



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

“Working together to engage students through meaningful learning and empower them to build the skills They need to be successful today and in the future”.

Our Vision:

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

Our Motto:

“Small schools make a difference”.

Our Values:

- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

Regular Board Meeting 2024/09 Agenda

Monday, August 26, 2024 – 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: 542 913 344#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

Location: Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.
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
Brunskill, Dr. Megan						Nesbitt, Jason					
First Nation Trustee(Vacant)						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Krause, Zoey (Student)					
McRae, Pauline (Pinky)						Anthony, Miley (Student)					

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

2.0 Oath of Office: 2024-2026 Student Trustee2.1 Miley Anthony: (Marathon High School)**3.0 Regular Meeting Call to Order**

That, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 26, 2024, be called to order at _____ p.m.

4.0 Approval of Agenda

That, the agenda for the Superior-Greenstone DSB 2024/09 Regular Board Meeting, August 26, 2024, be accepted and approved.

[\(Attached\)](#)**5.0 Disclosures of Interest re: Open Session****6.0 Minutes: Board Meetings and Board Committee Meetings****6.1 Board Meeting Minutes**

That, the minutes of the following Board Meeting be adopted as presented:

1. Regular Board Meeting 2024/08: June 24, 2024;

Sent under separate cover

6.2 Board Committee Meeting Minutes6.2.1 Board Policy Review Committee: August 19, 2024[\(Attached\)](#)

✓ That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of August 19, 2024 and approves as reviewed:

- P-303 Purchasing [\(Attached\)](#)
- P-309 Investment [\(Attached\)](#)
- P-414 Naming of Educational Facilities [\(Attached\)](#)
- P-604 Early Years [\(Attached\)](#)
- P-609 Prior Learning Assessment Recognition [\(Attached\)](#)
- P-610 Prior Learning Assessment Recognition for Mature Students [\(Attached\)](#)
- P-105 Truth and Reconciliation Policy [\(Attached\)](#)
- P-106 Anti-Racism Policy [\(Attached\)](#)
- P-804 Director of Education Performance Review [\(Attached\)](#)
- P-210 Student Trustee [\(Attached\)](#)
- P-101 Vision Statement [\(Attached\)](#)
- P-102 Mission Statement [\(Attached\)](#)
- P-103 Goal Statement [\(Attached\)](#)
- P-104 Board Motto [\(Attached\)](#)
- P-707 Employee Code of Conduct [\(Attached\)](#)
- P-520 Student Code of Conduct [\(Attached\)](#)
- P-401 Consumption of Alcohol and Use of Cannabis (Redundant) [\(Attached\)](#)
- P-405 Smoking (Redundant) [\(Attached\)](#)
- P-525 Bullying Prevention and Intervention Strategies (Redundant) [\(Attached\)](#)
- P-535 Progressive Discipline (Redundant) [\(Attached\)](#)

to be posted to the Board website with an implementation date of August 27, 2024, and all of which shall supersede any previous policies.

7.0 Business Arising Out of the Minutes**8.0 Delegations and/or Presentations**

8.1 Report No. 65: Excellence in Education [\(Attached\)](#)
Presentation Titled: Summer Learning – T. Balog/ A. Brewster/ C. Leroux

8.2 Board Presentation (P. McRae)

9.0 Reports and Matters for Decision

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

9.1.1 Board Policy Review Committee (BPRC) Report (A. Jarvis/ W. Goodman)

10.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

10.1 Report No. 66:
Signing Officers of the Board [\(Attached\)](#) – A. Marton)

That, effective August 26, 2024, signing officers for the Superior-Greenstone District School Board be any of the following;

- William Goodman, Director of Education and Secretary of the Board
- Alex Marton, Superintendent of Business & Treasurer
- Carole Leroux, Superintendent of Education
- Brent Harris, Manager of Financial Services.

