



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 2021/04

A G E N D A

Monday, April 19, 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: 461 024 430#

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>					
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>					
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, April 19, 2021 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2021/05 Regular Board Meeting, April 19, 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. Regular Board Meeting 2021/04: March 29, 2021;

[\(Attached\)](#)

5.2 Board Policy Review Committee: April 6, 2021

[\(Attached\)](#)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of April 6, 2021 and approves as reviewed:*

- P-501 Visitors to School
- P-512 Student Exchanges
- P-611 Copyright Policy
- P-308 Student Fees
- P-511 Student Questionnaires
- P-532 Bomb Threat
- P-405 Smoking
- P-712 Recognition of Employees, Trustees and Community

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of April 20, 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:**

Marathon High School: Wawatay Thorsen Project Video

(Video Presentation - N. Morden Cormier)

**7.2 Excellence in Education: Dorion Public School
Presentation Titled: Calming our Environment**

*(PowerPoint Presentation
– Vice-Principal/Multi-Disciplinary Team, Amanda Gyori)*

7.3 Report No. 31

Student Trustee Report: April 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 Board Policy Review Committee**

(M. McIntyre/ N. Morden Cormier)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi
Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto
(A. Marton)

9.1 Grants for Student Needs (GSN) Update

9.2 Report No. 32:
Capital Project Update: 2019/2020

([Attached](#) – M. Paris/ A. Marton)

9.3 Report No. 33:
Tender for Heat Pump Replacement & Radon
Ventilation Upgrades

([Attached](#) – M. Paris/ A. Marton)

✓ ***That***, the Superior-Greenstone DSB having received
Report No 33, Tender for Heat Pump Replacement & Radon
Ventilation Upgrades, award CLOW Darling Mechanical Contractors
the project in the amount of Six Hundred and Forty Thousand
dollars (\$648,000) with HST extra.

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 34:
Director's Monthly Report: April 2021

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

10.2 Report No. 35:
10 & 25 Year Employee Recognition Awards 2020-2021

([Attached](#) - D. Nault/ N. Morden Cormier)

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. 36:
Proposed Elementary Teaching Staffing
and Organization for September 2021

(Sent under separate cover – C. Bishop)

11.2 Report No. 37:
Mental Health Portfolio

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

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair
12.1.1 Letter to Minister of Education April 6, 2021

([Attached](#) – P. McRae)

12.2 Trustee Associations and Other Boards

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

12.5 Board Meeting Evaluation Summary: March 29, 2021
Meeting Evaluation Link for April 19, 2021

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

13.0 Notice of Motion

14.0 Observer Comments

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

15.0 Committee of the Whole Board (In-Camera Closed)[\(Attached\)](#)**15.1 Agenda: Committee of the Whole Board – Closed**

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B**16.1 ✓ That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:

1. Regular Board 2021/04: March 29, 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 2021/05 Regular Board Meeting, Monday, April 19, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
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 2021/05

Committee of the Whole Board: Closed Session.

Monday, April 19, 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. Regular Board Meeting 2021-04: March 29, 2021 [\(Attached\)](#)
- 4.0 Personnel Items
 - 4.1 Item A: (W. Goodman)
 - 4.2 Item B: (Sent under separate cover- N. Morden Cormier)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Our Vision:

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

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

Regular Board Meeting 2021/04

MINUTES

Monday, March 29, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 648 665 094 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:35 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		
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		

Land Acknowledgement

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

Retirement – Superintendent of Business, Cathy Tsubouchi

The Board Chair on behalf of the Board of Trustees expressed gratitude to Cathy Tsubouchi for her more than 33 years of service with the Superior-Greenstone District School Board. Since 1998 Cathy has held numerous positions within the Administration team and most notably as Superintendent of Education. Her dedication, leadership and commitment to public education is commended and the Board wishes Cathy happiness in her retirement beginning after March 31, 2021.

2.0 Regular Meeting Call to Order**38/21**

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 29, 2021 be called to order at 6:36p.m.

Carried**3.0 Approval of Agenda****39/21**

Moved by: Trustee M. McIntyre

Second: Trustee M. Groulx

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/04 Regular Board Meeting, March 29, 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****40/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

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

1. Organizational/Regular Board Meeting 2021/03: February 22, 2021;

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

Nil.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: Nipigon-Red Rock District High School: Grade 12 English Podcast featuring Noah Sands and Madelyn Sheriff**

The Director of Education presented the Podcast audio clip that showcased students Noah Sands and Madelyn Sheriff engaged in the six global competencies outlined in the boards Multi-Year Strategic Plan; character, citizenship, collaboration, communication, creativity and critical thinking.

7.2 Excellence in Education: George O'Neill Public School Presentation Titled: Powerful Instruction that Meets the Individual Needs and Interests of Students to Build a Sense of Belonging

George O'Neill Public School's (GOPS) Vice-Principal Erik Leroux presented the excellence in education presentation titled *Powerful Instruction that Meets the Individual Needs and Interests of Students to Build a Sense of Belonging*. For the presentation he was joined by Teacher Brandy Robbins and Students Peyton Dumont Saunders, Sasha Barber and special guest and Author Karen Autio.

Vice-Principal Leroux discussed the schools focus of enhancing a student's sense of belonging within the school and their community. In previous school years, the GOPS has been successful in increasing student attendance and engagement through student activities such as drama presentations, clubs, and the Hockey School. The school supports a large district of students and enrollment has increased by 20 students this school year. This year has brought along many changes to the regular programming of the school with increased safety measures as a result of the Pandemic. These changes have allowed for many opportunities for students to engage in land based learning opportunities. Students have also worked to create a Land Acknowledgement statement for their school through learning the histories that surround them through First Nations Elders and Community Partners.

Students Peyton Dumont Saunders and Sasha Barber along with Teacher Brandy Robbins discussed the project funded by the Ontario Arts Council that created an opportunity for them to have 6 sessions with Author Karen Auto regarding the process of writing and publishing a book. As a result of the project, the students have been inspired and have begun creating their own novel with complex characters and a robust story line.

7.3 Report No. 23: Student Trustee Report: March 2021

Student Trustees Erin Couture and Sydney Schwantz provided a detailed review of their report. They highlighted the work of they have accomplished within the last month such as successfully hosting a beach themed Student Senate meeting, communicating regularly with Student Senators through the Edsby leadership group, and planning for the upcoming Student Trustee Elections. The next Student Senate meeting is scheduled for April 8, 2021.

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 provided a verbal report of the PIC meeting held on March 2, 2021. The meeting featured a presentation from Dr. Christopher Mushquash on the topic of Healthy Child Development from a First Nations perspective. After the presentation, the Committee met to review their agenda which included a presentation from Superintendent of Business Alex Marton on the budget development process, a report from the Director of Education and discussions regarding the School Year Calendar. The next meeting will be held on May 18, 2021.

8.1.2 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre presented the meeting highlights of the March 9, 2021 SEAC agenda review meeting. The meeting consisted of a presentation provided by Interim Indigenous Education Lead Shy-Anne Bartlett regarding the teachings of land acknowledgements at the beginning of each meeting. Trustee Cormier assisted in the process of how we can most respectfully honor the Indigenous peoples, Ahki (the earth) and the Elders. System Principal Annick Brewster presented the SEAC Parent Information Pamphlet completed to date and the process to request input on the pamphlet development from our First Nations Community partners.

8.1.2.1 Letter to Minister of Education March 18, 2021

The letter submitted by the SEAC to the Minister of Education was provided for information only.

8.1.3 Audit Committee

Trustee Kal Pristanski expressed gratitude on behalf of the Audit Committee for Trustee Margaret McIntyre's years of dedication as the Audit Committee Chair. The Committee met on March 17, 2021. He advised that at the meeting Trustee McIntyre announced her resignation from her

position as Committee Chair and Trustee Pristanski was appointed to the position. The business of the meeting and recommendations to the Board from the Audit Committee are further highlighted in the reports.

