and 2 only.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Board Report No. 22, Secondary Staffing COVID-19 Increase, approves the staffing as presented.

Respectfully submitted by:

Will Goodman
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
JANUARY 25, 2021 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?	5	0	0	5
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	5	0	0	5
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	5	0	0	5
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	5	0	0	5
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	5	0	0	5
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.	5	0	0	5
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • Our staff do a great job presenting information that is relevant to our strategic plan and allow us as Trustees to know we are on the right track. I appreciated that the monthly updates focused on the three C's - a concrete way to show the work that is being done across the board. • Do not quite grasp the question. What needs to be improved (personally or in the agenda?) • Continue with show casing the work of the teachers, principals, support staff, administration and the students within SGDSB. 				
Optional Comments: <ul style="list-style-type: none"> • Thanks to our staff at all levels for the work they do day in and day out. • Really like the efforts at communication and impressed with the positive attitude toward all the "curves" thrown at you in 2021! 				