11.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

11.1 Multi-Year Strategic Plan Presentation [\(Attached\)](#) – W. Goodman)

11.2 Borrowing By-Law No. 156 [\(Attached\)](#) – B. Harris/ A. Marton)

✓ *That, Superior-Greenstone DSB approves Bylaw No. 156 Being a By-Law to authorize the borrowing of up to 10 million dollars (\$10,000,000.00).*

12.0 Reports of the Education Committee

Superintendent of Education: Will Goodman
 Superintendent of Education: Eric Fredrickson
 Superintendent of Education: Carole Leroux
 Assistant Superintendent: Tara Balog
 Assistant Superintendent: Annick Brewster

12.1 Report No. 67:
Superior-Greenstone DSB Math Achievement Action Plan [\(Attached\)](#) – T. Balog/ C. Leroux)

✓ *That, the Superior-Greenstone DSB having received Report No. 67, Superior-Greenstone DSB Math Achievement Action Plan, approve the Math Achievement Plan, effective August 26, 2024.*

13.0 New Business

Board Chair: Pinky McRae

13.1 Board Chair
 13.1.1 Update: Minister and Board Chair Teleconference (P. McRae)

13.2 Trustee Associations and Other Boards
 13.2.1 Report No. 68
CSBA/OPSBA AGM Report [\(Attached\)](#) – K. Pristanski)

13.3 Trustee Activities

13.4 Ministry Updates for Trustees (P. McRae)

13.5 Future Board Meeting Agenda Items

14.0 Notice of Motion

- 14.1 Notice of Amendment/Addition to Superior-Greenstone DSB Procedural Bylaw Report No. 69: Trustee Code of Conduct Compliance with Regulatory Amendments *(Attached - N. Morden Cormier)*
- In accordance with Superior –Greenstone DSB Procedural Bylaws, wherein amendments made to appendices of the Board’s Bylaws must be preceded by notice, notice is given to amend Appendix E, (Pages 18-30) Code of Conduct for Members of the Superior-Greenstone District School Board.

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

<i>PART II: Committee of the Whole Board</i>	<i>Section (B) In-Camera: – (closed to public) TBA.</i>
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16.0 Committee of the Whole Board *(In-Camera Closed)* [\(Attached\)](#)

- 16.1 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.
- 16.2 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.

17.0 Report of the Committee of the Whole Closed Section B

- 17.1 ✓ **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 Meeting 2024/08: June 24, 2024; *Sent under separate cover*
- 17.2 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)*

18.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2024/09 Regular Board Meeting, Monday, August 26, 2024 adjourn at _____, p.m.

2024 - Board Meetings		
<i>Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, September 16, 2024 <i>*Designate Site: Lake Superior High School</i>	Monday, October 21, 2024	Monday, November 18, 2024 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 2, 2024		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2024/09

Committee of the Whole Board: Closed Session.

Monday, August 26, 2024

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae <i>Location: Videoconference & Teleconference</i>	Director: Nicole Morden Cormier <i>Recorder: G. Christianson</i>
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PART II: Committee of Whole Board – Closed	<i>Section (B): In-Camera TBD.</i>
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- 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 2024/08: June 24, 2024 Sent under separate cover

- 4.0 Report No. IC-06-24
[\(Attached - A. Marton\)](#)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee

Videoconference/Teleconference Meeting

Monday, August 19, 2024 at 6:30 p.m.

MINUTES

Microsoft Teams Meeting

Or call in (audio only) 1 807-701-5980 Phone Conference ID: 883 940 059#

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			Julie Michano			X		
Megen Brunskill					X	Kal Pristanski (Alternate)					x
Allison Jarvis, Committee Chair			X			McRae, Pinky (Ex-Officio)			X		
Pat Liscomb					x						

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: Director of Education			X		
Alex Marton: Superintendent of Business			x		
Eric Fredrickson: Superintendent of Education			x		
Will Goodman: Superintendent of Education			x		
Carol Leroux: Superintendent of Education			x		
Tara Balog: Assistant Superintendent			x		
Annick Brewster: Assistant Superintendent			x		
Denis Nault: Manager of Human Resources					x
Brent Harris: Manager of Finance					x
Gord Muir: Manager of Plant Services					x
Nick Kitchener: Manager of IT Services					x
Kyle Thompson: System Principal, Student Success			x		
Shy-Anne Bartlett: Manager of Indigenous Education			x		
Anthony Jeethan: Human Rights and Equity Advisor			x		
Kathleen Schram: System Principal - MISA Lead					x
GerriLynn Christianson: Executive Assistant & Communications Coordinator (Recorder)			X		

1.0 Review of Minutes: June 11, 2024

The minutes of the June 11, 2024, Board Policy Review Committee were approved by the Board at the June 24, 2024, Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: June 11, 2024

Stakeholder Reviews

The following policies were posted for stakeholder review for the period of June 12, 2024 through to July 13, 2024. There was no stakeholder feedback received for the posted policies.