8.1.3.1 Report No. 24: Report of the Audit Committee – March 17, 2021

Superintendent of Business Alex Marton provided a review of the detailed report that was approved by the Audit Committee at their March 17, 2021 meeting.

41/21

Moved by: Trustee M. Mannisto

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB, having received Report No. 24: Report of the Audit Committee – March 17, 2021, accepts the 2019/2020 Audit Committee Annual Report to the Board.

Carried

8.1.3.2 Report No. 25: Report of the Audit Committee –2019/2020 Financial Statements

Manager of Financial Services Brent Harris provided a comprehensive review of the report and an overview of the financial statements and key items. He presented the recommendation of the Audit Committee for the approval of the transfer to the Capital Reserve Fund, approval of the 2019/2020 Audited Financial Statements and the additional financial reports received.

42/21

Moved by: Trustee M. McIntyre

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB, having received Report No. 25: Report of the Audit Committee –Financial Statements:

- Approve the transfer to Capital Reserve Fund of \$195,771.00
- Accepts the 2019/2020 audited Financial Statements; and
- Received additional financial reports for information.

Carried

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. 26: Signing Officers of the Board

The Superintendent of Business provided a review of the report. He advised that due to the retirement of Cathy Tsubouchi on March 31, 2021, the signing officers of the Board must be updated again to remove her name from the list of signing authorities as of April 1, 2021.

43/21

Moved by: Trustee M. Mannisto

Second: Trustee P. Cormier

✓ **That**, effective April 1, 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
- Charlie Bishop, Superintendent of Education
- Will Goodman, Superintendent of Education
- Alex Marton, Superintendent of Business & Treasurer
- Brent Harris, Manager of Financial Services

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 27: Director's Monthly Report: March 2021

Director of Education Nicole Morden Cormier provided a review of the monthly report that highlighted school activities with a focus on the learning pillar of the Multi-Year Strategic Plan. The report featured many examples of how schools are engaging all learners within a learner centered environment as well as examples of cultural perspectives being reflected in the learning.

10.2 Report No. 28: Revised School Year Calendar 2021/2022

The Director advised that in a memo issued by the Ministry of Education in March, School Boards have been encouraged to have 3 Professional Activity days scheduled at the beginning of the school year. Therefore, the recently Board approved School Year Calendar for 2021/2022 has been updated to reflect this change and has been reissued for Board approval.

44/21

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB having received Report No. 28: Revised School Year Calendar 2021/2022, accepts the proposed amendments to the Modified Calendar, and that, Administration is directed to forward the proposed Modified Calendar to the Ministry of Education for its approval.

Carried

10.3 Report No. 29: Technology Enabled Learning and Teaching Portfolio

The Technology Enabled Learning and Teaching Lead, Stacey Wallwin presented a report regarding her portfolio. She outlined her focus on implementing effective, safe and pedagogical ways for students to learn and communicate. Her work has focused on the implementation of the Edsby platform, School Messenger system, VC and E-Learning platforms and supporting student learning opportunities for Coding, practicing design and critical thinking skills. Ongoing work with the Northern E-Learning Consortium has provided opportunities for students to engage in learning opportunities available through the virtual network of education facilities across the province. The VC program has grown vastly and offers students access to VC classes that open up opportunities for their chosen career/education pathways.

10.4 Report No. 30: Information Technology Department: Retention and Recruitment Staffing Plan

The Director and Superintendent of Business presented the budgetary decision and the implication strategy of the retention and recruitment staffing plan for the Information Technology department. They discussed the current vacancies within the department, comprehensive needs assessment and the vast importance of the IT department and the need for IT Technologists in response to our changing work and learning environments.

45/21

Moved by: Trustee K. Pristanski

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Report No. 30, approves the funding required for a 0.5 IT Technologist and for the gradual replacement of the IT Technician Position with the IT Technologist position.

Carried

11.0 Reports of the Education Committee

Nil.

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

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

Board Chair Pinky McRae issued a reminder to Trustees requesting the completion of the OPSBA survey that was distributed by OPSBA recently by email regarding governance practices. The deadline to complete is April 22, 2021.

12.2 Trustee Associations and Other Boards12.2.1 OPSBA AGM - June 12, 2021

The Board Chair reminded the Board that the OPSBA AGM will be held virtually on June 12, 2021. There is no cost for Trustee attendance and additional information is available on the OPSBA website.

12.2.2 OPSBA: Call for Policy Resolutions & Proposed Amendments to the OPSBA Constitution & By-Laws

The annual OPSBA AGM provides for an opportunity for Policy Resolutions and proposed amendments to the OPSBA constitution and By-laws. Trustees are asked to review the information annually. Member boards have an opportunity to submit proposals for amendments to OPSBA by April 14, 2021.

12.2.3 OPSBA: Director Update

OPSBA Director Paul Cormier advised that he will be attending engagement sessions in the upcoming weeks. He advised that he was unavailable to attend a meeting to be held on Thursday, April 1 regarding virtual learning. Trustee Mark Mannisto will attend as the alternate Director and voting Delegate. The Director of Education and Trustee Mannisto will meet to discuss preparations for this meeting.

12.3 Trustee Activities

Trustee Paul Cormier discussed his meeting with the Principal Jennifer Rissanen of the Nipigon-Red Rock High School and the Interim Indigenous Education System Principal Shy-Anne Bartlett to provide guidance regarding indigenous approaches to learning.

Trustee Margaret McIntyre advised Trustees of the virtual presentation titled Cue the Laughter that will provide an opportunity to learn about Autism. Met with Shy-Anne and Jen Rissanen.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Summary: February 22, 2021

The Board Chair reminded Trustees to please complete the meeting evaluation for tonight's meeting by clicking on the link within their agenda package or the link inserted in their meeting email. The results of the Board Meeting Evaluation Summary were reviewed from the February 22, 2021 meeting.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:35 p.m.

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

46/21

Moved by: Trustee J. Nesbitt

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:35p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

47/21

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:45 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 48/21**

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

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

1. Organizational/Regular Board 2021/03: February 22, 2021

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session**49/21**

Moved by: Trustee M. Groulx

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone District School Board, having received In-Camera Report No. IC-04-21 Ratification of Collective Agreement with SEIU, ratify the Memorandum of Settlement on Local Terms for September 1, 2019 to August 31, 2022 with SEIU, Local 2, Service Employee International Union.

Carried**17.0 Adjournment****50/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB 2021/04 Regular Board Meeting, Monday, March 29, 2021 adjourn at 9:47, p.m.

Carried

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
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 2021/04

Committee of the Whole Board: Closed Session.

Monday, March 29, 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 8:35 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 2021-03: February 22, 2021
- 4.0 Report No. IC-04-21
- 5.0 Personnel Item
 - 5.1 Item A
 - 5.2 Item B

Regular Board Meeting 2021-04

Monday, March 29, 2021

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2021

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

MINUTES

Microsoft Teams Meeting
 Or call in (audio only) 1 807-701-5980 Phone Conference ID: 670 221 512#

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		
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		
Denis Nault: <i>Manager of Human Resources</i>					x
Stephen Wilson: <i>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: February 9, 2021

The minutes of the February 9, 2021 Board Policy Review Committee were approved by the Board at the February 22, 2021 Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: February 9, 2021**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of November 4, 2020 through to December 4, 2020. Stakeholder feedback was received for Policy 704 as well as amendments made by Management. Feedback was also received for Policy 712 Recognition of Employees, which was not included in the agenda package in error and was emailed to the committee the day of the meeting.

P-501 Visitors to School
 P-512 Student Exchanges
 P-611 Copyright Policy
 P-308 Student Fees
 P-511 Student Questionnaires
 P-532 Bomb Threat
 P-405 Smoking

P-704 Recruitment, Selection and Hiring

Superintendent of Education Will Goodman provided a review of the revisions made to Policy 704. He advised that when the policy was last presented to the committee at the February 9th meeting, the Ministry had provided an interim requirement for implementation. Since then the Ministry has issued PPM 165 which contained different language than what was utilized in the interim requirements. As such, the policy has now been updated to reflect the application of PPM 165. The policy outlines SGDSB's commitment to promoting human rights and equity, encouraging a diverse workforce and ensuring fairness and transparency. This policy is presented with the intent to post for stakeholder review again due to the significant changes. Once formally approved, the title of the policy will be changed to Equitable Hiring Policy.

