



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Our Mission:

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

### Our Vision:

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

### Our Motto:

"Small schools make a difference".

### Our Values:

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

## Regular Board Meeting 2022/03

## A G E N D A

Monday, February 28, 2022 – 6:30 p.m.

### Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 951 730 255 #

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

### 1.0 Roll Call

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

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

**2.0 Regular Meeting Call to Order**

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 28, 2022 be called to order at \_\_\_\_\_ p.m.

**3.0 Approval of Agenda**

✓ ***That***, the agenda for the Superior-Greenstone DSB 2022/03 Regular Board Meeting, February 28, 2022 be accepted and approved.

[\(Attached\)](#)

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

✓ ***That***, the minutes of the following Board meeting be adopted:  
1. Regular Board Meeting 2022/02: January 24, 2022;

[\(Attached\)](#)

**5.2 Board Policy Review Committee: February 8, 2022**

[\(Attached\)](#)

✓ ***That***, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 8, 2022 and approves as reviewed:

- P-203 Senior Administrative Officials [\(Attached\)](#)
- P-216 Advocacy [\(Attached\)](#)
- P-303 Purchasing [\(Attached\)](#)
- P-401 Consumption of Alcohol [\(Attached\)](#)
- P-502 Ontario Student Records (OSRs) [\(Attached\)](#)
- P-523 Work Education Program Approval [\(Attached\)](#)
- P-528 Parental Involvement Committee [\(Attached\)](#)
- P-601 Unused Textbooks [\(Attached\)](#)
- P-612 IT Information Privacy Policy (New) [\(Attached\)](#)
- P-703 Non-Instructional Employee Training [\(Attached\)](#)
- P-709 Emergency Service Volunteers [\(Attached\)](#)
- P-713 Legal Representation [\(Attached\)](#)
- P-802 Individual Trustee [\(Attached\)](#)
- P-903 Tributes [\(Attached\)](#)
- P-906 Environmental Education [\(Attached\)](#)

to be posted to the Board website with an implementation date of March 1, 2022, 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: Learning New Vocabulary George O'Neill Public School**

(Video Presentation - N. Morden Cormier)

- 7.2 Excellence in Education: B.A. Parker Public School Presentation Titled: Modernizing Special Education (PowerPoint Presentation – Principal, Heidi Cloutier)

- 7.3 Report No. 14 Student Trustee Report ([Attached](#) - Trustees, E. Couture & G. Molinski)

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

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

- 8.1.1 Board Policy Review Committee (BPRC) (M. McIntyre/ N. Morden Cormier)

- 8.1.2 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)

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

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

- 9.1 Report No. 15: Signing Officers of the Board ([Attached](#) – A. Marton)

✓ **That**, effective February 28, 2022, signing officers for Superior-Greenstone District School Board be any two of the following:

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

- 9.2 Report No. 16: Board Estimate Process for 2022-2023 ([Attached](#) - A. Marton)
- ✓ **That**, having received Report No. 16: Board Estimate Process for 2022-2023, the Superior-Greenstone DSB accepts the proposal as presented.

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

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 17: Director's Monthly Report: February 2022 ([Attached](#) - N. Morden Cormier)

- 10.2 Report No. 18: Proposed School Year Calendar 2022/2023 ([Attached](#) - N. Morden Cormier)
- ✓ **That**, the Superior-Greenstone DSB having received Report No. 18: Proposed School Year Calendar 2022/2023, accepts the proposed Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

- 10.3 Report No. 19: Revised Board Meeting Schedule for 2022 ([Attached](#) - N. Morden Cormier)
- ✓ **That**, the Superior-Greenstone DSB having received Report No. 19, Revised Board Meeting Schedule for 2022, approves the changes to the 2022 Regular Board Meetings as outlined.

**11.0 Reports of the Education Committee**

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

- 11.1 Report No. 20:  
Early Years Update ([Attached](#) – H. Freeburn/C. Bishop)
- 11.2 Report No. 21:  
Recruitment Update ([Attached](#) – H. Freeburn/A. Marton)
- 11.3 Report No. 22:  
Adult Education: PPM 132 Report  
Prior Learning Assessment and Recognition ([Attached](#) – A. Brewster/ C. Bishop)
- 11.4 Report No. 23:  
Graduation Rates 2019-2020 ([Attached](#) – C. Leroux/ W. Goodman)
- 11.5 Report No. 24:  
Mental Health Profile Report ([Attached](#) – D. Renaud/ W. Goodman)

**12.0 New Business**

Board Chair: Pinky McRae

- 12.1 Board Chair  
12.1.1 Trustee Professional Development Topics (P. McRae)
- 12.2 Trustee Associations and Other Boards  
12.2.1 Public Education Symposium - January 28, 2022 (P. McRae)
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation Summary: January 24, 2022  
- Evaluation Form Link for February 28, 2022 ([Attached](#) - P. McRae)

**13.0 Notice of Motion**

**14.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

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

([Attached](#))

- 15.1 Agenda: Committee of the Whole Board – Closed  
*✓ That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at \_\_\_\_\_ p.m. and that this portion be closed to the public.*
- 15.2 Rise and Report from Closed Session  
*✓ That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at \_\_\_\_\_ p.m. and that this portion be open to the public.*

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

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

1. Regular Board 2022/02: January 24, 2022

[\(Attached\)](#)

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

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

- (list motions here which may apply)

**17.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2022/03 Regular Board Meeting, Monday, February 28, 2022 adjourn at \_\_\_\_\_, p.m.

<b><u>2022 - Board Meetings</u></b>		
Virtual Meeting - Time 6:30 p.m.		
Monday, March 28, 2022		Monday, April 11, 2022 <i>*Special Board Meeting</i>
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 <i>*Special Board Meeting</i>
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 19, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2022/03**

Committee of the Whole Board: Closed Session.

Monday, February 28, 2022

Videoconference and Teleconference

**A G E N D A**

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes  
1. Regular Board Meeting 2022-02: January 24, 2022 [\(Attached\)](#)
- 4.0 Update: (W. Goodman)



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Our Mission:

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

### Our Vision:

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

### Our Motto:

"Small schools make a difference".

### Our Values:

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

## Regular Board Meeting 2022/02

## MINUTES

Monday, January 24, 2022 – 6:30 p.m.

### Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 355 093 686 #

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:28 p.m.

### 1.0 Roll Call

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

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

**Land Acknowledgement**

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

PART I: *Regular Board Meeting*

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

**2.0 Regular Meeting Call to Order**

Before calling the meeting to order, the Board Chair welcomed Christine Dee to her first Board meeting within her new role as Team Lead of Payroll Services. The Chair also expressed her gratitude to Marc Paris for his years of service to the School Board. The Board welcomes Gordon Muir who will begin on February 3, 2022 as the Manager of Plant Services.

**15/21**Moved by: *Trustee K. Pristanski*Second: *Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 24, 2022 be called to order at 6:35 p.m.

Carried**3.0 Approval of Agenda****16/21**Moved by: *Trustee M. Mannisto*Second: *Trustee M. Groulx*

✓ **That**, the agenda for the Superior-Greenstone DSB 2022/02 Regular Board Meeting, January 24, 2022 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****17/21**Moved by: *Trustee M. Groulx*Second: *Trustee K. Pristanski*

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

1. Organizational/Regular Board Meeting 2022/01: November 29, 2021;

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

Nil.

**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Grade 11/12 Biology Class Manitouwadge High School: Cacao to Chocolate**

The Director of Education Nicole Morden Cormier provided an introduction to the video presentation. The video was created by the Manitouwadge High School Grade 11/12 Biology Class and Teacher Gordon Martin. The video showcased how student learning was integrated into the celebratory time of the year as students learned how to make chocolate.

**7.2 Excellence in Education: Terrace Bay Public School: Social Emotional Learning**

Principal Sara Curtis and Educational Assistant Adeline Chappell of the Terrace Bay Public School provided a PowerPoint presentation and video that showcased the social and emotional learning students and staff have engaged in. The presentation highlighted the importance of adults modeling the positive behaviour to help create a mentally healthy classroom and school, as well as the Zones of Emotional Regulation. The social and emotional learning program takes a strengths-based and co-learning approach, as the school supports and learns about their students in a fun and engaging way.



**Note:** Trustee Mark Mannisto left the meeting at 7:05 p.m.

7.3 Report No. 06: Student Trustee Report

Student Trustees Erin Couture and Grace Molinski provided a detailed review of their report. They highlighted the work they have engaged in during the last few months. The work includes a presentation received by Principal Christopher Martin of Lake Superior High School who spoke with the Student Senators about how to create school spirit. The Student Trustees stayed connected with Student Senators through Edsby and Instagram to promote positivity and well-being during the period of time when students engaged in online learning.

**8.0 Reports and Matters for Decision**

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

8.1.1 Parent Involvement Committee (PIC)

The PIC meeting was held on January 4<sup>th</sup>, 2022. Trustee Allison Jarvis provided the meeting highlights that included the appointment of Committee Chair Tara Paterson, round table discussions with parents regarding communication between home and school, the Early Years Program and Student/Parent Conferences with teachers. She noted that the change in the meeting format and agenda structure have contributed to an increase in attendance, positive and productive meetings, along with increased parent engagement. The committee approved Parent Reaching Out Grants for Marathon High School and Manitouwadge Public School.

The next meeting is scheduled for March 1, 2022 at 6:30 p.m. The Director advised that the next meeting will feature the “Bring a Friend” campaign to further increase parent involvement. Trustees, staff and families are invited to attend the Tuesday Family Nights hosted by SGDSB that will feature activities of “Scategories”, cooking class and Powwow fitness instruction.

8.1.2 Occupational Health and Safety Committee (OH&S)

Trustee Mic Groulx and Trustee Margaret McIntyre discussed the highlights from the January 12, 2022 Occupational Health and Safety Committee meeting. The committee discussed safety protocols, masks, filtration systems, isolation rooms and the logistics of distribution of materials. The Trustees expressed their gratitude to staff for their ongoing commitment and work coordinating and distributing safety materials for students and staff. The next meeting is scheduled for April 20, 2022.

8.1.3 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre reported on the January 11, 2022 SEAC meeting. She advised that the committee welcomed a new Chair and Vice-Chair, and a new secretary. The committee received a presentation from System Principal Annick Brewster regarding the new IPRC handbook, a presentation by Sara Curtis with an update on the Multi-Disciplinary team, and Deana Renaud regarding social and emotional learning. Introduced to the committee was Indigenous Student Success Advocate Sonja Belisle. Community partner Superior-Greenstone Community Living provided a presentation regarding their available services and supports offered to assist students over 18 years of age. The next meeting is scheduled for February 15, 2022.

#### 8.1.4 Indigenous Education Advisory Committee (IEAC)

Trustee Paul Cormier shared highlights from the January 18<sup>th</sup> IEAC meeting. He expressed his gratitude for the large amount of work that has been done to work closely with communities, improve meeting attendance, participation and communication. The Committee now hosts special meetings to provide an opportunity for lengthy discussions regarding topics of importance such as quadesters, destreaming of grade 9, etc. The next meeting is scheduled for April 5, 2022.

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

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

#### 9.1 Report No. 07: Report of the Audit Committee – Financial Statements

Trustee Kal Pristanski provided introduction to the report and discussed the Audit Committee meeting highlights that included the recommendation to approve the Audit Financial Statements. He expressed gratitude to the Financial Services department for their excellent work and achievement of a clean audit.

Manager of Financial Services Brent Harris provided a detailed review of the Financial Statements. He advised that the board is compliant with Ministry standards with a surplus. Additional reports Compliance and the Trust Funds Administered were reviewed and provided for information.

**18/21**

*Moved by: Trustee K. Pristanski*

*Second: Trustee M. Groulx*

**✓ That,** the Superior-Greenstone DSB, having received Report No. 07: Report of the Audit Committee - Financial Statements:

- *Approve the 2020/21 audited Financial Statements as presented. And;*
- *Received additional financial reports for information.*

*Carried*

#### 9.2 Report No. 08: 2021/2022 Interim Report No. 01

B. Harris provided a detailed review of the Interim Report No. 1 for 2021/2022 that represents the Board finances from September 1<sup>st</sup> to the end of November 2021. The report is generated through a review of the revised estimates in comparison to the budget. The changes are due to PPF grants that are announced by the Ministry after the budget is prepared. The report also reflects changes in revenue and expenditures as it relates to the grants and an increase in pupils and other pupils of the board. The Board is currently projecting a surplus of approximately \$294,000.

#### 9.3 Report No. 09: Trustee Annual Expense Report

Superintendent of Business Alex Marton presented the Trustee's Annual Expense Report. Due to decrease meeting travel and travel for professional development, the report notes a decrease in expenses. Other expenditures remain consistent and expenses are anticipated to increase throughout the year as gathering restrictions are lifted and provincial meetings are held in person again.

#### 9.4 Report No. 10: Enrollment Summary as at October 31, 2021

A. Marton presented the enrollment summary report as of October 31, 2021. This is the first of 2 count dates that take place within the school year. The next summary will be prepared as of March 31, 2022. The enrollment numbers projected for the year are 4% higher than the actual as the board had an increase in enrollment of 61 FTE pupils. The increases are attributed to the new economic developments in the region that are having a positive impact on communities, welcoming new families to the area and students to our schools.

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

*Director of Education: Nicole Morden Cormier*

#### 10.1 Report No. 11: Director's Monthly Report: January 2022

Director of Education presented the monthly report that highlights stewardship and how schools are optimizing opportunities to make a difference and give back to their communities. The report also highlighted a special project the Board implemented to ensure classrooms have culturally appropriate skin coloured crayons. Students created self-portraits that have been created into a book. Copies of the book will be distributed to Trustees and schools to be used in the classroom.

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

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

#### **11.1 Report No. 12: Staffing Process Change**

Superintendent of Education Will Goodman presented the report that outlined the changes to the staffing process timelines the board administration follows annually. He advised that the changes are pivotal to decrease demands on the human resources department, improve staff communication and increase recruitment opportunities. Preliminary staffing reports will now be presented to the Board beginning in April rather than beginning in May of each year.