- P – 303 Purchasing
- P – 309 Investment
- P – 414 Naming of Educational Facilities
- P – 604 Early Years
- P – 609 Prior Learning Assessment Recognition
- P – 610 Prior Learning Assessment Recognition for Mature Students
- P –(NEW) Truth and Reconciliation Policy
- P –(NEW) Anti-Racism Policy
- P – 804 Director of Education Performance Review
- P – 210 Student Trustee
- P – 101 Vision Statement
- P – 102 Mission Statement
- P – 103 Goal Statement
- P – 104 Board Motto

- P – 707 Employee Code of Conduct
- P – 520 Student Code of Conduct
- P – 401 Consumption of Alcohol and Use of Cannabis (Redundant)
- P – 405 Smoking (Redundant)
- P – 525 Bullying Prevention and Intervention Strategies (Redundant)
- P – 535 Progressive Discipline (Redundant)

Action Item:

Submit Policy 303, P-309, P-414, P604, P-609, P-610, P-804, P-210, P-101, P-102, P-103, P-104, P-707, P-520, P-401, P-405, P-525, P-535, and New Policy Student Truth and Reconciliation and Anti-Racism Policy for board approval at the August 26, 2024, Regular Board meeting.

3.0 Reviews: New/Existing Policies

P – 211 Electronic Attendance

Director of Education Nicole Morden Cormier provided a review of the policy changes made to incorporate the updates made by the Ministry of Education to regulation 312/24. The school board advocated for several changes to the proposed regulation prior to it being finalized, however, additional advocacy will need to take place and clarity will need to be received regarding requirements for Committees of the Board. The Ministry allows for a transition period for implementation of September 1, 2025. The Trustees discussed the changes and impacts this will have on the operations of the board meetings and individual Trustees. In-person attendance is required for each board meeting. A written request may be submitted to the Board Chair to determine if the request meets the Ministry regulated exceptions to allow for virtual attendance. The additional travel will be an approximate cost of \$10,000 a year.

The Committee discussed the need to have this topic added to an upcoming Trustee PD session to ensure all Trustees understand the new requirements. Also, the Committee requested that Trustee Nesbitt request that the regulation be added to the upcoming OPSBA Northern conference agenda to discuss advocacy for change.

The Committee requested the removal of any reference to Committees of the Board within the policy until further clarification can be received from the Ministry. The Director will update the policy and the revised copy will be posted for stakeholder review.

Action Item:

Submit Policy 211 for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of August 20, 2024

P – 211 Electronic Attendance

Action Item:

Submit Policy 211, for stakeholder feedback as of August 20, 2024. The policies will be posted on the school board website, shared with staff and the union groups.

5.0 List All Policies to be Referred to the Board for Approval on August 26, 2024

- P – 303 Purchasing
- P – 309 Investment
- P – 414 Naming of Educational Facilities
- P – 604 Early Years
- P – 609 Prior Learning Assessment Recognition
- P – 610 Prior Learning Assessment Recognition for Mature Students
- P –(NEW) Truth and Reconciliation Policy
- P –(NEW) Anti-Racism Policy
- P – 804 Director of Education Performance Review
- P – 210 Student Trustee
- P – 101 Vision Statement
- P – 102 Mission Statement
- P – 103 Goal Statement
- P – 104 Board Motto

- P – 707 Employee Code of Conduct
- P – 520 Student Code of Conduct
- P – 401 Consumption of Alcohol and Use of Cannabis (Redundant)
- P – 405 Smoking (Redundant)
- P – 525 Bullying Prevention and Intervention Strategies (Redundant)
- P – 535 Progressive Discipline (Redundant)

Action Item:

Submit Policy 303, P-309, P-414, P-604, P-609, P-610, P-804, P-210, P-101, P-102, P-103, P-104, P-707, P-520, P-401, P405, P-525, P-535, and New Policies Truth and Reconciliation and Anti-Racism Policy for board review/approval at the August 26, 2024, Regular Board meeting.