P-712 Recognition of Employees, Trustees and Community

Director of Education Nicole Morden Cormier provided a review of the policy changes made in follow up to the stakeholder feedback received. The policy now clearly indicates that the recognition program applies to the permanent employee group.

Action Item:

Submit Policy 501, P-512, P-611, P-308, P-511, P-532, P-405 and P-712 for Board approval at the April 19, 2021 Board meeting. Submit Policy 704 Recruitment, Selection and Hiring (Equitable Hiring Policy) for Stakeholder review.

3.0 Reviews: New/Existing Policies

P-538 Food & Beverage

W. Goodman presented the minor revisions made to the policy that included language updates to ensure the policy is inline with the Canada Food Guide. The policy also includes the addition of Article 1.11, that notes that plastic water bottles will not be purchased for any event.

Action Item:

Submit Policy 538 for stakeholder review.

P-510 Suspected Child Abuse

W. Goodman presented the revisions to the policy that include the update to the reporting age for suspected child abuse and the addition of the Tikinagan Child and Family Services organization.

Action Item:

Submit Policy 510 for stakeholder review.

P-724 Conflict of Interest (New Policy)

W. Goodman advised that in conjunction with the updates made to the Equitable Hiring Policy there was a need for the creation of a Conflict of Interest policy. The policy has been created to clearly outline and provide specific language on how to define and manage any actual, potential or perceived conflict of interest that could impact the board. He reviewed the policy in detail and offered an opportunity for discussion. The Board Chair Pinky McRae recommended that once the policy is approved that the Board will need to ensure that any necessary language is included within the Board's Code of Conduct and By-Laws. The Director advised that the current form used by Trustees for a written declaration of a conflict of interest will be updated to reflect these changes. Additional communication actions will be taken to ensure the entire Trustee group reviews this policy and is provided with ample time for feedback.

Action Item:

Submit new Policy 724 for stakeholder review.

P-410 Lock and Key (Security Policy)

Marc Paris, Manager of Plant Services provided a comprehensive review. He advised that the language used in the policy is similar to the previous policy however the formatting has been revised and therefore it was practical to start with a fresh Policy. The document meets current industry standards and clearly outlines the security measures for equipment, supplies, document security, etc. There were a few minor grammar changes identified. These changes will be made prior to posting the policy for stakeholder review.

Action Item:

Submit Policy 410 for Stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of April 7, 2021

P-538 Food & Beverage

P-510 Suspected Child Abuse

P-724 Conflict of Interest (New Policy)

P-410 Lock and Key (Security Policy)

P-704 Recruitment, Selection and Hiring (Equitable Hiring Policy)

5.0 List All Policies to Refer to Board for Approval on April 19, 2021

P-501 Visitors to School
P-512 Student Exchanges
P-611 Copyright Policy
P-308 Student Fees
P-511 Student Questionnaires
P-532 Bomb Threat
P-405 Smoking
P-712 Recognition of Employees, Trustees and Community

6.0 2021 Meeting Schedule

At this time, the September 14, 2021 meeting may not be required as Administration has reviewed all scheduled policies for this year. Should a need for the meeting arise, we will keep the September and November meetings in the calendar at this time. If the meeting is not required, then a cancelation notice will be sent to the committee weeks prior to the meeting. The next meeting is scheduled for June 15, 2021 at 6:30 p.m.

- September 14, 2021
- November 2, 2021

7.0 Adjournment

Moved: J. Nesbitt

Second: M. Mannisto

That, the Board Policy Review Committee Meeting of April 6, 2021 adjourn at 7:23 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name VISITORS TO SCHOOL

501

Board Approved: _____

June 21, 2016
October 18, 2011
March 12, 1999

Reviewed _____

June 7, 2016:
September 26, 2011
June 20, 2006

Review by: **December 2026**
~~December 2024~~

POLICY

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

PROCEDURES**1.0 Permission to Be on Premises**

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

2.0 Posted Notices

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

3.0 Checking In

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

4.0 Superior-Greenstone DSB Staff

All Superior-Greenstone staff are supplied with Name/Pictures Badges. Their identification **will be should** visible on their person, **or easily retrieved while in their home school facility or when visiting another SGDSB facility.**

5.0 Salespersons or Agents

Salespersons or agents shall not interfere with normal school routines.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

POLICY

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

PROCEDURES**1.0 Policy and Regulation**

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

2.0 Encouraged School-by-School

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

3.0 No Financial Support

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

4.0 Required Approvals

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

5.0 Exchanges Beyond Ontario

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

6.0 Sponsors Requirements

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	COPYRIGHT POLICY STATEMENT	611
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
November 20, 2012	November 6, 2012	December 2022 December 2017

POLICY

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

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

REFERENCES

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

Appendix A

Fair Dealing Guidelines

Background

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

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

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

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

Guidelines

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION		
<i>Policy Name</i>	STUDENT FEES		308
<i>Board Approved:</i>	<i>Reviewed</i>	<i>Review by:</i>	
June 21, 2016	June 7, 2016	December 2026	
October 18, 2011	September 26, 2011	December 2021	

POLICY

The Superior-Greenstone District School Board is committed to supporting students participating in school activities regardless of their individual economic circumstances.

DEFINITIONS

“student activity fees”– are voluntary amounts that are used to supplement a student’s school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

“enhanced programming and materials”–are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

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

“optional programming”- refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Regional Arts and Advanced Placement® programs.

RATIONALE

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

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

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

1.0 Implementation

1.1 Guiding Principles

- 1.1.1 Every student's school experience is enriched by participation in a variety of activities and opportunities "beyond the classroom".
- 1.1.2 Students must be able to participate in any course and have the opportunity to acquire all skills and knowledge required to complete compulsory credit course requirements without any additional cost.
- 1.1.3 The Ministry of Education grants do not provide funding for all aspects of a student's school experience.
- 1.1.4 Schools are permitted to charge student activity fees.
- 1.1.5 Members of school communities should be consulted in the development of a school's fee schedule and should be made aware of the use of student fees.

REFERENCES

- Ministry Guideline for Fees for Learning Materials and Activities

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	STUDENT QUESTIONNAIRES		511
<i>Board Approved:</i>	October 18, 2016 October 18, 2011 March 12, 1999	<i>Reviewed:</i> September 6, 2016 September 26, 2011 April 25, 2006	<i>Review by:</i> December 2026 December 2024

POLICY

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

PROCEDURES**1.0 Prior Approval**

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

2.0 Purpose and Source

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

3.0 Use of Information

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

4.0 Student Identification

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

5.0 Advance Copy

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

6.0 Approvals for External Agencies

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

7.0 Voluntary Involvement

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name BOMB THREAT RESPONSE

532

Board Approved: January 31, 2017

September, 2008

Review Before: December 2026

December 2021

RATIONALE

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

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

POLICY

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

It is the policy of the Superior-Greenstone District School Board that all schools will have plans and procedures for bomb threat response, which must be included in the school's Emergency Procedures Plan. This plan is appended to the Superior Greenstone DSB Police Protocol – Appendix C: Provincial Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario.

PROCEDURES

- 1.0 All school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.

~~Plans and procedures for bomb threat response must be included in the school's Emergency Procedures Plan which is appended to the Superior Greenstone DSB Police Protocol – Appendix C: Provincial Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario.~~

- 2.0 The board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.
- 3.0 The principal or designate of each school is responsible for the overall development and final content of the individual school plan.
- 3.1 The principal or designate is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and

for the overall safety of staff and students.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	FACILITIES & GROUNDS		
Policy Name	SMOKING		405
Board Approved:	September 27, 2016 October 18, 2011 March 12, 1999	Reviewed: June 7, 2016 September 26, 2011 April 25, 2006	Review By: December 2026 December 2021

POLICY RATIONALE

The Superior-Greenstone District School Board places as a first priority the health and safety of students and staff.