#### **11.2 Report No. 13: Identifying the Goals and a Mid-Year Check-In of the Student Success Portfolio for 2021-2022**

Student Success Lead Carol Leroux presented a detailed report regarding the goals of the Student Success portfolio. The report provided a general overview of the role, what is happening in the department and the impacts on the system. The initiatives include key priorities such as enhancing student transitions practices, revamping learning lead programs and building educator and principal capacity.

### **12.0 New Business**

*Board Chair: Pinky McRae*

#### **12.1 Board Chair**

Board Chair Pinky McRae provided an update regarding the regularly scheduled provincial meetings between Board Chairs, Directors and the Ministry of Education. She advised that recent meeting topics have included advocacy by school boards for the Ministry to allow reporting requirements regarding COVID-19 cases again.

#### **12.2 Trustee Associations and Other Boards**

##### **12.2.1 Reminder: Public Education Symposium (PES) 2022 Virtual Event January 28, 2022**

The Board Chair advised that the symposium will be held virtually on Thursday, January 28<sup>th</sup>. At this time 3, Trustees have registered to attend. Anyone else wishing to attend is asked to contact the Executive Assistant.

#### **12.3 Trustee Activities**

Nil.

#### **12.4 Future Board Meeting Agenda Items**

Nil.

#### **12.5 Board Meeting Evaluation Summary: November 29, 2021**

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

### **13.0 Notice of Motion**

Nil.

### **14.0 Observer Comments**

Nil.

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

**15.0 Committee of the Whole Board** (In-Camera Closed)**15.1 Agenda: Committee of the Whole Board – Closed****19/21**

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 8:28 p.m. and that this portion be closed to the public.

Carried**15.2 Rise and Report from Closed Session****20/21**

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:41 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 21/21**

Moved by: Trustee J. Nesbitt

Second: Trustee A. Jarvis

✓ **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 2022/01: November 29, 2021

Carried**16.2 Other Recommendations from Committee of the Whole Closed Session****22/21**

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB, approves the postponement of the Director of Education's Performance Appraisal Review, from the dates outlined in Policy 804 to the submission dates presented for the 2021-2022 school year only. The Performance Appraisal review dates will be October 2022 for the provision of evidence to the Board of Trustees and November 2022 for the submission of the final written documents.

Carried**17.0 Adjournment****23/21**

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB 2022/02 Regular Board Meeting, Monday, January 24, 2022 adjourn at 8:43, p.m.

Carried

<b>2022 - Board Meetings</b>		
Virtual Meeting - Time 6:30 p.m.		
Monday, February 28, 2022	Monday, March 28, 2022	Monday, April 11, 2022 *Special Board Meeting
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 *Special Board Meeting
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 26, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2022/02**

Committee of the Whole Board: Closed Session.

Monday, January 24, 2022

Videoconference and Teleconference

**T O P I C S**

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:28 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 2022-01: November 29, 2021
- 4.0 Personnel Item A: Postponing the Director's Performance Appraisal

**Regular Board Meeting 2022-02**

Monday, January 24, 2022

**M I N U T E S**

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

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## Board Policy Review Committee

Teleconference/Videoconference Meeting – Marathon, ON

Tuesday, February 8, 2022 @ 6:30 p.m.

**MINUTES**

Microsoft Teams Meeting

Or call in (audio only) 1 807-701-5980 Phone Conference ID: 795 113 907#

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

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			x		
Alex Marton: <i>Superintendent of Business</i>			x		
Charles Bishop: <i>Superintendent of Education</i>			x		
Eric Fredrickson: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Gordon Muir: <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		
Nick Kitchener: <i>Manager of Information Technology Services</i>			x		
Gerrilynn Christianson: <i>Executive Assistant &amp; Communications (Recorder)</i>			x		

**Land Acknowledgment**

Trustee Mark Mannisto provided the land acknowledgement for the ancestral and traditional territories of the Indigenous peoples on whose lands we are gathering today. He recognized and honored the contributions of the Indigenous peoples, for they hold the knowledge, traditions and history of the land.

**Welcome Introductions**

The Committee members introduced themselves for the benefit of the new members. Manager of Plant Services Gordon Muir and Superintendent of Education Eric Fredrickson were welcomed to their new roles and to the Committee.

**1.0 Review of Minutes: November 2, 2021**

The minutes of the November 2, 2021 Board Policy Review Committee were approved by the Board at the November 15, 2021 Regular Board meeting.

*Moved: M. Groulx*

*Second: J. Nesbitt*

*That, the Board Policy Review Committee approve the November 2, 2021 meeting minutes as presented.*

*Carried*

**2.0 Business Arising from Minutes: November 2, 2021****Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of November 3, 2021 through to December 3, 2021. There was no stakeholder feedback received on the policies listed.

P-216 Advocacy  
P-303 Purchasing  
P-401 Consumption of Alcohol  
P-502 Ontario Student Records (OSRs)  
P-523 Work Education Program Approval  
P-528 Parental Involvement Committee  
P-601 Unused Textbooks  
P-612 IT Information Privacy Policy (New)  
P-703 Non-Instructional Employee Training  
P-709 Emergency Service Volunteers  
P-713 Legal Representation  
P-802 Individual Trustee  
P-903 Tributes  
P-906 Environmental Education

**Action Item:**

Submit Policy 203, P-216, P-303, P-401, P-502, P-523, P-528, P-601, P-612, P-703, P-709, P-713, P-802, P-903, and P-906 for Board approval at the February 28, 2022 Board meeting.

**3.0 Reviews: New/Existing Policies**

**P-703 Non-Instructional Employee Training**

Superintendent of Education Will Goodman presented the minor revisions made to the policy to allow for Managers the authority to approve staff training.

**Action Item:** Post P-703 for Stakeholder review.

**P-721 Teacher Performance Appraisal & Evaluations**

W. Goodman presented the additions made to improve the language used within the policy due to the removal of Ontario Regulation 274.

**Action Item:** Post P-721 for Stakeholder review.

**P-531 Fire Safety Plans**

W. Goodman presented the policy and the enhancement that includes the requirement for signed consent from any staff requiring assistance in the case of an emergency as per the AODA act. Consent for students is collected through the IEP process, and the policy applies for consent from staff.

**Action Item:** Post P-531 for stakeholder review.

**P-529 Announcements and Advertisements in Schools (REDUNDANT)**

W. Goodman advised that the policy is no longer relevant and therefore has recommended the removal of the policy.

**Action Item:** The policy will be made redundant.

**P-706 Health and Safety**

Gord Muir, Manager of Plant Services provided a review of the health and safety policy and the recommendation from the Occupational Health and Safety Committee to approve the policy.

**Action Item:** Post for stakeholder review.

**P-718 Footwear**

G. Muir provided a review of the footwear policy updates that define acceptable footwear and the recommendation from the Occupational Health and Safety Committee for the approval of the policy. The policy will next be reviewed before December 2027.

**Action Item:** Post for stakeholder review.

**P-544 English Language Learners: ESL and ELD**

Superintendent of Education Charlie Bishop provided a detailed review of the policy revisions that included the removal of procedures that are now included in the Management Guideline. The policy now includes a rational and updated terms and definitions are included.

**Action Item:** Post for stakeholder review.

**P-803 Board of Education**



Director of Education Nicole Morden Cormier provided a comprehensive review of the proposed policy revisions. The update includes the responsibility of the Trustees to support and uphold human rights. She advised that the by-laws will be updated to reflect the same language. Terms of reference will be added for all of the committees to support meetings and the work of the committees. The policy reflects the language utilized within the Education Act and declares the board's commitment to engage in ongoing work in human rights and equity.

The Committee discussed the use of the term "Board" and its definition. The Director recommended that further training and discussion regarding the role of a Trustee regarding ongoing work in human rights and equity could be arranged through a Professional Development session.

Human Rights and Equity Advisor Mahejabeen Ebrahim provided clarification and explained that every aspect of the work that you do needs to be guided by human rights. She noted that the policy statement is a commitment of the school board Trustees to uphold human rights in every aspect of their role and clarifies the high expectations that the school board prescribes to. The committee accepted the recommendation to leave the language as it is written in the policy and agrees to dive deeper in to the learning in a professional development session. Learning topics will be presented at the next Regular Board meeting.

**Action Item:** Post for stakeholder review.

#### P-409 Use of School Buildings and Equipment

Superintendent of Business Alex Marton reviewed the policy that covers the board's intention to use facilities for community use. Clarification was provided in the policy with regards to a reasonable use instead of for economical gain. The work is further articulated through an extensive management guideline that outlines the cost, safety provisions, etc.

**Action Item:** Post for Stakeholder review.

#### **4.0 List All Policies to be Referred for Stakeholder Review as of February 9, 2022**

- P-703 Non-Instructional Employee Training
- P-721 Teacher Performance Appraisal & Evaluations
- P-531 Fire Safety Plans
- P-706 Health and Safety
- P-718 Footwear
- P-544 English Language Learners: ESL and ELD
- P-803 Board of Education
- P-409 Use of School Buildings and Equipment

#### **5.0 List All Policies to Refer to Board for Approval on February 28, 2022**

- P-203 Senior Administrative Officials
- P-216 Advocacy
- P-303 Purchasing
- P-401 Consumption of Alcohol
- P-502 Ontario Student Records (OSRs)
- P-523 Work Education Program Approval
- P-528 Parental Involvement Committee
- P-601 Unused Textbooks
- P-612 IT Information Privacy Policy (New)
- P-703 Non-Instructional Employee Training
- P-709 Emergency Service Volunteers
- P-713 Legal Representation
- P-802 Individual Trustee
- P-903 Tributes
- P-906 Environmental Education

#### **6.0 2022 Meeting Schedule**



The next meeting date is scheduled for May 3, 2022 at 6:30 p.m. The Director advised that the aim is to dispense with the June 14<sup>th</sup> meeting if the Policy Review Workplan is completed by that time. Scheduled meeting dates include;

- June 14, 2022
- September 20, 2022
- November 1, 2022

**7.0     Adjournment**

*Moved: M. Groulx*

*Second: J. Nesbitt*

*That, the Board Policy Review Committee Meeting of February 8, 2022 adjourn at 7:51 p.m.*

*Carried*

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* BOARD AND ADMINISTRATION

*Policy Name* SENIOR ADMINISTRATIVE OFFICIALS 203

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

May 24, 2017  
February 22, 2012  
March 21, 2006  
March 12, 1999

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

January 30, 2012  
January 27, 2006

*Review By:* **December 2027**  
~~December 2022~~

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**POLICY**

Within the parameters of Ontario School Law, the specific duties and responsibilities of the senior board administration officials are as determined by the Board.

**PROCEDURES****1.0 Officers**

The senior administrative officials of the Superior-Greenstone DSB, subject to Board approval, are:

- 1.1 The Director of Education, and
- 1.2 The Superintendent of Business.

**2.0 Director of Education**

The Director is the Chief Executive Officer and Chief Education Officer of the Board and is the SECRETARY of the Board.

**3.0 Superintendent of Business**

The Superintendent of Business is the Chief Financial Officer of the Board and is the TREASURER of the Board.

**4.0 Other**

Other Supervisory Officers (i.e. Superintendents) may be appointed by the Board with duties and responsibilities to be as outlined by the Board.

**5.0 Chain of Command**

All employees report to the Trustees THROUGH the Director of Education.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* BOARD AND ADMINISTRATION

*Policy Name* ADVOCACY

216

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*Board Approved:*

October 24, 2017  
September 18, 2012  
March 20, 2007

*Reviewed:*

September 4, 2012

*Review By:* December 2027

~~December 2022~~

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**POLICY**

The Superior-Greenstone District School Board recognizes its responsibilities to:

- a) Focus on ongoing communication between school boards, education partners and governments through established mechanisms and channels.
- b) Avoid basing communications on personal or partisan political agendas.
- c) Maximize resources for student success and achievement.

**PROCEDURE**

Suitable and appropriate advocacy expenditures include:

- a) Membership dues and fees to appropriate agencies.

Inappropriate advocacy expenditures include:

- a) Placing content intended to advocate for a particular position with report cards and annual reports.
- b) Using students as vehicles for board or school advocacy to the public, education partners and governments.
- c) Use of board funds to attend events for specific political parties.

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Cross Reference:

Policy 529 – Announcements and Advertisements in Schools

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* BUSINESS AND TRANSPORTATION

*Policy Name* PURCHASING

303

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*Board Approved:*

September 29, 2020  
January 21, 2013  
October 18, 2011  
June 22, 2010  
May 18, 2010  
Sept. 7, 2004

*Reviewed:*

September 15, 2020  
January 15, 2013  
September 26, 2011  
May 31, 2010  
April 26, 2010  
March 20, 2007

*Review Before:* December 2027  
~~December 2025~~

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**POLICY**

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

**PROCEDURES****1.0 Definitions**

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

**2.0 Supply Chain Code of Ethics**

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Supply Chain Code of Ethics, attached as Appendix A.

**3.0 Broader Public Sector (BPS) Procurement Directive**

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Directive, attached as Appendix B.

**4.0 Authorization to Purchase Goods & Services**

Authorization to purchase goods and services in accordance with this policy is granted by the Board to Administration within the limits of the approved budgets and in accordance with the Approval Authority Schedule as set out below.

In the event that budgets have not been approved by the Board prior to the commencement of a fiscal year, the Administration is authorized to make only those purchases which are necessary for the continuation of existing programs and services.