6.0 **2024 Meeting Schedule**

- October 1, 2024 at 6:30 p.m.
- November 26, 2024

7.0 **Adjournment**

Moved: J. Nesbitt

Second: J. Michano

That, the Board Policy Review Committee Meeting of August 19, 2024, adjourn at 7:03 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name PURCHASING

303

Board Approved:

March 1, 2022
 September 29, 2020
 January 21, 2013
 October 18, 2011
 June 22, 2010
 May 18, 2010
 Sept. 7, 2004

Reviewed:

February 8, 2022
 September 15, 2020
 January 15, 2013
 September 26, 2011
 May 31, 2010
 April 26, 2010
 March 20, 2007

Review Before: December 2027

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
Manager of , Plant Services, and Manager of , Financial Services, and Manager of IT Services	\$100,000
Manager, IT Services	\$50,000
Principal and Vice Principal	\$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.
Less than \$3,000 2,000	Purchases amounting to not more than \$3,000 2,000 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.
More than \$3,000 2,000 but less than \$10,000 5,000	Purchases amounting to more than \$3,000 2,000 but less than \$10,000 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 \$10,000 5,000 but less than \$121,200 100,000	Purchases amounting to more than \$10,000 5,000 but less than \$121,200 100,000 will be made by purchase order after obtaining at least 3 written quotes (where possible).

<p>\$121,200400,000 and more</p>	<p>Purchases of \$121,200400,000 or more will be made by Tender/RFP/RFQ issued by the department responsible. Supporting documentation will be held on file by the department.</p>
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For Consulting Services	
Total Purchase Amount	Purchasing Process to be Used
<p>Less than \$121,200400,000</p>	<p>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.</p>
<p>\$121,200400,000 and more.</p>	<p>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.</p>

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~~April 1, 2024 is also attached in this Appendix.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS & TRANSPORTATION

Policy Name INVESTMENTS

309

Board Approved: _____

 March 26, 2019
 May 27, 2014

Reviewed: _____

 January 8, 2019
 April 1, 2014

Review by: December 20~~20~~²⁴

POLICY

It is the policy of the Superior-Greenstone District School Board to invest its surplus funds in financial instruments which provide a high degree of security of principal. The secondary objective is to achieve the highest possible rate of return, while maintaining security of the principal amount.

RATIONALE

The Superior-Greenstone District School Board endeavours to optimize the utilization of its cash resources within the statutory limitations of Ontario Regulation 41/10 made under the Education Act. The Board recognizes its fiduciary responsibility to protect capital for future students while maintaining liquidity in order to meet current financial requirements.

PROCEDURES**1.0 Board-level Funds**

The Treasurer is responsible for making the following determinations with respect to board-level funds in accordance with this policy:

- 1.1 The amount of surplus funds available to be invested, through preparation of cash flow estimates for operating and capital funds.
- 1.2 The length of time for which surplus funds are available for investment.
- 1.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10 and any other relevant legislation.

All investments of board-level funds will be documented. The investments will be recommended by the Manager of Accounting Services or designate and authorized by the Treasurer.

2.0 School-generated Funds

The School Principal is responsible for making the following determinations with respect to school-generated funds in accordance with this policy:

- 2.1 The amount of surplus funds available to be invested, through preparation of cash flow estimates for operating and capital funds.
- 2.2 The length of time for which surplus funds are available for investment.

- 2.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10 and any other relevant legislation.

All investments of school -generated funds will be documented. ~~Investments of less than \$25,000 will be recommended by school staff and authorized by the School Principal.~~ Investments of \$25,000 or more will be recommended by the School Principal and authorized by the Treasurer.

3.0 Procedures

The Treasurer shall be responsible for developing procedures to procure and review investment services and to establish staff roles and responsibilities with respect to investments.

4.0 Reporting

The Treasurer shall ensure that an investment report, as required under Ontario Regulation 41/10 is presented annually to the Board in conjunction with the audited financial statements.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES AND GROUNDS	
<i>Policy Name</i>	NAMING OF EDUCATIONAL FACILITIES	414
<i>Board Approved:</i> _____ January 22, 2019		<i>Review Prior To:</i> <u>December</u> <u>2024</u>

POLICY

It is the policy of the Superior-Greenstone District School Board that Board owned facilities be named and that the naming of the facilities shall be the sole responsibility of the Board.

The naming of special areas within schools, board office building(s) and other board-owned facilities provide an opportunity to recognize contributions to education of individuals associated with this jurisdiction and its heritage, contributions of individuals to ~~Canadian and/or International~~ society and/or geographical features in the Superior-Greenstone District School Board's jurisdiction.