POLICY

It is the policy of the Superior-Greenstone District School Board not to permit smoking or vaping on any Board-owned property at any time. Smoking/vaping is prohibited in schools, offices and Board-operated vehicles.

DEFINITION

For the purposes of this policy:

- “smoking” means smoking (inhaling and exhaling) **or holding lighted tobacco or cannabis** (medical or recreational)
- “vaping” means inhaling or exhaling vapour from an electronic cigarette (e-cigarette) **or holding an activated e-cigarette**, whether or not the vapour contains nicotine

SCOPE

The *Smoke Free Ontario Act, 2017* identifies smoking as applying to:

- (a) tobacco in any processed or unprocessed form that may be smoked, inhaled or chewed, including snuff, but not to products intended for use in nicotine replacement therapy;
- (b) cannabis;
- (c) vapour products; and
- (d) prescribed products and substances.

PROCEDURES**1.0 Health Risk**

The Board believes that smoking/vaping poses a significant health risk to the smoker, and there is evidence that non-smokers exposed to side-stream smoke are also at risk.

2.0 Obligation

As a concerned employer, the Board has a responsibility to provide a healthy working environment for its staff and students.

3.0 Model

Lifetime smoking/vaping habits are often formed during the school years and therefore, the school has a responsibility to encourage non-smoking through the formal classroom instruction and by example.

4.0 Rights

The right of a non-smoker to protect his/her health shall prevail over the wish of an employee or student to smoke/vape.

5.0 Prohibited

~~For these reasons it is the policy of the Board not to permit smoking on any Board-owned property at any time. This ban extends to smoking of flavoured tobacco products and flavoured nicotine delivery products including e-cigarettes. Smoking is prohibited in schools, offices and Board-operated vehicles.~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	RECOGNITION OF EMPLOYEES, TRUSTEES and COMMUNITY <i>Management Guideline Applies</i>		712
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Prior To:</i>	
January 22, 2019	October 2, 2018	December 2025	
April 17, 2012	March 26, 2012	December 2024	
February 22, 2012	January 30, 2012		
June 25, 1999	March 21, 2006		

POLICY

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

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

1.0 Criteria

The following criteria will be applied to determine eligibility for the Superior-Greenstone District School Board Long Term Service Recognition Award:

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

2.0 Rationale

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

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

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

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

Report No: 31
Date: April 19, 2021

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

FROM: Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: April

STRATEGIC
PRIORITY: Stewardship

Background Information

We organized and hosted our second Asynchronous Day on April 9th. The day went extremely well and was filled with influential learning/information. Our morning started off with Erin presenting to the students about Human Rights and Human Wrongs. The presentation focused on three main areas of rights; women's rights, Indigenous rights, and basic human rights. Erin's seminar was interactive, informative, and eye-opening to not only the students online, but the staff as well. It is imperative that we recognize these issues that are not only occurring in our school board, but all over the world. It is our job as the upcoming generation to make the world a better place. A place that is inclusive to anyone and everyone. We would like to give a huge thank you and shout out to Mahejabeen and Paul for their help gathering information and educating us on these issues.

The second half of our day was made up of two different career pathway panels. Each panel had different career paths represented for students to gain more information about. Some of our panelists included business, teaching, personal support workers/nurses, geology, computer programming etc. Sydney facilitated both panels and led the panelists through a variety of questions such as:

- Why did you choose your respective career?
- What is the biggest challenge you have faced thus far?
- What advice would you give to students who are unsure of the career, pathway, or post-secondary school they should pursue?

The panelists did an amazing job at answering all of our questions and helping students learn more about the workplace, motivation, and life away from home. Our main goal for these panels was to help students who are not sure what they want to do after high school and/or provide more information on the different career pathways available to them. Overall, the panels were a success and we believe that this would be a great way to help students gain more information about life after high school in the upcoming years. We also want to say a massive thank you and shout out to Mrs. Leroux for helping us find panelists and planning this day with us.

Current Situation

Our Student Senate meeting was supposed to take place on April 8th, however, we wanted to provide students with the best meeting and Asynchronous Day possible. Therefore, we decided to postpone the meeting until April 21st. Our meeting will still contain the same information. Earth Day is on April 22nd and our presentation will provide ways we can reduce our carbon footprint and improve our one and only

home. We will also still host our 'through the decades' theme for the meeting to engage more student participation.

Next Steps

Student Trustee elections are quickly approaching us. Our election day will take place on April 29th when candidates will present their speeches and answer questions from the students. In order to encourage students to run for the position, we will be having a Student Trustee panel. Former trustees Stephanie and Logan will be joining us to provide information and answer questions regarding the position. The panel will be on April 21st following the Student Senate meeting, and will be open to the senators, as well as any other students who may want more information about being a Student Trustee. We are very excited to see who our future leader will be!

As the school year is coming to an end, we are starting to think about a June celebration for the Student Senate. We have yet to discuss the specifics of this day, but we are hoping to have a final meeting to celebrate the Senate, and introduce our new Student Trustee.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 31, Student Trustee Report: April 2021, for information.

Respectfully submitted by:

Sydney Schwantz
Student Trustee

Erin Couture
Student Trustee

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

Report No: 32
Date: April 12, 2021

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

FROM: Marc Paris, Manager of Plant Services/Transportation

SUBJECT: Capital Project Update 2019/2020

**STRATEGIC
PRIORITY:** Stewardship

Background:

During the 2019/20 school year, many projects were carried out. Capital projects are prioritized, identified and selected in consultation with the Ministry of Education Facility Audits, Plant Department Maintenance Working Foremen, Head Custodians, School Principals and Senior Administration, through the regular Plant Budget Review process.

Capital upgrade work in the total amount of \$ 8,995,997.54 was carried out on the schools.

Funding for this work included:

ChildCare	631,699.76
CSPGNO	100,000.00
EarlyOn	152,000.00
NFMC	150,000.00
TBDHU (Thunder Bay District Health Unit)	75,000.00
Unencumbered Capital Priorities	508,000.00
School Renewal Allocation (SRC)	1,439,553.02
School Condition Improvement (SCI)-Restricted 70%	3,455,469.59
School Condition Improvement (SCI)-Unrestricted 30%	2,470,040.88
Rental Revenue	11,535.14
Maintenance	2,699.15
Total	8,995,997.54

Current Situation:

As in the past, several projects that were not fully completed, as of August 31, 2020, will be continued in 2020/2021 until fully completed.

Below is a breakdown of the capital investment at each school for 2019-2020

Beardmore PS	40,931.60
Board Office	-
Dorion PS	234,858.60
George O'Neill PS	783,759.26
Geraldton Comp HS	2,848,248.55
LSHS - Terrace Bay	625,956.35
Manitouwadge HS	315,050.44
Manitouwadge PS	497,854.48
Marathon HS	1,860,673.78
Margaret Twomey PS	188,751.91
Marjorie Mills PS	130,557.16
Nakina PS	153,199.13
Nip-Rock HS	934,276.21
Red Rock Learning Centre	12,920.54
Schreiber PS	175,478.25
Teacherage - 4 Plex	-
Terrace Bay PS	193,481.28
Total	8,995,997.54

Administrative Summary:

That, the Plant Services Department Report No. 32, Capital Project Update 2019/2020, be received as information.

Respectfully submitted by:

Marc Paris
Manager of Plant Services

Alex Marton
Superintendent of Business

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

Report No: 33
Date: April 12, 2021

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

FROM: Marc Paris, Manager of Plant Services/Transportation

SUBJECT: Tender for Heat Pump Replacement & Radon Ventilation Upgrades

**STRATEGIC
PRIORITY:** Stewardship

Background

The Margaret Twomey Public School, Ministry Building ID 6235-1, is located in the 21 Chisholm Trail, Marathon, Ontario. The original building was constructed in 1993, the total floor area of the school is 5,112 SM of space.