### Approval Authority Schedule

Position Title	Purchase Limit
Board of Trustees approval required	Over \$500,000
Director of Education and Superintendent of Business	\$500,000
<del>Plant Services Manager</del> <b>Manager, Plant Services and Manager, Financial Services</b>	\$100,000
<del>Financial Services Manager,</del> <b>Manager, IT Services</b>	\$50,000
Principal <b>and Vice Principal</b>	\$5,000

## 5.0 Competitive Procurement Thresholds

The purchasing process which must be used is determined by the total value of goods and services to be purchased. In the case of a multi-year lease or contract, the total payments over the life of the lease or contract including extensions shall be used to determine the total value.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

For Goods and Non-Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
Less than \$100	Purchases amounting to not more than \$100 may be made by Petty Cash. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
<del>More than \$100 but Less than \$500</del> <b>\$2,000</b>	Purchases amounting to <b>not</b> more than <del>\$100 but less than \$500</del> <b>\$2,000</b> may be made by P-card/Credit Card, Cheque Request or Purchase order. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
<del>More than \$500</del> <b>\$2,000</b> but less than \$5,000	Purchases amounting to more than <del>\$500</del> <b>\$2,000</b> but less than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.
More than \$5,000 but less than \$100,000	Purchases amounting to more than \$5,000 but less than \$100,000 will be made by purchase order after obtaining at least 3 written quotes (where possible).

\$100,000 and more	Purchases of \$100,000 or more will be made by Tender/RFP/RFQ issued by the department responsible. Supporting documentation will be held on file by the department.
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For Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
Less than \$100,000	Where possible, at least 2 written proposals are to be obtained from consultants clearly stating contract amount and service description prior to submitting a purchase order for approval. Supporting documentation must be attached to the purchase order or contract.
\$100,000 and more	Formal requests for proposals are to be issued by the department on an open competitive basis. Supporting documentation will be held on file in the department.

Note: Consulting services are defined as “the provision of expertise or strategic advice that is presented for consideration and decision making.” Consulting services for the purpose of this policy excludes services that are required by legislation or regulation to be provided by the following licensed professionals: medical doctors, dentists, nurses, pharmacists, veterinarians, engineers, land surveyors, architects, accountants, lawyers and notaries.

## 6.0 Non-Authorized Purchases

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, course registrations, catering, groceries and purchases through Petty Cash.

## 7.0 Purchases for Personal Use

Items for personal use of employees may not be purchased through the Board.

## 8.0 Exceptions

The Superintendent of Business shall be permitted discretion in the application of item 5.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,
- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,
- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

## **9.0 Tender Opening**

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

## **10.0 Release of Tender Information**

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

## **11.0 Staff: Gifts and Gratuities**

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

## **12.0 Co-operative Purchasing**

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

## **13.0 Superintendent of Business**

Any questions regarding this policy should be directed to the Superintendent of Business.

**Appendix A**  
**Policy 303 Purchasing**

***Ontario Broader Public Sector (BPS)***

***Supply Chain Code of Ethics***

Goal: To ensure an ethical, professional and accountable BPS supply chain.

1. *Personal Integrity and Professionalism*

Individuals involved with Supply Chain activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2. *Accountability and Transparency*

Supply Chain Activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

3. *Compliance and Continuous Improvement*

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.



**Appendix B**  
Policy 303 Purchasing

***Ontario Broader Public Sector (BPS)***  
***Procurement Directive***

The BPS Procurement Directive can be found on the following site:

<https://www.ontario.ca/page/broader-public-sector-accountability>

The current Directive, as of July 01, 2011 is also attached in this Appendix.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* FACILITIES & GROUNDS

*Policy Name* CONSUMPTION OF ALCOHOL **USE OF CANNABIS** 401

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<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
February 27, 2018	September 4, 2012	<b>December 2027</b>
September 18, 2012	October 26, 2007	<del>December 2022</del>
March 12, 1999	October 28, 2002	

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**POLICY**

The Superior-Greenstone District School Board recognizes the potential adverse effects of the consumption of alcohol **and the use of cannabis.**

**PROCEDURES****1.0 Board-Owned Facilities**

Except as authorized by the Board pursuant to section 3.0 of this policy the Board prohibits the serving, consumption, possession and/or sale of alcoholic beverages **and/or cannabis** in any Board-owned facility or on grounds attached thereto.

**2.0 Field Trips, Etc.**

The use of alcohol **and/or cannabis** during field trips or any other Board sponsored activity involving students is forbidden.

**3.0 Community Schools**

Where a school has been identified by the Board as a “community school”, a community group wishing to use the school for an event may seek permission from the Board to obtain a liquor license for the event at the community school provided no liquor is served to minors during the proposed event. No such license will be obtained and no liquor will be served at the school without the written permission of the Board. Additionally, no liquor will be served at the school during the regular school day. In granting such permission, the Board may impose any restrictions it deems appropriate.

A “community school” is defined as a school in which a Joint Use Agreement was in place from the predecessor board (pre-amalgamation).

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              ONTARIO STUDENT RECORDS

502

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

February 23, 2016  
October 18, 2011  
March 12, 1999

February 2, 2016  
October 5, 2015  
September 26, 2011  
April 25, 2006

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

**POLICY**

Ontario School Records (OSR) and other information about students, is confidential and is not available to persons without appropriate authorization.

**PROCEDURES****1.0 OSRs**

OSRs will be maintained in each school in accordance with the applicable regulations.

**2.0 Release of OSR**

Information gathered in an OSR may only be released as provided in the regulations governing this matter.

**3.0 Release of Other Information**

Any other information concerning students may only be released to individuals or agencies that can satisfy the Principal or as their authority to receive the requested information.

**4.0 Individual Authority**

Individual employees within a school are not authorized to release any information on students without the concurrence of the Principal.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section*                      **SCHOOLS AND STUDENTS**

*Policy Name*              **WORK EDUCATION PROGRAM APPROVAL**

**523**

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

October 24, 2017  
November 21, 2000

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

June 6, 2017  
March 21, 2006

*Review By:* **December 2027**

~~December 2022~~

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**POLICY**

The Superior-Greenstone District School Board supports equal opportunity school to work programs that help students successfully make the transition to work, training or further education. These programs could include work experience programs, Co-operative Education, OYAP, Trades and Technology days, Ontario Skilled Trades competitions, and job shadowing.

**PROCEDURES****Ontario Youth Apprenticeship Program****1.0 Ministry**

The program must be approved by and meet the requirements of the Ministry of ~~Advanced Education~~ **Labour, Training,** and Skills Development. The program must meet the requirements of the ~~Co-operative Education and Other Forms of Experiential Learning Guidelines (2000)~~ **The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018** and the requirements of the ~~Trades Qualifications and Apprenticeship Act~~ **Ontario College of Trades and Apprenticeship Act, 2009,** and the Apprenticeship and Certifications Act.

**2.0 Funding**

The Board is eligible to apply for OYAP funding from the Ministry of ~~Advanced Education~~ **Labour, Training,** and Skills Development (Application and Proposal for Program Funding Renewal for the Ontario Youth Apprenticeship Program) to support OYAP implementation and/or expansion as per yearly OYAP business plan. Subject to annual program allocations and program review, funding may be provided to the Board if they are working with their labour market partners.

**3.0 Insurance / Liability / WSIB**

Superior-Greenstone District School Board follows the policy set out by OSBIE regarding Liability, Workplace Safety and Insurance and Student Accident Insurance. When the student is not paid for ~~his/her~~ **their** apprenticeship time, the Board will assume this coverage in accordance with the Work Education Agreement Form. Once the student is being paid for ~~his/her~~ **their** apprenticeship time, the apprenticeship sponsor provides the WSIB coverage to students.

**4.0 Establishment of Partnerships / Recruitment of Sponsors**

The program must include partnerships so strategies will be developed to create such partnerships or to enhance existing partnerships within the communities and to recruit interested sponsors.

#### **5.0 Promotion of the Program**

Promotion of the program to students, parents, and community members will occur through the media, including social media, print materials and information sessions.

#### **6.0 Advisory Committee**

The Board will establish a committee to be composed of volunteer representatives from the various communities.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS	
Policy Name	PARENTAL INVOLVEMENT COMMITTEE	528
Board Approved: _____		
	May 24, 2017	Review By: <b>December 2027</b>
	November 20, 2012	<del>December 2022</del>
	February 20, 2007	Reviewed: _____
		November 6, 2012

**POLICY**

It is the policy of the Superior-Greenstone District School Board to value the participation of parents as partners in education and provide a variety of opportunities to encourage parents to become involved in our schools. Together, these avenues create a robust parental involvement program.

The Board is guided by key visions, one of which is a partnership with the students, the home and the community, Superior-Greenstone District School Board will address individual students' needs by *"Inspiring our students to succeed and make a difference"*.

The Ontario Parent Involvement Policy outlines the requirements to establish a board-level Parental Involvement **Statutory** Committee with direct link to the Director of Education, Trustees and school councils. This policy recognizes that parents play a vital role in the education of their children and in the success of schools.

The purpose of PIC is to support, encourage, and enhance the engagement of parents of the Board in their children's education in order to improve student achievement and well-being.

For this policy, the term "parent" will be used inclusively to represent parents, caregivers and guardians of students of SGDSB.

**PARENT INVOLVEMENT COMMITTEE****1.0 Role**

1.1 The role of the Parental Involvement Committee is to:

- 1.1.1 Support and enhance meaningful, inclusive and constructive parental involvement in all of our schools;
- 1.1.2 Seek out the advice and ideas of school councils, **other** parents and partners as they plan and implement strategies to involve more parents;
- 1.1.3 Provide advice to the Board on the effectiveness of communications, events and other initiatives that affect relationships with parents; and
- 1.1.4 Approve expenditures for activities or projects funded with the Ministry of Education's Parent Involvement funding.

**2.0 Structure**

2.1 The structure of the Parental Involvement Committee is as follows:

- 2.1.1 ~~A parent~~ Two parents (Co-Chairs) will chair the Committee, which will have a majority of parent members.
- 2.1.2 ~~Each School Council will elect one representative and two alternates (parents or parental school council members) at its first meeting of the year to sit on the Committee. Each~~ September, parents will be invited to nominate a parent/community member or to self-identify to be considered to be a member of the PIC Committee.
- 2.1.3 The Parental Involvement Committee may include supplemental appointments to reflect the diversity of parents within the Board.
- 2.1.4 The Parental Involvement Committee will serve as a standing committee of the Board with the Director of Education, Superintendent of Education, three board Trustees who shall be nominated by the board, and the chair of the board as Ex Officio, acting as members in addition to the School Council members outlined in section 2.1.2.
- 2.1.5 The Committee will meet a minimum of 4 (four) times each year.
- 2.1.6 According to the Education Act and Robert's Rules of Order, quorum is defined as a simple majority, more than 50 per cent of committee members. For example, if there are 15 committee members, 8 must be present within 30 minutes of the time appointed for all meetings or ~~committee shall stand adjourned. the committee shall move forward with an information only session.~~
- 2.1.7 Parent members shall declare themselves in a conflict of interest and should not vote on expenditure applications from their own school.
- 2.1.8 After each meeting, a Trustee member of the Committee will report back to the Board of Trustees and a report will be distributed to the School Councils at all schools. ~~and parent members will report to their respective School Councils. A copy of the Board report will also be posted on the Board's website.~~

Related Legislation
<ol style="list-style-type: none"><li>a. Ontario Regulation 612/00 <u>School Councils and Parent Involvement Committees</u></li><li>b. <u>Parents in Partnership: A Parent Engagement Policy for Ontario Schools</u> (2010)</li></ol>

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	PROGRAM		
<i>Policy Name</i>	UNUSED TEXTBOOKS		601
<i>Board Approved:</i>	<u>October 24, 2017</u> <u>February 22, 2012</u> <u>March 12, 1999</u>	<i>Reviewed:</i> <u>January 30, 2012</u> <u>March 21, 2006</u>	<i>Review By:</i> <u>December 2027</u> <del>December 2022</del>

**POLICY**

It is the policy of the Superior-Greenstone District School Board to endeavour to make the most efficient use of learning materials purchased by the Board.

**PROCEDURES****1.0 Annual Inventory**

Principals will, annually, review the school's inventory of textbooks and identify those textbooks they have in hand for which they do not anticipate any further use.

**2.0 Damaged/Obsolete Textbooks**

Textbooks which are worn or damaged beyond repair, or obsolete should be destroyed at the end of each school year.

**3.0 Surplus Textbooks**

Textbooks which might be used by other schools in the district should be listed and the list circulated internally as directed by the appropriate system supervisor.

**4.0 Outside Agency**

If a service club or other public organization requests textbooks no longer needed by our schools the assigned system supervisor may make them available, provided the use proposed is a not-for-profit one, such as forwarding to a third world destination.

**5.0 System Supervisor**

The system supervisor assigned to deal with this matter shall give direction re on the process to be followed.



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

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*Section*                      PROGRAM

*Policy Name*              IT Information Privacy Policy 612

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

*Review Prior To: December 2027*

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### ***POLICY***

While installing, accessing, or using Information Systems, Applications, Tools, and Data, IT personnel will respect, preserve, and protect the privacy of people's activity and data within the SGDSB information technology ecosystem.

### ***DEFINITIONS***

***“respect”*** means recognizing limits and boundaries people put in place to protect their privacy

***“preserve”*** means avoiding any unnecessary or excessive, encroachment or erosion of the limits and boundaries a person has put in place to protect their privacy.

***“protect”*** means to actively defend the limits and boundaries people put in place to protect their privacy.

***“privacy”*** means the freedom from being observed without prior express and immediate consent being granted that is directly related to the context within which the observing happens.

### ***PROCEDURE***

#### **1.0 Justification**

IT administrators use tools and have special access to computer systems that could potentially be used for purposes that may threaten the privacy of other people who use the SGDSB information systems and devices.

#### **2.0 Objective**

The objective of this policy is to provide a governance frame of reference for the development of processes related to the assessing and adoption of IT administrative tools, as well as their proper and appropriate use.