PROCEDURES

- 1.0 Anyone may submit a name relative to a board facility or special area within a facility to the Superior-Greenstone District School Board c/o the Director of Education or designate.
- 2.0 The submission of a name should be accompanied by a written presentation outlining the merits of the recommendation.
- 3.0 When names are to be selected for a facility or other facilities, the Board Chair shall, with the approval of the Board, establish a committee. The committee should be composed of:
 - Director of Education or designate;
 - One representative from the staff of the facility, where appropriate;
 - One representative from the student body of the facility, where appropriate;
 - Two Trustees
 - Two members of the community;
 - One representative from the school council of the facility, where appropriate.
- 4.0 The name of the facility may be chosen from one of the following areas:
 - The street on which the facility is located;
 - The area which the facility serves;
 - A historical name that once applied to the area;
 - The name of a person recognized as one who has made a significant contribution to the community and/or to Canadian or International society;
 - Special geographical features in the Superior-Greenstone District School Board jurisdiction;
 - An individual associated with the system, whose contributions have been unique to the school(s) and/or system.
- 5.0 The Director of Education or designate shall from time to time, by appropriate means,

inform the staff and general public that they may submit names for consideration.

6.0 The final decision in each case, with respect to the naming of a facility, shall rest with the Board.

7.0 Once the Board has made a determination relative to the naming of the facility, the Director of Education or designate shall facilitate a proper occasion for the designation of the name-

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	EARLY YEARS	604
<hr/>		
<i>Board Approved:</i>	<i>September 24, 2019</i>	<i>Reviewed: June 4, 2019</i>
	<i>October 27, 2015</i>	<i>October 5, 2015</i>
	<i>April 20, 2010</i>	<i>January 25, 2010</i>
	<i>March 12, 1999</i>	<i>April 2004</i>
		<i>Review By: December 2024</i>

1.0 POLICY

The early years are recognized as being critically important in supporting children's holistic development and in attaining the mission and values of the Board. Early years programs play an important role in supporting children's learning, development, health, and well-being. This Policy provides forward-thinking principles and commitments that guide system planning, implementation and improvement across a range of early years programs for children from birth to age 12. These include child care in schools, child and family programs, Full Day Kindergarten (FDK), elementary education, and before-and-after-school programs.

2.0 RATIONALE

All children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centered and contribute to children's learning, development, and well-being.

Ontario's Vision for the Early Years

Superior-Greenstone District School Board acknowledges that the early years of a child's life have a profound and enduring impact on their future learning and development and is committed to the success of children through strengthening early education and care. Children succeed in programs that focus on active learning through exploration, play, and inquiry. Children thrive in programs where they and their families are valued as active participants and contributors. Engaging families in schools, from their child's birth and before Full-Day Kindergarten, establishes their sense of trust, social connectedness and investment in schools and local community.

Ontario's education system integrates the transformation and modernization of child care and early years programs, making a truly connected system from birth to adulthood. Greater integration with early years, child care, and education services, will allow children to benefit from a seamless day and consistent quality of care that supports healthy child development, well-being and lifelong success.

The Board recognizes its important leadership role in the planning and delivery of a range of early learning experiences in schools and in fulfilling its legislative duties as defined in the *Education Act*, the *Child Care and Early Years Act* and the corresponding policies issued by the Ministry of Education such as, *The Kindergarten Document, 2016*, *How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014*, and *Growing Success: The Kindergarten Addendum, 2016*.

Education Act: Legislative Changes

Subsection 170 (1) of the Act has been amended to include the following paragraph:

- *Collaboration with municipalities*

- Collaborate with municipalities to plan for the early and integrated development of school sites and the establishment of child care centers within schools to meet current and future needs of the board;

Subsection 170 (1) of the Act has been amended to include the following paragraph:

- Co-operation re: child care
 - Co-operation with service system managers, as required by the CCEYA, for the purposes of developing and implementing child care and early years programs and services plans.

Through enhanced partnerships and greater integration with early years, child care, and education services, more children will benefit from a seamless day and consistent quality of care that supports healthy child development, well-being and lifelong success.

3.0 DEFINITIONS

For the purpose of this Policy:

“Before-and-after school programs” refer to programs in schools serving children between the ages of 3.8 and 12 years of age before the school day begins, and after it ends, as defined in the Child Care and Early Years Act (2014).

“Board” means the Superior-Greenstone District School Board, which is also referred to as SGDSB.

“Child Care” refers to licensed early learning and care programs for children from birth to 3.8 years of age.

“Thunder Bay District Social Services Administration Board (TBDSSAB)” are the service delivery agents for social assistance, childcare and affordable and social housing. The TBDSSAB is the designated and legislated CMSM for child care and early years responsibilities for the municipalities within Superior-Greenstone DSB.