Primary heating and cooling for the school are provided by a geothermal heat pump system that includes 34 heat pumps. The HVAC (Heating Ventilation Air Conditioning) system includes a liquid to liquid heat exchangers for heating the heated glycol loop for pre-heat coils of air handling units and to the fin tube radiant heating units.

Outdoor conditioned air for the school is provided by two make-up air handling units (MUA), each rated at 4,290 CFM, and 4,814 CFM. Addition ventilation for the school is provided by three heat recovery units (HRU), each rated from 1,532 CFM to 5,325 CFM.

The HVAC ventilation system includes multiple exhaust fans serving the classrooms, hallways, offices, restrooms, and mechanical/electrical rooms. Supplementary ventilation system includes range hoods with the exhaust system that serve the childcare kitchen, the staff room, and the school kitchen.

The facility's building automation system includes average DDC system for system optimization, basic PC control, moderate sensor types and quantities.

The heat pumps units have exceeded the rated useful life. Due to age, and heavy use, the units have degraded in condition over the 28 years.

Results of 2019 Radon assessments based on Health Canada's Guide for Radon Measurements in Public Buildings resulted in radon concentrations being greater than 200 Bq/m³ but less than 600 Bq/m³. Mitigation should be considered over two years.

As part of the Plant Department mechanical system assessments and legislated requirements the replacement of the geothermal heat pumps and Radon Ventilation upgrades is part of the five-year capital plan and is scheduled for replacement in 2021.

Current Situation:

A tender for Heat Pump Replacement & Radon Ventilation Upgrades was publicly advertised in compliance with the Ontario Broader Public Sector Accountability Act 2010 on MERX (Canada's electronic tendering services for government contract) and two compliant bids were received.

The lowest tender bid, which met all the requirements of the specification, was submitted by CLOW Darling Mechanical Contractors, in the amount of \$ 648,000.00 before HST.

Administrative Recommendation:

That, the Superior-Greenstone DSB having received Report No. 33: Tender for Heat Pump Replacement & Radon Ventilation Upgrades, award CLOW Darling Mechanical Contractors the project in the amount of Six Hundred and Forty-Eight Thousand dollars (\$ 648,000.00) *with HST extra*.

Respectfully submitted by:

Marc Paris
Manager of Plant Services

Alex Marton
Superintendent of Business

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

Report No.: 34

Date: April 19, 2021

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

FROM: Nicole Morden Cormier, Director of Education








SUBJECT: Director's Monthly Report: April 2021

STRATEGIC

PRIORITY: 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>March was a busy month, here are a few of the ways we kept working on our relationship and stewardship goals!</p> <p>During our re-scheduled March class time we felt we needed to "break" things up a little and try to have a little fun while learning.</p> <p>We had whole school activities on the Tuesday morning and Thursday afternoon where students, working in the grade groupings learned a bit more about the soft skills that will help to carry them through work and life (conflict resolution, team building, equity and inclusion, relationship building);</p>  <p>and we had a St. Patrick's Day breakfast and spirit day on March 17th.</p> <p>This month, we have also had our Environmental SHSM students participate in an ICE (Innovation, Creativity, Entrepreneurship) challenge with other SHSM students where they gave suggestions to Ontario Parks around diversity and access to Ontario Parks.</p> 
	<p>The Manitouwadge Public School Grade 6/7/8 students had the opportunity to engage in learning within the natural environment at Manitouwadge Lake. Students engaged in a day of ice fishing and were very successful! Students learned the importance of responsible fishing, the impact of sport anglers on the environment, and the way in which to engage safely in the outdoors</p>    <p>during the winter months.</p>



Marathon High School Child and Youth Worker Amanda Secord is working with a group of students to bring Jack.org to the school. Jack.org is an Ontario-based mental health advocacy organization that empowers students to make a positive difference in schools. Initiatives include focusing on wellness, online safety, and peer support. Amanda works alongside Brittany Turnbull, or Secondary Mental Health Counsellor, facilitating a number of Lunch and Learn sessions for students as well. The most recent session focused on self-care. Thanks to students and Amanda for making a positive difference in the lives of Marathon High School students!



On April 1st, Grade 3 students at Margaret Twomey Public School were introduced to the world of skilled trades through a pastry workshop. Skills Ontario provided students with a hands-on workshop designed to inspire and introduce young students to the world of Skilled Trades with a spotlight on Pastry Arts. Students were each provided their own kit so they could take part in a virtual workshop while adhering to Covid safety restrictions. Each student also received a chef hat and certificate of accomplishment. The activity was both authentic and engaging.

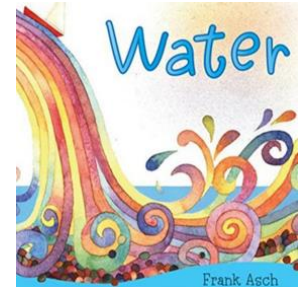




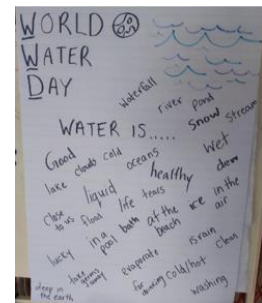
Miigwech to Claudette Morriveau for sharing her knowledge of beading with the Gr. 9 Learning Strategies class as they incorporated beading as part of their learning in GLS10. Students have learned the importance of planning, mindfulness, perseverance, communication, and mental health while learning this traditional cultural activity. The class discussed the importance of knowledge keepers and elders in our communities and how learning their stories is critical for us to help form our own identity.



Students at TBPS are learning more about responsible stewardship and were able to celebrate World Water Day on Monday, March 22nd. World Water Day celebrates water and



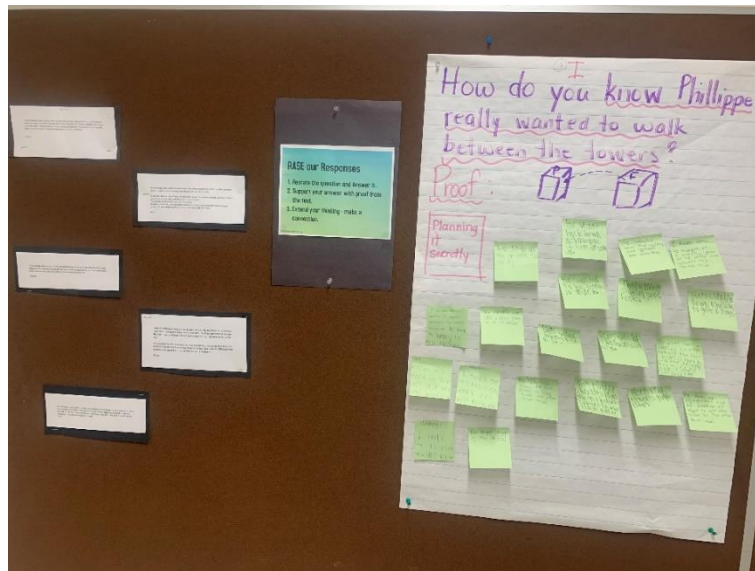
raises awareness of the global water crisis. Our Kindergarten students engaged in learning about the day by looking at the statement....."Water is.....". They brainstormed ideas about what water is and listened to the book, **Water** by Frank Asch. As they listened, they added to their ideas. They encouraged their families to come up with a goal to save water at home.



This month the grade 7/8 students welcomed Mr. Goodchild, an Elder from the Pays Plat region, into the class today to learn about the Seven Grandfather Teachings. We are grateful for the time that was given to share your knowledge with us.



Students in the Junior grades have been learning about reading strategies. The focus has been on Making Connections during our reading using our schema. Students then engaged in RASE (ing) their reading responses.