#### **3.0 Scope**

This policy applies to:

**3.1** All staff possessing the access rights to install software or perform administrative functions.

**3.2** All software installed on SGDSB devices or information systems.

#### **4.0 Exceptions**

This policy allows for the granting of exemptions, provided that they are:

**4.1** Issued in writing.

**4.2** Authorized by the Director of Education or a higher authority.

**4.3** Specific in their scope and limitations.

**4.4** Specify an expiry date.

**5.0     Inquiries**

Inquiries regarding this policy can be directed to the Manager of IT Services.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* NON-INSTRUCTIONAL EMPLOYEE TRAINING

703

*Board Approved:* \_\_\_\_\_  
 October 24, 2017  
 February 22, 2012  
 March 12, 1999

*Reviewed:* \_\_\_\_\_  
 June 6, 2017  
 January 30, 2012  
 October 17, 2006

*Review By:* December 2027  
 December 2022

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**POLICY**

The Superior-Greenstone District School Board recognizes the value of encouraging and assisting non-instructional employees in suitable job-related training in support of the educational process in its schools.

**PROCEDURES****1.0 Needs Assessment**

The Board's supervisory staff shall have responsibility to identify the training needs of non-teaching staff.

**2.0 Access****2.1 Board-Directed**

When the Board requests an employee to take specific job-related training, all of the costs will be borne by the Board.

**2.2 Self-Directed**

Non-teaching staff wishing to access particular training may make written application to their immediate supervisor outlining the training proposed, all details re cost and financial support, if any, requested. The immediate supervisor will consider the impact on students and make a determination of sending on to senior administrative staff for review.

**2.3 Approvals**

Only senior administrative staff shall have authority to authorize in-service training for non-teaching staff.

**3.0 Funding****3.1 Budget Constraints**

All in-service training is subject to the constraints of budget and the availability of replacement staff.

**3.2 Level of Support**

Each activity will be separately assessed as to the level of support that can be provided as well as the impact on students.

**4.0 In-Service****4.1 Board-Provided**

In some instances the in-service training will be provided within the Board's jurisdiction and organized and funded by the Board for all employees in a certain defined group.

4.2 Third Party Provided

In some instances the in-service training will be provided by an external agency or group. The level of participation for Board employees will be as determined by the appropriate senior administrator.

4.3 Conferences & Workshops

Activities provided beyond the boundaries of the Board by a third party will be considered but will involve limited participation when distances and costs are involved. Generally, this is not the preferred method for In-service delivery. The application must be supported by the Principal prior to submission to senior administrator.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	EMERGENCY SERVICE VOLUNTEERS	709
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 24, 2017	June 6, 2017	December 2027
February 22, 2012	January 30, 2012	<del>December 2022</del>
March 12, 1999	December 5, 2006	

**POLICY**

It is the policy of the Superior-Greenstone District School Board to support, to the degree possible, the involvement of its employees in the providing of volunteer emergency services in the local communities served by the Board.

**PROCEDURES****1.0 Definition**

"Emergency Service" for the purpose of this policy is understood to include the following:

- a) volunteer fire-fighting,
- b) volunteer search and rescue.

**2.0 Eligibility**

Employees who are active members of a bona fide local emergency group as outlined above can be allowed time off from their duties as required, but within the constraints as laid out in the following sections.

**3.0 Basic Responsibility**

The first concern and responsibility of each employee of the Board must be for the students. In this regard, even employees involved in "emergency service" groups must not leave this responsibility without first ensuring that students are properly and appropriately provided for and obtaining the express permission of the Principal or Supervisor.

**4.0 Civil Emergency**

In particular, if a civil emergency exists in which the students must be supervised and/or relocated, each and every employee's efforts must initially be concentrated in effecting such measures as are prescribed. Only when this has been satisfactorily achieved AND with the specific and express permission of the Principal or Supervisor, may the employee be released to his/her emergency service unit.

**5.0 Duration**

It is not intended that an employee's absence from duty under this policy would be for an extended period of time (i.e. longer than one day) on any given emergency.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* PERSONNEL

*Policy Name* LEGAL REPRESENTATION

713

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*Board Approved:*

February 27, 2018  
February 22, 2012  
December 10, 1999

*Reviewed:*

January 30, 2012  
November 21, 2006

*Review By:*

December 2027  
~~December 2022~~

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**POLICY**

It is the policy of the Superior-Greenstone District School Board that the Director of Education must approve all matters requiring professional legal assistance or designate, before referral is sought.

**RATIONALE**

There are occasions when expert legal advice is necessary to assist in resolving very complex and technical problems.

**PROCEDURES****1.0 Fee for Service**

If any solicitor or firm, of solicitors is so engaged, they will be recompensed on a fee-for-service basis.

**2.0 Implementation Procedures**

- 2.1 If an employee deems legal representation is necessary, contact your Superintendent, or, if she/he is not available, the Director of Education should be contacted.
- 2.2 Briefly outline the matter to the Superintendent.
- 2.3 The Superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the Superintendent will provide the necessary information to allow the matter to be resolved.
- 2.4 If the matter is deemed to require legal representation, the Superintendent, in consultation with the Director of Education will engage a solicitor to contact the employee directly, and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).
- 2.5 A copy of each referral will be forwarded to the Director's **Administrative Executive** Assistant, who will keep a record of each legal engagement. Such a record will include:
  - a) the date of engagement;
  - b) authorizing official;
  - c) brief description of the matter;
  - d) the date of completion;
  - e) the cost.

- 2.6 The Director files a report in ~~December~~ January on the year's activities with respect to use of legal firms.

### **3.0 Review**

The Director of Education will review this policy every two years to ascertain if amendments are necessary.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	ROLE DESCRIPTIONS	
<i>Policy Name</i>	INDIVIDUAL TRUSTEE	802
<i>Board Approved:</i> _____		
	May 24, 2017	Review by: <b>December 2027</b>
	January 23, 2012	<del>December 2022</del>

**POLICY**

- 1.0 A Trustee's job is to:
- 1.1 Maintain a focus on student achievement and well-being.
  - 1.2 Participate in making decisions that benefit the entire Board district while representing the interests of his or her constituents.
  - 1.3 Interpret the views and decisions of the elected Board in reporting to their constituents.
- 2.0 The job description of the elected Board sets out the responsibilities that Trustees, as members of the collective Board, are required to undertake. The Education Act as recently amended clarifies the responsibilities of the individual Trustee or Board member to:
- 2.1 Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under the Education Act, and under related regulations and guidelines;
  - 2.2 Attend and participate in meetings of the Board, including meetings of the Board committees of which he/she is a member;
  - 2.3 Consult with parents, students, and supporters of the Board on the Board's Multi-Year Strategic Plan;
  - 2.4 Bring concerns of parents, students and supporters of the Board to the attention of the Board;
  - 2.5 Uphold the implementation of any Board resolution after it is passed by the Board;
  - 2.6 Entrust the day-to-day management of the Board to its staff through the Board's Director of Education
  - 2.7 Maintain focus on student achievement and well-being;
  - 2.8 Comply with the Board's Code of Conduct.

**References**

Education Act: Bill 177 Student Achievement and School Board Governance



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* MISCELLANEOUS

*Policy Name* TRIBUTES

903

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*Board Approved:*

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

*Reviewed:*

June 6, 2017  
September 4, 2012  
February 20, 2007

*Review By:* December 2027  
December 2022

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**POLICY**

The Superior-Greenstone District Board believes that personal or family tragedies of employees require some appropriate response on the part of the Board.

**PROCEDURES****1.0 Notification**

Any employee should notify the Principal or Supervisor of events that might fall under this policy.

Such notice can be verbal or written and should include the following details:

- name of person providing information
- name of person(s) affected
- details of event without breaching privacy.

**2.0 Response**

A senior administrator shall assess the situation and determine the appropriate action, which may include:

- card
- floral tribute
- charitable donation.

**3.0 Action**

The senior administrator will, having assessed the situation, make the necessary arrangements for the appropriate recognition, which may involve:

- delivery to hospital
- delivery to funeral home
- delivery to home.

The person carrying out this task should provide notice, when this is appropriate, that the Board has acknowledged the event.

**4.0 Other**

Senior administration shall have the latitude to adjust the above criteria to suit a particular situation.

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

**Section** MISCELLANEOUS

**Policy Name** ENVIRONMENTAL EDUCATION

906

**Board Approved:** \_\_\_\_\_  
 May 24, 2017  
 October 26, 2009

**Review Before:** **December 2027**  
~~December 2022~~

### **RATIONALE**

Superior-Greenstone District School Board is committed to delivering effective environmental education and to modeling environmentally responsible practices as well as to raising environmental awareness for all staff, students, trustees and the community. SGDSB will consistently consider the impact on the environment of decisions that are made in the delivery of curriculum and in the daily operations of our school board. The Board encourages staff, students, and the school community to promote and follow sound environmental practices which are consistent with a healthy, safe, and sustainable environment. Through these efforts, SGDSB endeavours to:

*“...prepare our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country and our global environment.”*

(Shaping Our Schools, Shaping Our Future:  
 Environmental Education in Ontario Schools)

### **POLICY**

It shall be the policy of Superior-Greenstone District School Board to adopt a leadership role in:

- a) empowering and supporting student, parent, community, and educator partnerships in developing classroom, school, and community environmental actions;
- b) developing ecologically sound purchasing practices;
- c) reducing the use of toxic substances in Board programs and operations;
- d) providing staff with opportunities to understand, develop, and implement the cross-curricular nature of environmental issues;
- e) conservation of energy and water resources;
- f) placing environmental literacy into the content and methodology of instructional programs in all divisions;
- g) facilitating sound waste management procedures (**refuse**, reduce, reuse, recycle, **recover**);
- h) promoting the retention and development of natural landscaping and wildlife habitats on Board property;

- i) Support for the traditional knowledge in relation to the care and management of the biodiversity of the natural environment.



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

**Report No.:** 14

**Date:** February 28, 2022

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

**FROM:** Erin Couture and Grace Molinski

**SUBJECT:** Student Trustee Report: February 2022

**STRATEGIC**

**PRIORITY:** Wellness and Mental Health

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**Background Information**

Over the past month, we have made successful progress in our school community. We are happy to report that for the upcoming Student Trustee panel, our former Student Trustees, Sydney Schwantz and Stephanie Rathwell, have agreed to come back and help host once again!

In addition to the planning and organization of the Student Trustee panel and elections, we have created promotional material for the position. Over the course of the last few weeks, we put together an informational poster and an advertisement video which promote the Student Trustee position and the responsibility it holds.

**Current Situation**

We are currently in the process of advertising the 2022 Student Trustee Elections and keeping up with our Student Senate Instagram page.

**Next Steps**

As stated above, we are in the process of advertising the Student Trustee elections, and preparing for the panel. We are also preparing for this month's Student Senate meeting. We have invited Mr. Bishop to come and chat with our Senators and to introduce them to the Restorative Circle practice. We are very excited to report on this Senate meeting at the next board meeting!

**Administrative Summary**

*That the Superior-Greenstone DSB receive Report No. 14, Student Trustee Report: February 2022, for information.*

Respectfully submitted by:

Grace Molinski  
Student Trustee

Erin Couture  
Student Trustee



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

*"Inspiring Our Students to Succeed and Make a Difference"*

**Report No.: 15**

**Date:** February 28, 2022

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** Signing Officers of the Board

**STRATEGIC**

**PRIORITY:** Stewardship

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### **Current Situation**

With the onboarding of new members to the Senior Administration group, signing officers of the board must be updated.

### **Administrative Recommendation**

***That, effective February 28, 2022, signing officers for Superior-Greenstone District School Board are as follows:***

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

Respectfully submitted by:

Alex Marton  
Superintendent of Business



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

*"Inspiring Our Students to Succeed and Make a Difference"*

**Report No.: 16**

**Date:** February 28, 2022

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

**FROM:** Alex Marton, Superintendent of Business

**SUBJECT:** Board Estimate Process for 2022-2023

### **STRATEGIC**

**PRIORITY:** Learning, Well-being, Relationships & Stewardship

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### **Background**

The Education Act, R.S.O. 1990 outlines the financial reporting requirements assigned to a school board. Every board, prior to the beginning of each fiscal year, shall prepare and adopt estimates of its revenues and expenditures for the fiscal year.

In accordance with s. 231(1) of the Education Act, a board shall not have an in-year deficit that is greater than the lesser of (a) the board's accumulated surplus for the previous fiscal year OR (b) 1% of the board's operating revenue for the fiscal year. If the expected deficit exceeds the calculated amount, as determined above, then approval of the Minister is required.

### **Current Situation**

The estimates adopted by the Board are to be submitted to the Ministry of Education no later than June 30, 2022. Failure to meet this deadline may result in the disruption of grant cash flow to the school board.

Input to the budget will be sought from the PIC Committee and School Councils. In addition to the above, the Special Education Advisory Committee (SEAC) as a statutory committee is mandated to provide input into the budget process and is encouraged to participate in this process.

To meet the Ministry's deadline and prepare the Board's estimates in a timely fashion, the attached Budget Process has been prepared for your information. While every effort will be made to adhere to the attached schedule, there may be situations encountered during budget development that warrant minor adjustments to the timing outlined.

Once the budget has been approved, School Administrators and Department Managers are expected to monitor their budgets by reviewing their monthly reports. In addition, interim reports will be presented to the Board throughout the 2022-23 school year. In addition, the Board will be updated on actual enrolments in November 2022 and April 2023.

**Administrative Recommendation**

That, having received Report No. 16: Board Estimate Process for 2022-2023, the Superior-Greenstone DSB accepts the proposal as presented.