“Early Years” refers to children from birth to age eight.

“Families” refers to the parents/guardians and other trusted adults who care for a child outside of school.

“Educator” refers to all SGDSB employees and third-party service providers of early years programs (e.g. child care educators, Designated Early Childhood Educators, child and family program staff and supervisors, before-and after-school program staff, and school-board staff.)

“System” refers to the broad range of early years programs, services and initiatives that serve all children and families in SGDSB from birth to 12 years of age.

4.0 RESPONSIBILITY

The Director of Education holds the primary responsibility for overseeing this Policy. Within the Director’s Office, responsibility for the day-to-day management and coordination of the Policy is assigned to the Early Years Lead.

5.0 POLICY

5.1 Programs and Pedagogy

At Superior-Greenstone District School Board we believe:

- 5.1.1 Children are born learners, curious and capable, and important contributors in their learning. By planning responsive, inclusive and engaging programs, educators will capitalize on children's development in the early years;
- 5.1.2 Every child must always be seen, listened to and respected. Considering their age and maturity, a child's views can provide a valuable perspective to support child-centered decision-making, programming and pedagogy;
- 5.1.3 Recognizing that children have diversity of early years experiences and abilities, educators will collaborate to meet their unique needs within their local school as much as possible;
- 5.1.4 As children transition to school it is understood that schools must be ready for children, rather than children being ready for school. In consideration of the various transitions children experience in the early years, educators must put children's needs first and be thoughtful in planning and implementing more seamless transitions;
- 5.1.5 Children's language, culture, abilities, beliefs and experiences offer a rich opportunity to enhance their own, their peers, and their educator's learning;
- 5.1.6 Intentional play and inquiry are interconnected pedagogical approaches and are essential for children's learning from their pre-school experiences, and throughout elementary and secondary programs;
- 5.1.7 Learning environments will be thoughtfully co-created to engage children in a range of culturally reflective and responsive literacy and numeracy experiences; and
- 5.1.8 Principals and educators must identify how their own biases, power and privilege might influence their actions, interactions and pedagogical practices and must adjust their behavior accordingly.
- 5.1.9 The SGDSB recognizes that Indigenous families and communities provide an important source of strength in the development of their cultural identity and self-knowledge in the early years. Effective programs, pedagogy and curriculum will integrate Indigenous ways of being, knowing and doing.
- 5.1.10 Young children develop their individual identities and experience a true sense of belonging when families and staff work together to create safe, reflective and affirming environments that are respectful of their human rights.
- 5.1.11 Families will be engaged as critical partners in their children's learning. Staff and parents **and guardians** will cultivate reciprocal relationships where all voices are heard and respected to address biases and remove barriers that impede children's learning and development.
- 5.1.12 **Partners will be engaged with on a yearly basis to assess demand and viability for Before and After School Programs (BASP).**

5.2 Relationships

At Superior-Greenstone District School Board we believe:

- 5.2.1 Families, communities, agencies, operators and all levels of government are important partners with school boards in the provision of early years programs including childcare in schools. System leaders, individual school principals and educators will maintain and enhance effective relationships with these partners in delivering early learning and childcare programs;
- 5.2.2 School leaders, program supervisors and classroom educators have responsibility for co-creating the conditions necessary for productive working relationships to thrive among various early years professionals working in exclusive and shared space in schools;
- 5.2.3 Families and communities play a significant role in children's learning, health, development and well-being. It is recognized that child and family well-being are often inextricably linked;
- 5.2.4 Respectful and responsive relationships with Indigenous communities are critical ~~cutting-edge~~ to informing the expansion of early years programs serving Indigenous children and families. SGDSB commits to ensuring the active engagement of Indigenous partners in the planning and delivery of responsive programs and services;
- 5.2.5 Children's relationships with their peers play a significant role in their sense of belonging and well-being. Given that children need to feel connected in a positive way to their peers, educators play an important role in nurturing peer-to-peer connectedness and relationships.