No March Break - no problem! Students and staff from Nakina Public School took a 'break from normal routine' during what was supposed to be the March Break. The kids loved the school-wide Bingo games and creating paper gliders to see which ones would fly the farthest

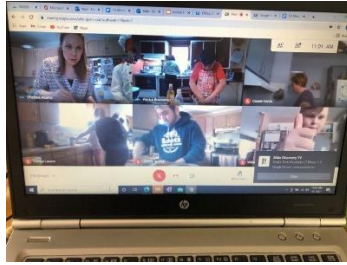


and stay up in the air the longest. They enjoyed a mid-week movie, playing school wide 'Hide and Seek' and ending the week with a school fishing trip! This connects to and supports the stewardship pillar, staff objective, of offering learning approaches that recognize the need for opportunities within and beyond the classroom and the school.



March 19th marked an extra special day at MMPS, as students were welcomed back into the building after 2 weeks of remote learning. The morning included a hearty breakfast, a traditional smudge and ceremony from one of our local knowledge keepers and time spent learning a new Metis Dot Art technique that resembles beading. Students expressed their connections to nature and how it keeps them well through their art. The afternoon started with a pizza lunch for all and then a hike out in our natural world for some good old-fashioned sunshine, exercise and time well spent with one another.





This month BAPS students are in the virtual world where they are thriving. Student engagement has held steady with cross curricular learning such as this lesson created by our 4/5 teacher Chelsea Adams. Students put their math skills such as fractions and measuring to the real test as the class got together to make pizza. Afterwards, they shared some more laughs and learning during their lunch break of pizza!



We have had an interesting month at GHCS. Finishing quad 3 virtually speaks to the resiliency of our students as many have been logging in online. Also, our Knightline videos are continuing and for families following us on social media: "Danica's Corner" has been a huge hit with our families and community members who follow us. Students from our Native Language class have been very busy creating a mini pow wow diorama that they are very proud of.



Students and staff at DPS embraced outdoor learning and the benefits being outside can have on your mental health during the month of March. Students participated in a variety of events such as hiking, snowshoeing, and structure building which enabled them to continue to build strong relationships with their peers and educators. Many of our primary students explored the concept of density by exploring the various forms of ice found throughout our playground!






Students in grade 4-8 at George O'Neill Public School had the opportunity to participate in an archery competition during our Mental Health March Break Activities. The students really enjoyed the experience and learned all about the skills, rules and techniques to participate safely and have fun!




Mrs. Laukkanen and the Grade 11 Environmental Science class created solar ovens and planted vegetables and herbs as part of their course. Students did a great job building, and then cooking in the solar ovens. Mrs. Rissanen personally purchased soil and planters as part of the project, so she is taking home some awesome vegetable plants that were started for her!



	 <p>Ms. McCallum and the NSL class continue to engage in a great deal of exciting learning with Knowledge Keeper Ms. DeRoy! The students engaged in learning about beads and the practice of beading. Ms. DeRoy showed us some of the first beads used to adorn special things, like fish</p>  <p>spine, deer teeth, bear claws and she showed us some of the work she is doing now on moccasins for a friend. She also shared knowledge on traditional plants and medicines too.</p>
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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 taken from this month's leadership work.

Learning Mental Health	<p>SGDSB has offered two essential learning opportunities in March, a training series on mental health topics from the Crisis and Trauma Institute. We have completed 2 workshops for our Child and Youth Workers, Indigenous Grad Coaches, Social Workers, Principals, SETS, and Guidance so that staff who work directly with students have a well-rounded understanding of:</p> <p>Suicide Intervention and Prevention (March) Harm Reduction and Substance Use (March)</p>
Learning-MinecraftEdu in the SGDSB Classroom	<p>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 and in March we were provided the opportunity to learn more about Minecraft EDU. MinecraftEdu supports curriculum expectations and 21st century competencies for both panels. Our biggest technology asset in our classrooms is our students and MinecraftEdu provides a high level of engagement while honouring student voice and leadership as we look to our students to help teach the tool to support the learning. Big thank-you to Amy Buchan (SCPS) and Marc Leduc (Greenstone IT) for providing their expertise to the session!</p> 
Learning & Stewardship: SGDSB Students Participate in an ICE Challenge Workshop!	<p>In establishing processes to engage in ongoing outreach activities to establish mutually beneficial partnerships, on March 16, 64 SGDSB students (from MNHS, LSHS, NRHS, & GCHS) participated in an Innovation, Creativity and Entrepreneurship Design Thinking Challenge supported by Y2 Entrepreneurship Labs. The ICE Challenge activity is an experiential learning opportunity that supports one of the components of the Specialist High Skill Major (SHSM) program designation. This framework is designed to help students learn about the world of work and develop global competency skills by applying design thinking</p>

methodology to problems facing businesses and community organizations. Through this process students listened to presentations from Ontario Parks and Miura and were presented with real-world challenges within the Health & Wellness, Environment, and Manufacturing sectors. Students were given two weeks to generate solutions to these challenges and presented their ideas to the community partners on March 30 with optimism that their ideas will be adopted. Participation in SHSM programming continue to support student's transition after graduation to apprenticeship training, college, university or the workplace.

ICE CHALLENGE | MARCH 16, 2021



WHICH CHALLENGE WILL YOUR GROUP ADDRESS?



- Which challenge do you want to solve?

Ontario Parks (Environment, H&W)	Miura (H&W, Manufacturing)
<ol style="list-style-type: none"> How might Ontario Parks support the creation of a new class of Indigenous parks? How could Ontario Parks recruit student staff that better reflect the diversity of Ontario? Transportation to parks is a significant barrier for many people. How could we create an affordable transportation solution? What types of innovative experiences should the Ontario Parks Discovery Program offer in order to attract and inspire young adults (ages 18-35)? 	<ol style="list-style-type: none"> Identifying our product-market fit - e.g., who are the customers that are truly looking for our product and why are they looking for us? Where do interested customers get stuck or deterred during the sales process? What compels them to follow through with a purchase? How can we create an audience and connect with them in a genuine and effective manner?

- When you think of the problem, who do you have in mind?
- How are they impacted by the challenge?



	
<p>Learning & Stewardship- Introducing Primary Students to the World of Skilled Trades: A Pastry Arts Workshop</p>	<div data-bbox="462 615 933 968">  </div> <p>In celebration of the growth of all learners, Superior-Greenstone worked in partnership with Skills Ontario to deliver a hands-on workshop designed to inspire and introduce young students to the world of Skilled Trades with a spotlight on Pastry Arts. On March 31 & April 1, 165 Grade 3 students (including split classes) and staff participated in workshops delivered virtually by an industry professional. Through this pilot project, students become familiar with various career pathways, basic terminology, and concepts in the Pastry Arts industry. Participants were involved using interactive games, wearing chef attire, decorating cookies with their individual kits, and took recipes home to do with their family. Due to the tremendous success of this project, Skills Ontario is looking to continue its delivery in the future. To continue to engage in innovative approaches to learning that prepares students for future success, we are looking to expand the program into additional skilled trade sectors and developmental age groups.</p> <div data-bbox="1149 989 1409 1329">  </div>
<p>Early Years Utilizes Heggerty Phonemic Awareness Program Learning</p>	<p>In alignment with Communication as one of the six Global Competencies, SGDSB has rolled out the use of the Heggerty Phonemic Awareness Program in all of our Kindergarten to Grade 2 classrooms. This program will be foundational in <u>all</u> students building a strong foundation of phonemic awareness which is the oral and auditory ability to understand, hear, identify, move or change sounds, called phonemes, in spoken words. Phonemic awareness is an important basic skill that gets students ready to develop into readers. With educators and staff wearing PPE we are very aware that students need to see a person's mouth moving to fully articulate the sounds they are saying. The Heggerty program contains 35 weeks of daily videos in which a certified SLP delivers the program. This allows the students to hear and see all aspects of phonemic awareness while the staff are required to wear multiple layers of PPE. We are continuing to deepen our understanding regarding the importance of the science of reading and will be learning more regarding the benefits of building a strong foundation in phonemic awareness for developing future readers.</p>
<p>Early Years Promotes Racial Diversity in the Classroom Well-being</p>	<p>To continue to build capacity for intercultural understanding, empathy and mutual respect the Early Years continues to strive to stage our learning environments with materials and tools for all of our students to see not only themselves but also others in what we are offering them in the classroom. As part of the Culturally Relevant and Responsive Pedagogy project that has been ongoing across our</p>