Respectfully submitted by:

Alex Marton  
Superintendent of Business

<i>DATE</i>	<i>TASK</i>
<i>February</i>	<ul style="list-style-type: none"> <li>• School Administrators submit Junior and Senior Kindergarten enrolment estimates to their Superintendents of Education.</li> <li>• Team Lead, Business Services provides School Administrators with preliminary enrolment projections for review</li> <li>• Superintendent of Business provides department Managers with draft budget forms</li> </ul>
<i>March</i>	<ul style="list-style-type: none"> <li>• School Administrators submit completed enrolment projections to Team Lead, Business Services</li> <li>• Manager, Plant Services, IT and Special Education System Principal to meet with School Administrators to prepare Capital Budget forms</li> <li>• Department Budgets submitted by Managers and Team Leads to the Superintendent of Business</li> <li>• Ministry of Education releases the Grants for Student Needs 2022-2023. Senior Administration reviews key sources of funding and consults with System leadership to assess needs</li> </ul>
<i>March Board Meeting</i>	<ul style="list-style-type: none"> <li>• Superintendent of Business presents GSN Update Report</li> </ul>
<i>April</i>	<ul style="list-style-type: none"> <li>• Senior Administration prepares a list of priorities for budget consideration</li> <li>• Superintendent of Business presents to PIC and seeks input from school councils</li> <li>• Enrolment projections verified by Superintendent of Business</li> <li>• Manager, Plant Services presents Capital Projects budget to Senior Administration for review.</li> <li>• Superintendent of Business provides School Administrators with budget forms</li> </ul>
<i>April Board Meeting</i>	<ul style="list-style-type: none"> <li>• Superintendent of Education presents Preliminary Elementary Teacher Staffing Report</li> <li>• Superintendent of Education presents Preliminary Secondary Teacher Staffing Report</li> </ul>
<i>April (Special) Board Meeting</i>	<ul style="list-style-type: none"> <li>• Superintendent of Business presents Preliminary Enrolment Report</li> <li>• Superintendent of Education presents Elementary Teacher Staffing Report</li> <li>• Superintendent of Education presents Secondary Teacher Staffing Report</li> </ul>
<i>May</i>	<ul style="list-style-type: none"> <li>• Superintendent of Business presents Budget Update to SEAC</li> <li>• Senior Administration reviews preliminary budget and system priorities</li> </ul>

	<ul style="list-style-type: none"><li>• Senior Administration finalizes non-teacher staffing</li><li>• Senior Administration reviews draft budget</li></ul>
<i>May Board Meeting</i>	<ul style="list-style-type: none"><li>• Special Education System Principal presents EA Staffing Report</li></ul>
<i>June Board Meeting</i>	<ul style="list-style-type: none"><li>• Superintendent of Business presents Non-Teacher Staffing Report</li><li>• Superintendent of Business presents Budget Report for approval</li></ul>





## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

*"Inspiring Our Students to Succeed and Make a Difference"*

**Report No.:** 17

**Date:** February 28, 2022

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

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






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

### STRATEGIC

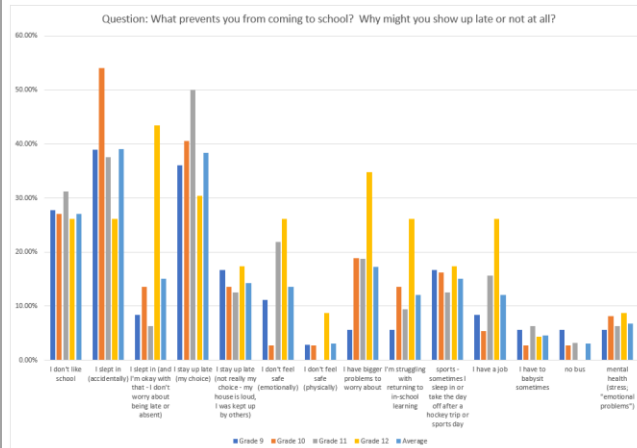
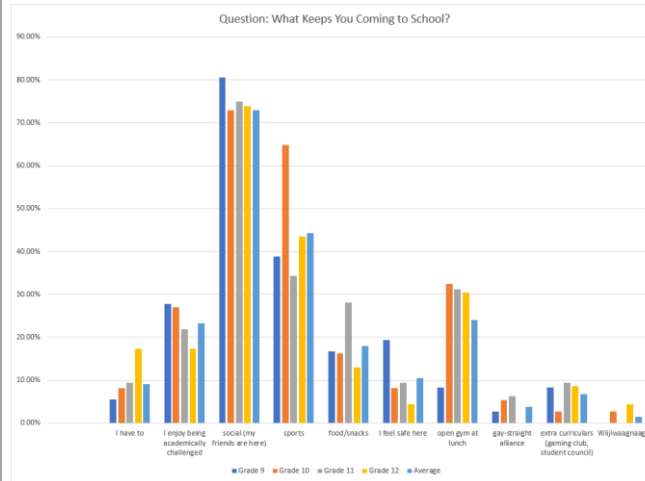
**PRIORITY:** Learning, Well-Being, Stewardship and Relationships

### Background

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

	 <p>We have many interesting hands on experiences happening as we work to make the learning relevant and meaningful to all. To highlight a few ... Our Gr Environmental SHSM class has been working with Great Lake Cultural Camps, Gr 10 Science Class is dissecting a Lynx, and the dual credit hospitality and tourism class is getting hands on knife cutting and cooking techniques from Mr. Pittman</p> 
	<p>The students and staff of Manitouwadge Public School engaged in a weeklong mental health campaign structured around Bell Let's Talk Day. The focus of the week was developing student capacity to see their own strengths as learners, and as members of community. Through various social emotional, self-care, and school wide learning videos, students were given space to learn about mental health, and the important connection to academic learning. We ended our week by creating a thought bubble wall with supportive ideas, quotes, and images related to mental health and well being.</p>
	<p>The Marathon High School Student Success Team is working to capture student voice around attendance and engagement so we can better learn about and serve our students and families. We started with a survey that focused on what keeps students at school as well as what prevents students from coming and our response rate, (133 students), was very high. We are in the initial stages of reviewing the results and are collaborating with our Grade 11/12 Leadership class to consider the next steps with the data. Are all students represented? Are we sharing our findings with our school community? Are there practices we can change what prevents students from attending? We</p>

are excited to engage in this work, learn more about our students, and use that learning to make impactful changes within the school.



At Margaret Twomey Public School, January saw a focus on well-being and kindness.



Students at Lake Superior High School have been connecting with the Great Lakes Cultural Camp virtually to learn about preserving cultural and traditional ways of life. They spoke of food sovereignty, food availability and traditional lifestyles and skills. Students were then able to make Bannock together while

consolidating their new learning through reading and discussing "lost in the barrens" by Farley Mowat.

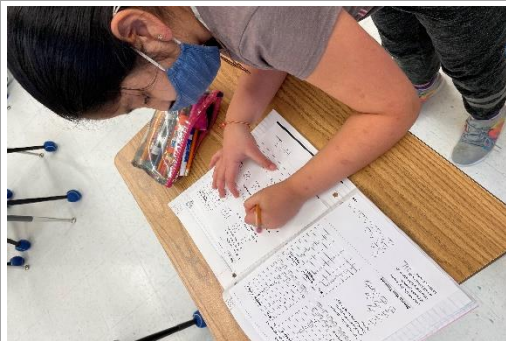


A Collaborative Approach – We are working a Team of Educators and our Manager of Mental Health as we learn more about Trauma-Informed Practices, Social Emotional Learning and Self-Regulation. We are focused and intentionally planning to support our youngest learners in identifying their emotions and developing skills so they can access appropriate language and a fulsome toolbox when they are dysregulated. We have been creating assessment tools (Student Friendly), collecting baseline data, creating opportunities for students to do daily check-ins and naming/recognizing their feelings.



JK/SK/1 Mrs. Hodder's class is exploring different shapes as they work with different material to build such as wood. They were spending time creating a Shape city.

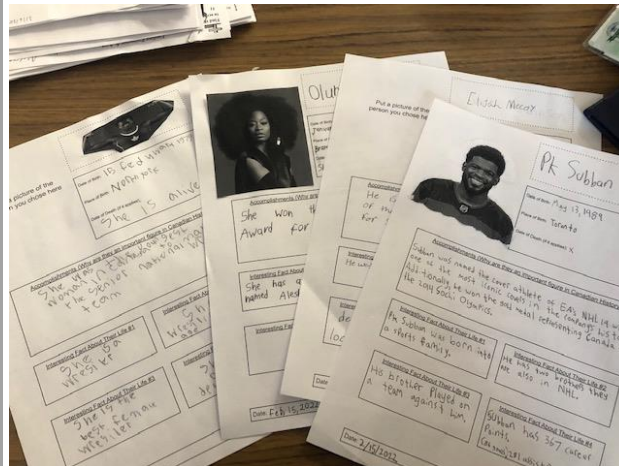
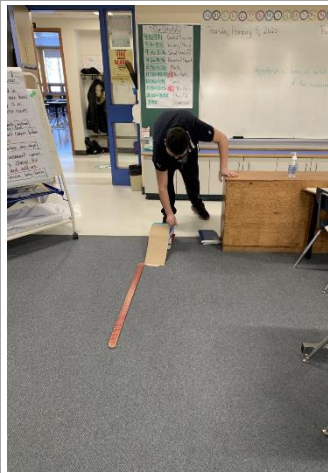
Gr. 2/3/4 Ms. Pelto's class are focusing on various reading strategies as they engage in group-based activities. In math they are learning about patterning and the various attributes that make up patterns and are connecting them to the real world. Using STEM station to create and use their imaginations using Lego. They are also exploring themselves as learners as they are creating Bristol Board's that celebrate All About Me.







Over the past few weeks, Ms. Alanen's 3, 4, 5, 6 class has been learning about conserving energy and resources. Part of this unit paid special attention to kinetic and potential energy and on this day, they put the learning in action. The students participated in a science lab that focused on what happened to either a toy car or marble at the top of a ramp, made of books and cardboard. They were to predict whether the item would travel down the ramp and if so, how far. Students measured and recorded the distance the item traveled from using 3, 4, 5, then 6 books. They all started the experiment by coming up with and recording a hypothesis, then testing out their ramp by letting go of either a toy car or a marble. In the end, some of the students' hypotheses were accurate, while others were surprised by the outcome. No matter what the outcome, they had fun putting their learning into practice!

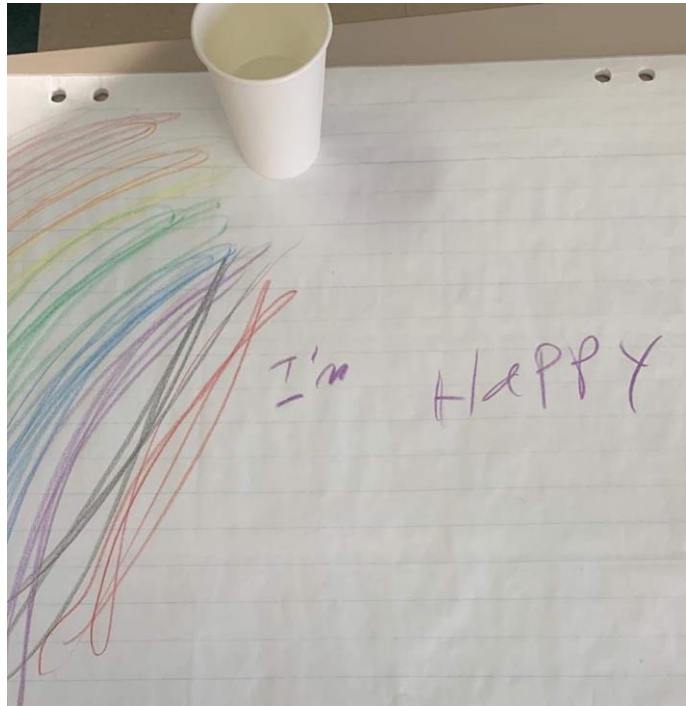


As February is Black History month, members of our Wolfpack in Grades 4- 8 have been engaging in a research project helping them to learn about the life and contributions of famous black Canadians. In conversations, this group passionately conveys some of the inequities that have occurred with this marginalized group of people.



MMPS has been exploring the benefits of play and experiential learning as a whole school. On February 2, the staff made the brave decision to participate in Global Play Day for the entire day rather than half a day. We closed down the laptops and screens for the day and explored different spaces and games. It provided an opportunity for staff and students to have time to rebuild relationships and see one another in a different light. There were opportunities for students to play board games, do arts and crafts, colouring sheets, play with legos, cardboard boxes, dolls, orbeez and sand tables. Several students told

the staff that this was the "most fun they have had in a long time" and that "we should do this every month!". Mental health has been a concern for many people in the community and seeing the smiles and hearing the laughter from everyone made the day completely worth it.










B.A. Parker has been focusing on Social Emotional Learning for the month of February. We have created challenges that fit under the umbrella of Kindness. The students participated in "Random Acts of Kindness Day". We challenged them for 200 Random Acts of Kindness and the students completed this within one day. They earned themselves a Hat Day. Our Child and Youth Worker, Jen Deroy, then created a "Kindness is Cool" Bulletin Board where all staff and students are encouraged to throw "snowballs" of messages of kindness or positivity at each other. It is filling up fast!



During Bell Let's Talk Day we wrote bubbles of encouraging messages to others. We participated in mental health presentations and we learned that everyone needs Kindness in their lives.

Next week, Mrs. Deroy will be visiting classrooms to discuss healthy relationships and the Importance of being kind to ourselves and others. We will end the month with a self-care student challenge and a self-care staff challenge which revolves around being kind to ourselves. BAPS has been involved in



	<p>Social Emotional Learning this year because we recognize the importance of soft skills in student's lives as part of their overall progress to becoming good citizens.</p>
	<p>Geraldton Composite High School has had a busy month of February. Mrs. Cotton and Mrs. Eddy have been filling in for Mr. Rivers. Exams, final culminating activities and credit recovery have been the focus of our learning, as we strive to help all students to achieve their success.</p>
	<p>Students at Dorion Public School have been learning about Black History Month. The students in the grade 3/4/5 class read the following article: <a href="https://www.cbc.ca/kidsnews/post/why-these-kids-want-more-black-history-in-schools/">https://www.cbc.ca/kidsnews/post/why-these-kids-want-more-black-history-in-schools/</a> to co-constructing their success criteria for asking questions in the classroom. Through this learning, students were able to make the connection to previous learning about Canada's Indigenous peoples and their loss of identity in residential schools. They were also able to connect it to the "ripple effect"/intergenerational effects of these schools as well. The grade 3/4/5 class has a yearlong inquiry of being change makers and how they can continue to make our world a more equitable place for everyone.</p>
	<div>   </div> <p>Students in Mrs. Stiles Grade 4/5 class have been engaging virtually with LSF: Learning for a Sustainable Future and have received a grant to fund their inquiry project on aquaponic systems! The students have started learning about aquaponics and have begun to develop plans to build a living wall to bring some greenery to the inside of GOPS! Their work with LSF will continue throughout the rest of the year and will offer students the chance to critically think about supporting a more stable future both within and outside of our school!</p>
	<p>Tyse Piening had the Grade 12 Chemistry students using various coloured balls to understand ground state and excited state of electrons. The white ball was UV light, red ball was infrared, and then the various coloured balls were visible light. Violet even had the violet coloured ball! The visual demonstration helped the students to understand how electrons move between different levels.</p> 

System Support staff continue to be very busy during February, as they provide additional programs and supports to ensure that our system continues to engage in professional learning, even during a Pandemic where we have few occasional teachers available to us. The submissions below demonstrate that SGDSB is truly a learning organization.