5.3 Shared Spaces

At Superior-Greenstone District School Board we believe:

- 5.3.1 Schools will serve as community hubs to improve accessibility and continuity of programming and service subject to approval by the Plant Department.
- 5.3.2 School principals, child care supervisors, recreation providers and staff are expected to work together to ensure that shared space is available on an ongoing basis to provide consistent and seamless learning and care environments for all children.
- 5.3.3 Procedures and protocols will be developed to ensure that child care and other early years programs in exclusive and shared space meet mandatory standards and provide high quality programs, on a cost recovery basis.
- 5.3.4 Structures will be established to ensure regular and accessible communication with stakeholders to share information, address issues and improve system planning and service delivery.
- 5.3.5 System effectiveness and accountability will be achieved through intentional and ongoing system monitoring and improvement. System improvements will be guided by research and evidence, community feedback and driven by innovative practices.
- 5.3.6 Strengthening partnerships with other early years and child care programs and services between programs (eg. EarlyON/Child Care/BASP/ other Community Partnerships) in schools, neighbourhoods and system-wide by using the Working Together in a Shared Space (2024) to guide school Principals in building and nurturing a shared culture in schools for all children, families and educators.
- 5.3.7 In the implementation of a responsive, high-quality early years system the reflects and responds to the social identities of the families being served.

6.0 REFERENCE DOCUMENTS

Legislation

- Child Care and Early Years Act
- Education Act
- PPM 11: Early Identification of Children's Learning Needs

Ministry of Education Documents

- *How Does Learning Happen? Ontario's pedagogy for the Early Years* (2014)
 - The Ontario Early Years Child & Family Centres Guidelines (2015)
 - The Kindergarten Program (2016)
 - **Growing Success: Kindergarten Addendum (2016)**
 - The Renewed Ontario Early Years Policy Framework (2017)
 - Before-and After-School Programs – Kindergarten – Grade 6: Policies and Guidelines for School Boards (2017)
 - Policy/Program Memoranda: B6 and B9 Child Care Capital Policies (2016-2017)
 - The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples (2017)
 - **Working Together in a Shared Space (2023-2024)**
 - **Ontario Early Years Leadership Guidance Document (2023)**
 - **Supporting All Children to Attend Kindergarten in Ontario's Publicly Funded Schools (2023)**
 - **Principal Leadership in the Early Years (2023)**
 - **Bill 98, Better Schools and Student Outcomes Act, 2023**

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	PRIOR LEARNING ASSESSMENT AND RECOGNITION	609

<i>Board Approved: March 26, 2019</i>	<i>Reviewed: January 8, 2019</i>	<i>Review By: December 2023</i>
<i>September 18, 2012</i>	<i>September 4, 2012</i>	
<i>December 4, 2007</i>		

RATIONALE

The Superior Greenstone District School Board recognizes that students acquire important knowledge, skills and competencies in a variety of settings outside, as well as inside, the formal education setting. Prior Learning Assessment and Recognition (PLAR) allows students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

POLICY

It is the policy of the Superior Greenstone District School Board to evaluate a student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a challenge and equivalency process.

GUIDELINES

- 1.0 In accordance with provincial Policy/Program Memorandum (PPM) No.129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, students may challenge for credit only Grade 10, 11, and 12 courses in provincial curriculum policy documents, (See Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2011, Section 7.2.5.1)
- 2.0 Each secondary school course calendar shall contain information regarding challenges for credit and opportunities for challenge. Schools may not charge students any fee for undergoing the challenge process.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
- 3.0 Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the

course without taking the course. Students with music certificates that are accepted for credits in Ontario Schools, Kindergarten to Grade 12 Appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, Appendix 4.

- 4.0 Students may challenge for credit for a course, only, if they can provide reasonable evidence to the school principal that they would likely be successful in the challenge process. The responsibilities of the student include:
 - a) initiating the PLAR challenge by approaching the school principal for information regarding the process;
 - b) completing the application process by gathering “reasonable evidence” to support the application;
 - c) completing the formal tests and other assessments as determined by the school.
- 5.0 Arrangements may be made with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the Board.
- 6.0 A record of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade, shall be included in the Board’s September and March Reports to the Ministry.
- 7.0 The responsibility for PLAR shall be carried out under the direction of the school principal in the school in which the student is registered. A student must obtain permission from the principal of the school in which h/she is registered if h/she intends to apply for a PLAR at any other public school or inspected private school.
- 8.0 In cases where, a student who is an adult or the parent of a student who is not an adult, disagrees with the decision of the principal to allow or disallow the challenge, the parent or adult student may ask the appropriate supervisory officer to review the matter.
- 9.0 The challenge process is an evaluation process and shall not be used as a way for a student to improve a final course mark in a previously earned credit. Nor is it a way to obtain a credit for a course, h/she has failed.
- 10.0 Students who are eligible for equivalency credits are those who transfer to Ontario Secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement purposes only.
 - 10.1 The principal of the receiving school shall, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned.
 - 10.2 In cases where, a student who is an adult or the parent of a student who is not an adult disagrees with the principal’s placement decision, the adult student or

the parent may ask the appropriate supervisory officer to review the matter.