	<p>system, we are adding multicultural dolls to our Kindergarten and Early Years, house centres. When surveyed only 2 of 10 Kindergarten classrooms had dolls of different skin colours. In the coming weeks, every Kindergarten classroom will receive 2 different skin toned dolls for students to enjoy in their classrooms. Along with the dolls, each classroom will receive a collection of multi-cultural colouring materials (crayons, pencil crayons and markers) so that they can full represent themselves in an artistic and authentic way! Although these two projects may seem minor, we know that when children see themselves and have the tools to represent themselves in an authentic way they will have a better sense of belonging and well-being.</p>
<p>Collaboration</p> <p>Elementary Guidance</p>	<p>Elementary guidance continues to work closely with Amanda Stefanile from Lakehead Universities' Achievement Program. Recently, students in grade four at Dorion Public School participated in their initial virtual meeting and activity day to introduce them to the program. Students participated in a meeting explaining the commitment and benefits of the program as well as a fun learning activity. Even though these meetings are normally held face to face over lunch with creative hands on activities to enjoy, students still had fun in the virtual environment.</p>
<p>Learning and Relationships</p> <p>Indigenous Education</p>	<p>We have been fortunate to have Dr. Marie Battiste join us for a couple of sessions for the book study on her book, "Decolonizing Education - Nourishing the Learning Spirit". In addition to this, Marie has introduced us to her daughter, Annie Battiste, who will be joining us for our upcoming PD day. Both Marie and Annie shed light on the disparities, and constitutional rights in education pertaining to Indigenous Treaty rights. The learning with these two have been (and will continue to be) essential in how we understand and work to address racism within the board.</p>
<p>Relationships</p> <p>Neurodiversity/ASD Awareness</p>	<p>April is Autism Awareness month, and to enhance understanding and acceptance of neurodiversity in our communities and schools, SGDSB, in partnership with 8 other school boards across northwestern Ontario, hosted a live comedy show called 'Cue the Laughter.' Michael McCreary, a young comedian on the autism spectrum, and his father Doug McCreary shared what life on the spectrum is like through their perspective. Through laughter, both challenged many common myths and misunderstandings often related to the diagnosis. Feedback for the show was overwhelmingly positive. One parent shared "Thank you for shining a light on a world I find myself living in every day. As a parent of a six year old on the spectrum I often find myself overwhelmed, feeling embarrassed in tough situations, and like Doug said many times "the last time being invited to an event or activity". It took several summers to teach my son not to stand up and pee in the hot tub. Your live night was not only a good laugh, making tough situations we find ourselves in funny, but also a very good reminder how successful my son can maybe be one day. Thank you so much." A huge thank you to MCCSS for funding the event through the Northern Capacity Building Project. With over 400 registrations from parents, caregivers, students, community members, agency professionals and educators, the event was a great example that demonstrated a shared passion to work together in ensuring we foster environments in schools and communities where everyone belongs, and thinking, doing, and learning differently is not only accepted, but respected, valued, and celebrated.</p> <div data-bbox="1062 993 1414 1352" data-label="Image"> </div> <div data-bbox="1002 1705 1408 1974" data-label="Image"> </div>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 33, Director's Monthly Report: April 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.: 35
Date: April 19, 2021

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: 10 and 25 Year Employee Recognition Awards 2020-2021

**STRATEGIC
 PRIORITY:** Relationships

It is the policy of Superior-Greenstone District School Board to recognize employees with 10 and 25 year service. The long-term service award includes the following:

10 Year Service

- A specially designed award with the Board logo. Employees will select one of the following three options; pen and key chain set, thermal blanket or insulated mug;
- Presentation of this award by the employee's immediate supervisor at a local event i.e. staff meeting, school council meeting or open house;
- Public recognition of service achievement through congratulatory mention in board minutes
- Principals or managers of the places where these employees work will plan to have the recognition take place by June 30 of that year in the local community

25 Year Service

- Appreciation award, suitably engraved, not to exceed \$200.00 in value;
- Presentation of this award by the Director or designate will be made at a local staff meeting, school council meeting, open house or board meeting;
- The Director or designate will establish rules concerning time off necessary for the employee to attend the event;
- Public recognition of service achievement through congratulatory mention in board minutes;
- The Director of Education or designate will plan to have the recognition take place before the end of October of each year.

The following employees have achieved the milestone of 10 and 25 year service;

Non-Teaching

- With 10 years as of September 8, 2021
- Hired between September 6, 2010 and September 7, 2011

EMPLOYEE	HIRE DATE	SCHOOL
Debra Skworchinski	February 10, 2011	Board Office
Shirley Cooper	March 21, 2011	Marathon High School
Suzan Terry	September 1, 2011	Lake Superior High School

- With 25 years as of September 8, 2021
- Hired between September 6, 1995 and September 5, 1996

EMPLOYEE	HIRE DATE	SCHOOL
Connie Chouinard	December 12, 1995	Learning Centre

Teaching

- With 10 years by September 8, 2021
- Hired after the commencement of the 10/11 school year or September 2011

EMPLOYEE	HIRE DATE	SCHOOL
Joseph Braun	February 3, 2011	Nipigon-Red Rock District High School
Paige Fortier	March 4, 2011	Nipigon-Red Rock District High School
Katherine Pietsch	September 1, 2011	B.A. Parker Public School

- With 25 years by September 2021
- Hired after the commencement of the 94/95 school year or September 1996

EMPLOYEE	HIRE DATE	SCHOOL
Kimberly Mannila	September 1, 1996	Nipigon-Red Rock District High School
Teri Treftlin	September 9, 1996	Geraldton Composite High School

Administration

- With 10 years by September 2021
- Hired after the commencement of the 10/11 school year or September 2011

EMPLOYEE	HIRE DATE	SCHOOL

- With 25 years by September 2021
- Hired after the commencement of the 95/96 school year or September 1996

EMPLOYEE	HIRE DATE	SCHOOL

Administrative Summary

That, the Report No. 35 entitled, 10 and 25 Year Employee Recognition Awards 2020-2021, be received by the Board for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education

Denis Nault
Manager of Human Resources

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

Report No.: 37
Date: April 6, 2021

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

FROM: Deana Renaud, Mental Health Manager

SUBJECT: Mental Health Portfolio Update

Priority: Well Being, Relationships, Learning, Stewardship

Background

Mental health and well-being transcends the entirety of Superior-Greenstone District School Board's 2018-2023 Strategic Plan. The intentional implementation of a mental health strategy, guided by our four pillars: learning, well-being, stewardship and relationships will contribute to positive outcomes in the achievement and well-being of all individuals within our organization.

By attaining multiple sources of data to guide our strategy, including student voice, we can build goals that contribute to student success.

Current Situation

The current priorities of the Mental Health Portfolio:

- Fully understand the needs of students and staff considering our unique experience in a global pandemic, which has significant impacts on mental health and well-being. This has contributed to increase in absences, increase in anxiety and depression, increase in rates of suicidal ideation, family violence and substance use.
- Utilize Ministry of Education funds which continue to support mental health capacity and services. Funding will be available to support student well-being through the summer.
- Collect data utilizing multiple sources and methods, including the Tell Them from Me Survey and student voice.
- Continuing to enhance SGDSB student mental health clinical team and Resource Team.
- Continued investment in collaborative relationships and engagement in meaningful partnerships with community services.
- Engage students through health promotion and direct service provision across a spectrum of support utilizing a tiered system and resources from School Mental Health Ontario.
- Develop social emotional learning across the system through professional development and capacity building to embed mental health and wellness within curriculum.
- Implementation of trauma informed, identity based and culturally appropriate approaches.