<p>Learning: We Are A Learning Organization</p> <p>TELTC:Stacey Wallwin</p>	<p>In Superior-Greenstone District School Board, we are committed to learning by striving to be current in our professional knowledge. During the transition days to the new semester, I had the privilege of spending time with teachers who are new to the video conference teaching. These teachers will be welcoming students from across the board into their classrooms and best practices and IT strategies were shared to provide them with the support they need to be successful in their VC classrooms. On the PD Day, I also had the opportunity to meet with the administrative assistants to provide pd around the use of School Messenger; our communication platform in times of urgency. Regardless of the topic, our professionals continue to push their thinking to better support their professional practice in order to provide more learning opportunities for our students or to enhance communication with our school communities.</p>
<p>Learning Starts by Understanding Our roles:</p> <p>Will Goodman, SOE</p>	<p>SGDSB and OSSTF ESS are happy to share that updated job descriptions have been created and shared with all ESS staff. We recognize that current and appropriate job descriptions help to support the day to day learning for all students. The enhancements to our job descriptions will allow greater understanding and flexibility to the supports in our schools. Our ESS staff must be recognized for all the work they do on a daily basis to enhance and support all of our learners.</p>
<p>Learning: SGDSB Students Participate in the "Skills Ontario Discovery Day – Careers in Skilled Trades and Technologies" event!</p> <p>Shawna Grouette, OYAP/Experiential Learning Lead</p>	<p>In our efforts to demonstrate our commitment to learning by striving to be current in our professional knowledge, SGDSB was proud to partner with Skills Ontario and northern boards to present the <i>Discovery Day – Careers in Skilled Trades and Technologies</i> event! On February 16<sup>th</sup>, 122 senior elementary students and educators learned about the incredible opportunities that exist in skilled trades and technology careers from skilled professionals, and about pathways to those careers from education experts. A Civil Engineer Technologist, Power Line Technician, Millwright Apprentice and Chef were some of the skilled trades and technology careers highlighted. In addition, students were given the opportunity to ask questions and learn about support programs in Northwestern Ontario. SGDSB will continue to design events that promote intentional learning for staff and students which help to support pathways planning and celebrate identity and a sense of belonging.</p> <div data-bbox="803 1276 1421 1879" data-label="Image"> </div>



### Learning

Kellie Wrigley,  
Student Success  
& School  
Effectiveness

Changes to our practices due to COVID over the last couple of years have often been a challenge but have also resulted in increased student success and achievement. One of these examples has been the cancellation of exams and the requirement from the Ministry to think about assessment differently to ensure students weren't further detrimentally impacted. This has forced us as a system to reevaluate our current assessment practices through the lens of equity and identify who is being advantaged, who we are further disadvantaging and to also examine what the purpose of the assessment is and if it is achieving that goal. Learning sessions for educator teams were offered, thinking tools were created and communicated, and the opportunity to share back successes have occurred. We are looking forward to continuing this learning with our schools as we continue to reimagine learning.

Learning -  
Collaborating for  
Successful  
Implementation of  
De-streamed  
Grade 9 Math

Kathleen Schram,  
System  
Numeracy  
Principal

On January 12th and 19th school teams from all secondary schools connected to continue to deepen understanding of the content, environment and approaches that will support successful implementation of grade 9 de-streamed math; review system data and develop a plan to further examine the data at the school level; discuss a process to track students transferring to/from de-streamed grade 9 math; and to look at resources available and steps to support further collaboration.



## Learning: SEL Scoop

Deana Renaud,  
Manager of  
Mental Health

We have been engaged in continuing to expand our knowledge about Social Emotional Learning in Schools and are learning through our colleagues about how we develop our practices through the SEL Scoop. In January, we were highlighting remote and virtual learning to look at what we have learned through COVID-19 restrictions.

January 2022

# SEL SCOOP

Superior-Greentone District School Board



*Inside the Issue*

### SOCIAL EMOTIONAL WELL-BEING AND TECHNOLOGY

Technology Enabled Learning and Teaching Contact, Stacey Wallwin talks to us about the connection between technology, well-being and achievement.

### BELONGING AND BUILDING SEL IN VIRTUAL ENVIRONMENTS: NAKINA PUBLIC SCHOOL

Krystyn Evoy, an educator at Nakina Public School explores what she has learned over the pandemic and remote learning. Read about how she provides engaging activities to create a positive learning space and an inclusive online environment.

### VIRTUAL COUNSELLING OPPORTUNITIES: EXTENDING SERVICES DURING CHALLENGING TIMES

New things we have learned through COVID-19 about mental health service provision and increased access to mental health services utilizing a virtual platform.

## SOCIAL EMOTIONAL WELL-BEING AND TECHNOLOGY

*Highlighting System Support: Article by Stacey Wallwin*

It may seem, after another round of remote learning from home, counter intuitive, but there is a strong connection between social emotional learning and technology!

At its most basic function, technology can be used to complete well-being check ins and to provide safe spaces for our students to learn and to communicate their feelings. Technology can also makes it easier to access activity breaks, mindful moments and breathing exercises throughout the day which all benefit social-emotional health.

Technology embedded classrooms also allow students to demonstrate their understanding using tools that are suited to their strengths. They can use technology to make real-world and authentic connections to topics they are curious about. Technology can also encourage SEL needs by allowing students to collaborate, communicate, create and be curious. By embedding technology in such a way that student voice and choice is honoured, students are engaged in their learning and have greater opportunity to achieve and feel success.

Technology also provides educators with the tools to efficiently gather various sources of evidence to triangulate the data we have on student learning. Tools such as the evidence collection feature in Edsby enhance our assessment practices to support student learning can have a positive impact on student success and thus well-being.

For some students the introduction of digital technology across Superior-Greentone District School Board has allowed them to flourish and actively participate in their learning from the safety of their homes. Secondary students from across our board have the option of taking e-learning courses and video conferencing courses. For some students these courses allow them to study subjects not offered at their school out of interest or to fulfill a pathways requirement. For others, the learning options allow them to continue to keep up with their peers while managing their social-emotional needs in environments that are safer for them. Regardless of the reason, our ability to provide authentic, personalized learning in flexible learning environments has had a positive impact for many students on their mental health.

"...having the opportunity to work in your own setting, secondly, you can meet and interact with new people. I find that meeting new teachers and students really helps me. It has helped me learn other, different teaching styles, and it gives me the opportunity to see what cool things other schools might have that I would like to see at my school."-SGDSB VC Student

Although technology in our classrooms will never replace key relationships that lead to caring and healthy students, and there will be times that we need to 'unplug', social emotional learning in our classrooms can be enhanced by the integration of technology to support our students.

## **BELOING AND BUILDING SEL IN VIRTUAL ENVIRONMENTS: NAKINA PUBLIC SCHOOL**

*Highlighting Educator: Krystyn Evoy*

The January edition of the SEL Scoop is highlighting practices related to experiences with virtual and remote learning. Krystyn Evoy, an educator at Nakina Public School, was engaged in some incredible initiatives in her classroom during online learning that promoted social emotional learning and well-being.

Through the pandemic, Krystyn was striving to support her students by being responsive and finding balance between curriculum and well-being. Her learning was an exciting and meaningful journey and helped her understand her students and build her practice around SEL.

Krystyn was engaging students by making connections with their home learning environments and building essential relationships by facilitating an interactive show and tell. She was intentional in allowing time and space for meaningful conversations so that students could talk about things that are important to them. She was also prioritizing physical breaks and encouraged students to get outside as a part of their regular schedule.

She reports that: "There have been a few eye-opening moments this term that have made me take a step back and truly meet [students] where they are. Here is what I have learned about my students that has had a positive impact on well-being in my classroom:

- Let them laugh, let them talk. Sometimes these kiddos just need to talk - maybe it's in the middle of a lesson! I think that engaging in conversations with them (about snow machining for example) helps to build the relationship and show them that things that are important to them are important to me too.
- Be responsive. Determine when they need a break from the routine of school. For example, surprise them with a cup of hot chocolate and a Mark Rober video.
- Give them the floor and ask them questions about what THEY want. It can reveal so much about behaviours, needs, well-being, etc.

Krystyn indicates that through virtual and remote learning she has learned that balance is a key element of navigating learning and wellbeing. She goes on to explain, that you need to "balance the curriculum with just being human and needing a connection, a break, something to look forward to, and feeling seen and heard". Krystyn's next steps in terms of developing SEL in her classroom are continuing to build an inclusive and welcoming environment by being in tune to the needs of her students, which in turn supports positive motivation and perseverance. She expands on this by explaining:

"I make an effort every week to give students something to look forward to and I like to surprise them with little things. It is the little things that count so much. At Christmas, we went out and cut down a real Christmas tree for the classroom. I often give them hot chocolate for our 'reading cafe' in the mornings, and this week I am surprising them with a pancake breakfast when they get to school in the morning."

She is working alongside her principal and school team to brainstorm engaging activities that students look forward to, to create a positive learning space and inclusive environment. She is intentional about utilizing student voice and bringing the fun and joy back into her classroom whether she is in a virtual environment or face to face.

Thank you Krystyn for your incredible work.



## **VIRTUAL COUNSELLING OPPORTUNITIES: EXTENDING SERVICES DURING CHALLENGING TIMES**

We have learned some important lessons through the COVID-19 pandemic as it relates to service provision and access to mental health supports. With restrictions, many services were required to be offered virtually, which in the past would have been considered a less than desirable way to offer mental health support and counselling. However, we have found that students who have accessed services virtually report a positive relationship with their counsellors and positive outcomes in treatment.

We also know that in our region, we live in small communities, and occasionally there is a conflict with the therapists (personal relationships, family relation, or less than ideal connection). By offering access to therapists and counsellors outside of community, there is a unique opportunity to develop a relationship with someone who is a bit more removed, and this offers people increased security with anonymity.

SGDSB offers virtual support for high school students across the region. Our Mental Health Workers in Secondary provide virtual services in the school they are housed and across the region, giving increased access to students. North of Superior Counselling Programs and Dilico Anishinabek Mental Health Team also provide virtual services to students and families in the district.

To access SGDSB Mental Health Workers in Secondary students can self-refer online:

<https://sgdsb.ontarionow.ca/self-referral/>

For community based mental health services, you can contact:

North of Superior Counselling Programs:  
1-877-895-6677

Dilico Mental Health Services:  
1-855-623-8511

Mental Health and Addictions Nurses  
1-800-626-5406



There is no better way to assure our children's well-being and future success than to invest in mental-health supports provided in schools. When students show signs of distress, school-based mental-health services are far more accessible and trusted by young people. Schoolwide social-emotional learning programs, when implemented well, improve academic success for all students by **11 percent** on average.

-Dr. Jennifer Stuber

Learning- Building Capacity and Collaboration in our Resource Team

Annick Brewster,  
System Principal

We have been engaged in building capacity and collaboration with our Resource Team members. The Team was engaged in essential learning on the January 28<sup>th</sup> PD Day about how school supports can collaborate to support student attendance. We devised action plans for child and youth workers and attendance counselors to collaborate in school initiatives.

Mental Health workers in secondary participated in certification course through CTRI to expand their skill set in working with student's mental health needs.

All of the Resource Team participated in learning around Healthy Relationships and Kindness through a presentation facilitated by the Manager of Mental Health

of Special Education	and utilized that learning to facilitate workshops and activities in their schools for health promotion to benefit student learning and well-being.
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**Administrative Summary**

*That the Superior-Greenstone DSB receive Report No. 17, Director's Monthly Report February 2022, for information.*

Respectfully submitted by:

Nicole Morden Cormier,  
Director of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
*"Inspiring our students to succeed and make a difference"*

**Report No.:** 18  
**Date:** February 28, 2022

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

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

**SUBJECT:** Proposed School Year Calendar 2022-2023

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

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**Background:**

The Board Administration in consultation with its constituent stakeholders including parents, School Councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous and neighbouring boards have developed its 2022-2023 School Year Calendar.

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

The PA dates are to be determined by each Board. The remaining school days shall be instructional days. Two PA days are to be used for assessment and completion of report cards at the elementary level. Under PPM 151 Boards must ensure the three mandatory PA days are devoted to provincial education priorities. One PA day must be devoted to the provincial priority of developing and implementing strategies to improve student achievement in mathematics. The second mandatory PA day must be devoted to topics identified in Collective Agreements such as developing strategies to ensure equity for all students and Occupational health and safety training, including training on violent incident reporting. The third PA day is to be devoted to teachers' professional learning to any one of the provincial education priority areas including, but not limited to, Indigenous education, foundational math, financial literacy, mental health and well-being, as well as science, technology, engineering and mathematics fundamentals (STEM). Beginning in the 2021 school year, PPM No. 151 was amended to include bullying prevention, intervention and de-escalation training as part of the third PA day devoted to provincial education priorities.

**Current Situation:**

In January 2022, after initial consultation with representatives for school administrators, local branch affiliates of teachers' federations, unions and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from members of the school communities, including teachers and staff, parents, School Councils and Parent Involvement Committee members.