Highlights from 2020-2021 School Year (September-March)

- This school year, thus far, we have offered 10 learning opportunities to administration, leadership, mental health workers, child and youth workers, indigenous grad coaches, SET and guidance covering various topics of mental health (Human Trafficking, Suicide Prevention and Intervention, Harm Reduction, Return to School and the SEL Plan, Trauma Informed Leadership).
- The mental health manager has completed 73 school consultation meetings addressing either individual student case conferences or multiple student consultation meetings.
- The mental health manager has provided 24 virtual presentations, either to individual classrooms or board wide offerings and has reached 367 students covering various topics in mental health.
- During the original scheduled March break, we offered 5 different workshops addressing well-being and culture. We reached 663 students through these workshops.

- Our mental health workers in secondary have serviced () students providing treatment and support for various issues impacting learning and achievement.

Next Steps

Service provision of mental health continues to expand and will focus on board priorities in mental health service delivery and capacity building. We continue to strengthen our understanding of the diverse communities we serve and enhance our community partnerships. We continue to build capacity around social emotional learning and implementation across our system. We also continue to build mental health service provision utilizing a tiered approach. We will:

- Continue to gather data through various methods to attain student voice including Tell Them from Me survey and through our new client management system, EMHware;
- Ensure the ongoing evaluation of services and programs to guarantee quality improvement, effectiveness, and cultural propriety;
- Revise the SGDB Social Emotion Learning Plan for application in Fall 2021 and have further opportunity for capacity building and professional development.
- Further support a system of professional practice and accountability through training and professional development and monthly clinical supervision for child and youth workers and mental health workers.
- Ensure the ongoing collaboration with community partners and joint project efforts to increase access and improve care coordination for students and families.

Administrative Recommendations

That, the Superior-Greenstone District receive Board Report No. 37, Mental Health Portfolio Update, for information.

Respectfully submitted by

Will Goodman
Superintendent of Education

Deana Renaud
Mental Health Manager



Small Schools Make a Difference

April 5, 2021

The Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2
Minister.edu@ontario.ca

Dear Minister Lecce,

Modernization of education for the 21st century is a crucial component to the approach that Superior-Greenstone District School Board has taken during the term of our Multi-Year Strategic Plan, entitled Learning, Well-Being and Identity, 2018-2023 (attached to this email for your information). This plan articulates our commitment to “reimagining learning for the 21st century” as we grow our understanding of what is important to be learned, how learning is fostered, how we measure success and *where learning happens*. As one of the smallest English Public-school boards in the province, we are extremely proud of our progress. We have significant concerns however, with the Ministry’s vision for reimagining learning, as articulated in the press recently.

In order to fully understand our concerns, the context of our school district is vital. We know that you and Deputy Naylor have not had a chance to visit our district. It is located at the top of Lake Superior and covers a geography of 45 100 square kilometers. We have 15 schools in our district (5 secondary and 10 elementary) and are proud to partner with ten First Nations communities. Why is this important? You must understand our students to understand our concerns. Our schools are the heart of our very small and isolated communities and are often the place where students come to experience a sense of belonging. Many students are struggling in several ways, including mental health challenges and mental illness. Supports have become increasingly available through funding provided by the Ministry of Education, however often these positions cannot be filled due to a shortage of qualified individuals.

In spite of these conditions, we are proud of the manner in which our School Board operates, as student centered learning and pedagogy are the focus. We have built an understanding that schools and learning must be reflective of students’ identities to ensure that students feel a strong sense of belonging and thus, can be successful in their own ways. Our very small schools are focused on being responsive and on the promotion of the academic, behavioural, cognitive,

and psychological engagement of all learners. We are making good progress in supporting our students through our approaches to learning.

It is understandable, therefore, that we are quite concerned about the ideas that have been proposed for the future of virtual learning. Of significant importance is the apparent lack of sustained and well communicated consultation regarding this initiative. It is apparent that there is a definite plan in place already. Had proper consultation occurred to inform the very early stages of planning, the Ministry would have recognized that our School Board has addressed virtual learning in unique and responsive ways.

- Students need and thrive when presented with multiple avenues for learning. If the pandemic has taught us anything, we need to continue to offer a variety of avenues to support students. This keeps us agile.
- Our eLearning courses continue to be delivered by the Northern E-Learning Consortium (NELC). This consortium understands the needs of our students, and the regional educators are able to stay connected to our students. The NELC teachers understand the northern context as well – they live in this region and thus, their content is reflective of the identity of our students. We do not support the belief that students are unable to enroll in the courses of their choosing and would like to see the data that support this belief. Our students are able to secure the courses that they request through the NELC and receive instruction that is relevant to their learning and identity. This is guaranteed to not occur if TVO/TFO assumes responsibility for our students.
- Centralizing eLearning removes one of the key elements that have allowed our eLearning programs to be successful. District and regional collaboration around professional development ensures high quality delivery of our classes. The strong relationships allow for the planning of a variety of courses to support student pathways as well as direct involvement in student experience when students are deemed at risk. Cross board supports and early intervention allow for greater student success. As well the impact on teacher efficacy will be negative. Educators have invested significant time to enhance their understanding and capacity of the provincial platform and removing this as a teaching option will reduce educator commitment to new learning. Access to and having a voice in the eLearning delivery model is key to addressing the unique needs of learners and educators in Northwestern Ontario. These truly differ from those of Southern Ontario.
- This School Board has introduced videoconference delivered learning in all 5 secondary schools. This means that our students are learning together between the five high schools and accessing the courses required to honour pathways. This model was introduced two years ago and is being expanded for the 2021-2022 school year. Very small high schools of less than one hundred students now have the opportunity to learn virtually while being in the school (or at home when necessary) with students from other schools and with educators who can again, support their identity and belonging. Students have full access to the entire school experience and to all supports. This is an innovative approach that we don't believe the Ministry has considered as a possible solution.

- The above examples also demonstrate how this School Board has responded to the need to allow students to have continuous access to education, even if they cannot be physically present. Our method, however, continues to allow for the balance of access with the necessity of students engaging in social development and school supports and thus, positively impacting mental health and well-being. Students belong in the social construct of school in a physical manner, to develop fully. This message has been stated and restated so many times during this pandemic and allowing families to choose 100% virtual learning is contradictory to this message and has significant negative implications for the future. How will this look for students in the early primary division who MUST engage in play-based, inquiry learning which is necessary to develop a learning mindset? What research has been engaged in to demonstrate that 100% online learning is beneficial for students? What evidence has been collected outside of a pandemic of this impact?

It is clearly apparent that there is a lack of understanding of what is occurring in our School Board and the extent to which the needs of our students are being considered in these decisions. While the needs of the students come first, we must also express our fear that these changes are being done to achieve fiscal reductions, which could, in essence, result in our board having to lay off many teachers, or even close schools. In very small schools, the impact is tremendous on the school community.

Minister of Education, we are asking that this plan be slowed down to allow for fulsome research to be done before any decisions or plans are made to achieve the goal of fully modernizing education. We ask you to find out what is working for small School Boards and their students. If we believe in the future of public education, these types of significant changes can only be made carefully and with much research to inform and support them. We remind you that the people of Ontario are immersed in challenge and conflict currently. Our school staff are tired. They are focusing on safety, the promotion of well-being and mental health for students, but also on Grade 9 destreaming and preparing for the safe reopening next year. Only people who have been in schools to fully understand the realities of the daily school operations can understand how exhausted these individuals are. Now is not the time for this important change.

We thank you for making the time to read and to understand our perspective. I am open to speaking with you at any time to elaborate further on the context of our School Board.

Yours in education,



Pinky McRae
Chair of the Board
Superior-Greenstone District School Board
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
March 29, 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?	3	0	0	3
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	3	0	0	3
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	3	0	0	3
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	3	0	0	3
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	3	0	0	3
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.	3	0	0	3
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"> Avoid leading every conversation with the parameters of conversation, as it may reduce the willingness of others to talk. 				
Optional Comments: <ul style="list-style-type: none"> There was too much content this evening...by the end of the meeting, it was just a hum. A little long, but sometimes that cannot be avoided. 				