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

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

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

**Administrative Recommendations**

*That the Superior-Greenstone DSB having received Report No. 18: 2022-2023 School Year Calendar accepts the proposed Calendar, and That, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.*

Respectfully submitted by:

Nicole Morden Cormier  
Director of Education

School Holidays



Professional Activity Days



Examination Days (Secondary)



All Students begin school on Tuesday, September 6, 2022 and end on Thursday, June 29, 2023

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

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

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

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

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

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

In accordance with the Ministry of Education, Ontario Regulation 304, as amended by O. Reg. 364/15 School Year Calendar, Professional Development Days, and Superior-Greenstone DSB in conjunction with its coterminous boards is proposing the 2022-2023 School Year Calendar as illustrated.

### SCHOOL HOLIDAYS

September 5, 2022  
October 10, 2022  
December 19, 2022 to  
January 2, 2023  
February 20, 2023

Labour Day  
Thanksgiving Day  
  
Christmas Break  
Family Day

March 13-17, 2023  
April 7, 2023  
April 10, 2023  
May 22, 2023

March Break  
Good Friday  
Easter Monday  
Victoria Day



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
*"Inspiring our students to succeed and make a difference"***Report No.:** 19  
**Date:** February 28, 2022

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

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

**SUBJECT:** Revised Board Meeting Schedule for 2022

**STRATEGIC  
PRIORITY:** Relationships

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**Background**

The 2022 Board Meeting Schedule was approved at the Organizational/Regular Board meeting on November 29, 2021. The Board meets virtually utilizing Microsoft Teams for the remainder of the 2021/2022 school year. The Board Meeting Room (Marathon) would return to be the designated site if deemed safe to do so by the Board in September 2022 pending the status of the COVID-19 Pandemic.

**Current Situation**

September 30, 2021, marked the first National Day for Truth and Reconciliation. The day honours the lost children and survivors of residential schools, their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process. The week of the National Day of Truth and Reconciliation is a time to gather in reflection and participate in community events. Based on feedback received from our community partners at the January 25<sup>th</sup> Indigenous Education Advisory Committee meeting, Administration has blocked off the week prior to September 30<sup>th</sup> and will not schedule any meetings to take place during this time annually. Therefore, it is recommended that the Board Meeting scheduled for Monday, September 26<sup>th</sup>, 2022 be rescheduled to take place on Monday, September 19, 2022.

<b>2022 - Board Meeting Schedule</b>		
Monday, January 24	Virtual Meeting	(6:30 p.m.)
Monday, February 28	Virtual Meeting	(6:30 p.m.)
Monday, March 28	Virtual Meeting	(6:30 p.m.)
Monday, April 11	Special Board Meeting	(6:30 p.m.)
Monday, April 25	Virtual Meeting	(6:30 p.m.)
Monday, May 30	Virtual Meeting	(6:30 p.m.)
Monday, June 6	Special Board meeting	(6:30 p.m.)
Monday, June 27	Virtual Board Meeting	(6:30 p.m.)
Monday, July 18	Virtual Board Meeting	(6:30 p.m.)
Monday, August 29	Virtual Board Meeting	(6:30 p.m.)
<b>Monday, September 19</b>	Marathon Board Office	(6:30 p.m.)
Monday, October 17	Marathon Board Office	(6:30 p.m.)
Monday, November 14	Marathon Board Office	(6:30 p.m.)
Monday, November 28	Marathon Board Office Organizational Meeting	(6:30 p.m.) (1:00 p.m.)

**Administrative Recommendation**

That, the Superior-Greenstone DSB having received *Report No. 19: Revised Board Meeting Schedule for 2022*, *approves* the revised meeting date for September 2022.

Respectfully submitted by:  
Nicole Morden Cormier, Director of Education





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

**Report No.:** 20

**Date:** February 28, 2022

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

**FROM:** Hillary Freeburn, Early Years System Principal

**SUBJECT:** Early Years Update

**STRATEGIC**

**PRIORITY:** Learning, Well-Being & Relationships

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**Background**

Collective Vision: The Superior-Greenstone District School Board advocates for an integrated early years/child care system in which school board and early years staff work in partnership to provide seamless, high quality programs and services for children and families. In these community hubs, we focus on learning, foster well-being, establish positive relationships and make a difference... beginning from birth.

**Current Situation**

We continue to work towards supporting the implementation of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development as outlined by the Ministry of Education:

**Community Partner Engagement**

We are actively and regularly engaging with the TBDSSAB, child care operators, First Nation communities, community service partners and families to ensure coordination, collaboration and services at a school, neighbourhood and system level. As we collectively continue to navigate the global pandemic across all Early Years sectors, we have enhanced communication protocols, aligned pedagogical practices and supported families as we have navigated this tumultuous time.

**Culturally, Relevant and Responsive Pedagogy**

Over the last several years, we have continued to look critically at our Kindergarten environments to ensure they are inclusive and welcoming to all students and families. We identified a gap in not having art supplies for students to fully represent themselves or others in their art work. With access to a variety of skin tone art supplies, K-2 classes created self-portraits that truly depicted how children see themselves. The portraits have been correlated into books that will be distributed to each child, teacher and school that participated. For a child to see themselves, represented by themselves, in a book at an early age is truly magical!

**Early Years Professional Learning**

We collaborate to offer professional learning opportunities to deepen understandings of the program expectations and foster alignment between the programs in schools and communities by determining the professional learning needs of administrators and educators between programs and offering differentiated opportunities based on those needs. Early literacy is crucial, and we are spending the time to unpack, understand and ensure every child has the exposure and opportunities needed to become a reader.

### **2022-23 Welcome to Kindergarten Season**

Learn to play, play to learn at SGDSB

In collaboration with our EY teams, we have chosen a slogan that truly represents our thoughts, beliefs and pedagogy of the programming offered at SGDSB. Over the coming months we will spend time getting to know our new Kindergarten children and families. We will meet them where they are at and ensure that they feel supported and heard as they join our school communities. We do know that regardless of the Covid protocols we are going to welcome and celebrate the arrival of each student to SGDSB.

### **Next Steps**

1. Continue to provide professional learning in the area of Self-Regulation to school and board staff, community partners and families, utilizing a variety of methods including book studies, challenges, resource sharing, School Council Meetings, PIC and SEAC Meetings.
2. Engage in learning and resource development regarding the Science of Reading to ensure that all children have the foundation and tools to become readers. Initially we will develop our understanding of phonemic awareness and move towards explicit and systematic instruction of phonics and decoding of words.
3. Continue to maintain the integrity of the early years mandate throughout the Covid pandemic and beyond. We remain committed to the philosophy's and underpinnings of play-based learning and *How Does Learning Happen?* to fully support all children as they learn, grow and thrive.

### **Recommendations**

That the Superior-Greenstone DSB receive Report No. 20, Early Years Update, for information.

Respectfully submitted by:

Hillary Freeburn,  
Early Years System Principal

Charlie Bishop  
Superintendent of Education



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

**Report No.:** 21

**Date:** February 28, 2022

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

**FROM:** Hillary Freeburn, System Principal

**SUBJECT:** Recruitment

**STRATEGIC**

**PRIORITY:** Relationships & Stewardship

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**Background**

Over the last 4 years SGDSB has begun the intentional and systematic approach to hiring and recruitment. The hiring and recruitment of teachers to schools and communities in our area is imperative as we see an increase in staff absences due to Covid, the number of retirees happening each year, new initiatives which create new jobs and staff starting their career with us but then relocating to larger centres to be closer to their families after 3-5 years.

**Current Situation**

SGDSB prides itself on being creative, responsive and relentless in the pursuit of recruiting and hiring highly qualified, committed and passionate educators. Continuing to adapt and change our hiring and recruitment strategies to ensure that we are building relationships, highlighting the long-term career opportunities as well as the commitment SGDSB has to ensuring that all staff and students succeed and make a difference are all areas that new employees have identified as beneficial.

**Job Fairs**

Starting in 2019 we began attending Job Fairs both at the provincial and local level. They began as in-person and have evolved to virtual platforms. Through our promotional material, vast job opportunities and live conversations with perspective candidates we have been able to receive numerous applications from candidates that may not have connected with us in the past.

**Onboarding**

Our strategic pillar of relationships is crucial to onboarding and the support of new employees. That personal connection has made the difference. An opportunity to have conversations regarding the process, opportunities or communities have all been reported as beneficial and appreciated. Connections amongst staff and a welcoming approach every step of the way has made the relocation and move for new employees a success.

**Teacher Candidate Placements**

Over the last 3 years we have multiplied the number of placements (Year 1 & Year 2) that we have hosted in partnership with Lakehead University. We can provide compatible placements with innovative SGDSB teachers or the subject area that they are looking to pursue, making SGDSB an ideal placement for a Teacher Candidate.

*Placement Statistics – SGDSB and  
Lakehead University*

<b>Year</b>	<b>Number of Placements</b>
<b>2021-22</b>	18
<b>2020-21</b>	8
<b>2019-20</b>	3
<b>2018-19</b>	3
<b>2017-18</b>	4
<b>2016-17</b>	0
<b>2015-16</b>	1
<b>2014-15</b>	4

### **Learning & Opportunities**

SGDSB has expanded learning opportunities to Teacher Candidates at Lakehead University in several seminars each year. Showcasing our schools, students and educators as well as the initiatives and programming we are able to offer in our small schools has set us apart from other boards. We offer new graduates' opportunities to join professional learning and we support them in sharing resources or programs that we utilize. We continue to foster and emphasize that we are all lifelong learners at SGDSB.

### **Next Steps**

1. Continue to build and foster our partnership with Lakehead University and the Faculty of Education.
2. Be responsive to the feedback from new graduates and onboarded employees regarding their experience.
3. Be creative, resourceful and responsive in seeking out relevant recruitment opportunities that reach the right candidates for SGDSB.

### **Recommendations**

That the Superior-Greenstone DSB receive Report No. 21, Recruitment Update, for information.

Respectfully submitted by:

Hillary Freeburn,  
System Principal

Alex Marton,  
Superintendent of Business



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

**Report No.:** 22

**Date:** February 28, 2022

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

**FROM:** Annick Brewster, System Principal

**SUBJECT:** Adult Education: PPM 132 Prior Learning Assessment and Recognition

**STRATEGIC PRIORITY:** Learning

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**Background**

As we continue to support students in attaining their high school diploma, the recent revisions and enhancements to PPM 132 Prior Learning Assessment and Recognition, provides another tool towards the achievement of a student's educational and post secondary goals. This PPM outlines how the prior experiences of adult learners, both formal and informal, can be recognized for secondary credit. The purpose is to provide opportunities and enhanced pathways towards achieving a high school diploma, through minimizing barriers and opening access for all learners. The revisions to PPM 132 reflect a commitment to aligning practices and reducing barriers to learners towards achieving their high school diploma and post secondary goals.

**Current Situation**

As of February 1<sup>st</sup>, 2022, the following enhancements have been made to the PPM which will have a positive impact on students:

**Mature Student Definition**

In order to qualify for Prior Learning Assessment and Recognition (PLAR) students must now meet the following criteria: "A mature student is a student who is at least 18 years of age on or after January 1st of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD)". To note, students are no longer required to be out of school for a period of time to qualify.

**Compulsory Credit Requirements**

Whereas a mature student must complete a minimum of four senior (11 and 12) credits to obtain their Ontario Secondary School Diploma (OSSD), with this revision, a mature student may be able to complete only **one** of the senior level credits if they are able to provide evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution.

In addition, both senior level Math and English have been made compulsory as per Ontario School requirement. This means that a mature student must complete a Grade 11 and 12 English and a Grade 11 or 12 Math as part their OSSD requirements. Further to this, there are no substitutions permitted for these credits.

**Challenge Process**

Where mature students are able to challenge for credit up to a maximum of 10\* Grade 11 and 12 courses (\*maximum of 10 combined through equivalency and/or challenge process), those who have recognized Canadian postsecondary credentials may obtain up to **13** Grade 11 and 12 credits through this process.

In addition, it is now possible for a mature student to challenge a course for which they have previously failed.

**Ontario Secondary School Literacy Test Requirements**

Mature students now have the option to enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the Ontario Secondary School Literacy Test (OSSLT). Although mature students are still encouraged to complete the OSSLT first.

**Community Involvement Requirement**

The number of hours of community involvement activities that a mature student may have to complete for graduation can now be determined to be between 0 and 40, and at the Principal's discretion.

**Next Steps**

In order to continue supporting mature students in obtaining their high school diploma, we will be reviewing and updating relevant policies to reflect the changes to PPM 132 as well as enhancing our practices in support of ensuring barrier-free pathways to graduation.

**Recommendations**

That the Superior-Greenstone DSB receive Report No. 22, Adult Education: PPM 132 Report on Prior Learning Assessment and Recognition, for information.

Respectfully submitted by:

Annick Brewster,  
System Principal

Charlie Bishop,  
Superintendent of Education



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

**Report No.:** 23

**Date:** February 28, 2022

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

**FROM:** Carole Leroux: Student Success

**SUBJECT:** Graduation Rates 2019-2020 (cohort 2015-2016)

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

### **Background**

The Ministry of Education publishes the graduation rates for every publicly funded school board in Ontario to further support Ontario's vision of modernizing classrooms and learning to better prepare students for the future. This rate is based on the cohort of students who started Grade 9 up to five years prior to graduating.

Provincially the graduation rate for Ontario students has been increasing, from 68% in 2003-04 to 82.2% (4-year grad rate) and 88.1% (5-year grad rate) in 2019-2020.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the Student Success, Mental Health, Special Education, Indigenous Education, Early Years, School Effectiveness and Experiential Learning initiatives strive to ensure that all students have equitable opportunities to achieve their goals for graduation and beyond. Students experience success differently and have goals and trajectories that may or may not be within the traditional expectations of the Ministry of Education. SGDSB recognizes and celebrates the success of all students regardless of the path or time it may take to achieve their goals. Innovative approaches to learning, both inside and outside of the classroom, will prepare students for success and help foster a positive sense of self to help them reach their full potential.

### **Calculation of Graduation Rates**

Students are cohorted based on the count date of the school they were enrolled in during the 2015-2016 school year. Students will be counted as graduates from that board if the graduation occurs within 5 years of their grade 9 year, and that student is a pupil in an Ontario publicly funded board, within an inspected private school or an inspected federally funded First Nations school in Ontario.

If a student leaves the board after attending one or more semesters in Superior-Greenstone, the student will be counted in the Superior-Greenstone graduation rate.

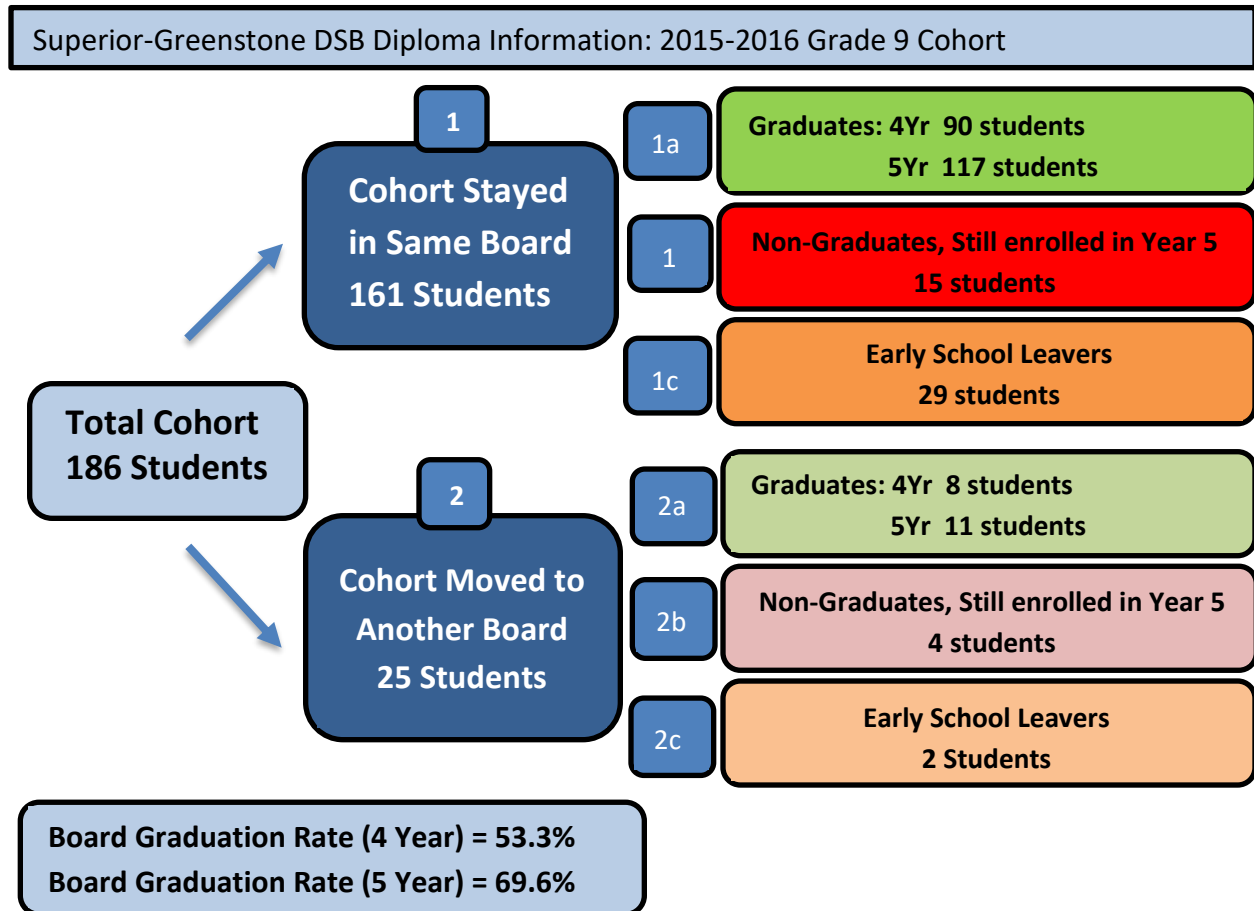
If a student moves to Superior-Greenstone after attending one or more semesters in another Ontario publicly funded board, the student will not be counted in the Superior-Greenstone graduation rate.

If a student graduates with an Ontario Secondary School Certificate, or an Ontario Certificate of Accomplishment, the student is not counted in the board's graduation rate.

**Current Situation**

The five-year graduation rate for Superior-Greenstone DSB for this cohort is 70%. This is a one percent decrease from 2018-2019 school year (2014-2015 cohort) of 71%.

The four-year graduation rate for Superior-Greenstone DSB for this cohort is 53%. This is a twelve percent decrease from 2018-2019 school year (2014-2015 cohort) of 65%.



\*\*Calculation = Graduates within 4 years who stayed in the same board (1a) plus the graduates within 4 years who moved to another board (2a) divided by the Cohort Stayed in Same Board (1) plus Cohort Moved to Another Board (2) minus the Students Deceased and/or Left Ontario.  
Repeats for 5 Year using 5 Year data

Total Cohort Students (1+2)	186
Total 4 Year or earlier Graduates (1a:4Yr)+(2a:4Yr) 53.3%	90+8=98
Total 5 Year or earlier Graduates (1a:5Yr)+(2a:5Yr) 69.6%	117+11=128
Total Non-Graduates, Still Enrolled in Year 5 (1b+2b) (15+4=19)	19
Total Early School Leavers (1c+2c) (29+2=31)	31
Total Non-Graduates with OSSC	2
Total Non-Graduates with Certificate of Accomplishment	1



Total Students Deceased and Left Ontario	2
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**Important to Note:**

2019-2020 was the first school year impacted by Covid-19 school closures. School was virtual from March until June. Graduation ceremonies were very different (virtual, parades, drive-throughs, etc). Grade 12 students did not participate in their typical grade 12 student 'rights of passage' and many opted for a 5<sup>th</sup> and 6<sup>th</sup> year of high school for a variety of reasons (sports, course completion, uncertainty of post-secondary options, etc.).

Each student represents just over 0.5 of a percent. The impact of a small number of students on our overall rate is significant.

Our demographic typically has a smaller number of students on a 4-year trajectory than a 5-year trajectory.

Success is experienced in different ways and at different times based on individual circumstances.

\*17 students graduated from prior cohorts – took more than 5 years to graduate, therefore not included in the 2019-2020 Graduation Rates.

\*11 OSSD, \*4 OSSC & \*2 COA

**Next Steps**

The Student Success initiatives at the provincial and board level target students who are at risk of not graduating within five years. Our Board is very fortunate to have the continued support through significant footprints of Specialist High Skills Major and dual credit programs. These interest specific and skills-based programs both ignite and further reinforce passions that may be pursued as pathways. Through various roles (Guidance, Student Success Teachers, Special Education Teachers, Grad Coaches and classroom teachers), we have a variety of school-based student specific programs, supports and interventions in place such as individualized timetables, caring adults and additional academic and wellness supports.

Our Summer Co-op Program granted 38 credits to 21 students, 7 of which were able to graduate on time. We also now have PLAR (Prior Learning Assessment and Recognition) trained individuals in each high school who can evaluate, grant credits and curate programs to enable students to obtain credits towards their secondary school diploma. The updates to PPM 132 will have significant impact on students who find themselves behind in credit accumulation at 18 years old and will be used to reengage early leavers to help them get the credits they need to be successful and inspire hope.

Our schools' Student Success teams, including Attendance Counsellors, continue to examine this data and determine who our early school leavers are and contact them to try and re-engage them back into our schools. These teams also help target supports for students who are lagging in their credit accumulation by creating individualized programs to further engage and prepare them, inspiring the hope they need to feel confident about their futures.

Key areas for increased development and focus:

- Continue to monitor the data that informs the successes leading towards increased graduation rates
- Student Success Teams will continue to learn about and innovate better ways to meet individual needs and to inspire hope, ensuring the success of all students
- Review reengagement practices with school teams, ensuring clear understanding of new PLAR criteria

No matter where your professional reach may extend to or who your sphere of influence may be, every single employee of Superior-Greenstone District School Board contributes to the impact of Graduation Rates. We all have an imperative responsibility to continue to examine our practices ensuring every decision made is solidly grounded in what is best for students – the environments, responsible stewardship, innovation, hiring, pedagogy, policy...many other important facets. Reimagining learning is our continued focus to ensure our students are ready to conquer the futures they dream about.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 23, Graduation Rates 2019-2020, for information.*

Respectfully submitted by:

Will Goodman,  
Superintendent of Education

Carole Leroux,  
Student Success Lead



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

**Report No.:** 24

**Date:** February 28, 2022

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

**FROM:** Deana Renaud Manager, Mental Health

**SUBJECT:** Mental Health Profile Report

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

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**Background**

Superior-Greenstone District School Board continues to acknowledge that the mental health and well-being of our learners is a priority and is the foundation by which we build achievement in education.

We continue to build upon this portfolio as we understand that intentional practices driven by comprehensive data will contribute to positive outcomes in the achievement and well-being of all individuals within our organization.

In the following report, we will highlight connections between our objectives in the Multi-Year Strategic Plan in the areas of Learning, Relationships and Well-being and current practices at Superior-Greenstone District School Boards Mental Health Portfolio.

**Current Situation**

Learning: Building Internal Capacity Through Job Embedded Learning

1. Resource Team Collaboration and Supervision  
We are re-envisioning student support in school to prioritize well-being and mental health. In our implementation and design of the Resource Team (Mental Health Workers, Child and Youth Workers, Attendance Counsellors and Indigenous Graduation Coaches), we have been focused on supporting staff with evidence-based approaches so that they can provide high quality services at the top of their scope of practice. We are also creating a supportive professional environment for the Resource Team so that they feel connected to colleagues and can consult internally as a multi-disciplinary team. Our implementation strategies include formal training opportunities, supervision and team meetings.
2. Creating a Community of Practice: SEL Scoop.  
The SEL Scoop is a resource document that is distributed monthly. It has been developed for educators and school staff as tool kit of job embedded implementation strategies for social emotional learning in school and classroom settings. In this resource, current staff practices are highlighted in Secondary, Elementary and by the System to build internal capacity and identify the incredible work people are engaged in at SGDSB as it relates to practical implementation of Social Emotional Learning in schools.

Relationships: Strengthening Collaboration with Community Partners to Increase Access to Mental Health Support and Reduce Stigma

1. Rural Education and Mental Health Collective  
Our intentional approach to developing essential relationships with our community mental health organizations has been essential in supporting the needs of students, especially throughout the COVID-19 Pandemic. SGDSB as well as our co-terminus boards and five community based mental

health organizations have connected to form a Collective. The purpose of this group is to reduce barriers for mental health services for children and families in the region. Together we provide consistent and clear messaging focused on connection, mental health and availability of services & supports for children, youth and families. We are engaged in the creation of co-developed resources and identifying regional issues and targeting strategies to address service gaps.

2. Dilico Partnership

We are engaged in a partnership with Dilico Anishinabek Family Care to provide direct services and health promotion initiatives across the region. This partnership has been essential in the work we are engaged in to bring equitable access to culturally appropriate intervention and resources to Indigenous students through school-based presentations, drop in programs and waitlist management strategies.

Well-being: Increasing Tier One Support with an Equity Lens

1. Implementation of Health Promotion in Schools- Resource Team

SGSB is increasing Tier One supports, programming and services. Child and Youth Workers, Mental Health Workers and Attendance Counsellors are responsible for providing programming, workshops and resources for all students as it relates to building knowledge around mental health and well-being. We are intentional about targeting issues that are meaningful to students, pertinent to the current state and carefully plan implementation with an equity lens.

2. Mental Health and Indigenous Collaboration

We are striving for collaboration between the SGDSB Mental Health and Indigenous Education profiles to ensure that the well-being of all students is reflected in program implementation. We are intentional in our planning of services, supports, workshops and health promotion to include culturally appropriate practice so that students can see themselves in well-being initiatives we offer.

**Next Steps**

SGDSB continues the intentional work of expanding the portfolio of mental health with a focus on board priorities guided by the Multi Year Strategic Plan. We strive to increase access to services for students and build understanding around mental health. We continue to build upon equitable approaches. We continue to build capacity around social emotional learning and implementation across our system.

Building Internal Capacity:

- Continue to support staff with yearly learning plans to promote professional growth
- Build a community of practice and build internal proficiency by implementing peer led team meetings
- Work to include community partners in our learning and face to face opportunities in our First Nations communities.

Strengthen Relationships

- Moving forward to improving relationships with Child Welfare community partners to focus on service provision and prioritizing children in care.
- Continuing to build partnerships with mental health providers to provide relevant programming in schools and increased access to services.

Tier One Services:

- Arrange planning for 2022-2023 Health Promotion Schedule
- Work to have students engage in projects to support and co-facilitate health promotion initiatives to encourage student voice and incorporate student perspective.

**Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 24, Mental Health Profile Report, for information.*

Respectfully submitted by:

Deana Renaud  
Manager, Mental Health

William Goodman  
Superintendent of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
**Trustee Evaluation: Regular Board Meetings**  
**RESPONSE SUMMARY FOR**  
**January 24, 2022 REGULAR BOARD MEETING**

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	2	0	0	2
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	2	0	0	2
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	2	0	0	2
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	2	0	0	2
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	2	0	0	2
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	2	0	0	2
<b>Optional:</b> Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? <b>Responses:</b> <ul style="list-style-type: none"> <li>That staff is working well with each other...that they are working well with families, indigenous organizations and outside groups, all for the betterment of our students'.</li> </ul>				
<b>Optional Comments:</b> <ul style="list-style-type: none"> <li>In depth written reports with concise verbal explanations and questions answered.</li> <li>All trustees being in sync with each other and speaking out.... e.g.- total agreement over postponing the Director's evaluation. Supporting our Director (and Senior Admin) at this time is of utmost importance.</li> </ul>				