10.3 Principals shall ensure that equivalency is recorded in accordance with the Ontario Student Transcript (OST): Manual, 2010.

11.0 The Director of Education is authorized to issue such procedures as may be necessary to support this policy.

DEFINITIONS

“Prior Learning Assessment and Recognition (PLAR)” is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency”.

“Challenge” means the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

“Equivalency” is the process of assessing credentials from other jurisdictions.

“Credits” Challenge for credit for courses based on provincial curriculum policy documents will be available to students only in courses that are actually taught in schools operated by the Board. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

“Reasonable Evidence” means documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the challenge process.

~~**“Mature student”** means a student who is 18 years of age or older and out of day school for a minimum of one full year. Mature students who entered secondary school in September 1999 or after will have their credit status assessed using PLAR for Mature Students. Students who entered an Ontario secondary school after 1984 and prior to 1999 will continue to have their placement determined according to the requirements set out in Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OAGs): Program and Diploma Requirements, 1989, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.~~

References
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements 2011

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PROGRAM		
Policy Name	PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS		610
Board Approved:	November 19, 2019 May 27, 2014 February 20, 2008	Reviewed:	November 5, 2019 April 1, 2014 November 6, 2012
		Review By:	December 2024

POLICY

In accordance with provincial Policy/Program Memorandum (PPM) No. 132, Prior Learning Assessment and Recognition (PLAR) for Mature Students, individuals may challenge for the purpose of granting equivalency credits for Grade 9 or 10 courses and assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting equivalency credits for Grade 11 or 12 courses. The process for the granting of these equivalent credits is outlined in in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016* (Section 7.2.5.2).

DEFINITIONS

“Prior Learning Assessment and Recognition (PLAR)” is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. For mature students the PLAR process may involve two components for each of: grades 9, 10 and grades 11, 12. For grades 9, 10, the two components are individual assessment and/or equivalency. For grades 11, 12, the two components are equivalency and/or challenge.

“Challenge” means process whereby the mature student’s prior learning is assessed for the purpose of granting credit for Grade 11 or 12 courses.

“Equivalency” is the process of assessing credentials from other jurisdictions, workplace and other institutions of learning and may involve individual assessment for the purpose of granting credits.

“Credits:” All credits granted through the PLAR process – that is, through either the individual assessment, challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses. The maximum number of credits that can be obtained from the PLAR process is twenty-six (26) with the following exception:

I. At the discretion of the Principal, a student may be granted up to thirty (30) credits. The student must present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification (see PPM 132, Appendix 3)

—A maximum of sixteen credits for grades 9 and 10 either through equivalency or individual assessment and a maximum of ten credits for grades 11 and 12 either through equivalency or challenge. Each student must earn the last four credits.

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These last four credits must meet the compulsory credit requirement(s) under Ontario Schools (see section 3.3 Policy 610 Management Guideline). Each student must earn the last four credits one of which must be ENG 4C or ENG 4E or OLC 40. No substitution is permitted.

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“Mature student” means a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD). ~~who is 18 years of age or older and out of day school for a minimum of one full year.~~ Beginning February 2004, the following groups of mature students are affected by this policy:

- Mature students who are new to the Ontario secondary school system as of February 1, 2004, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements.
- Mature students who were enrolled as regular day school students in the Ontario secondary school system, and were placed in Grade 9 in 1999-2000 or later, Grade 10 in 2000-2001 or later, Grade 11 in 2001-2002 or later, or Grade 12 in 2002-2003 or later; and who return to school as mature students on February 1, 2004 or later to work towards the OSSD under OSS diploma requirements.
- Mature students who were enrolled previously in the Ontario secondary school system, and were placed in Grade 9 before 1999-2000, Grade 10 before 2000-2001, Grade 11 before 2001-2002, or Grade 12 before 2002-2003; and who are working towards the OSSD under OSIS diploma requirements; or mature students who were enrolled previously in the Ontario secondary school system and who are working towards the Secondary School Graduation Diploma (SSGD).
- Mature students who were new to the Ontario secondary school system, and were enrolled as mature students in the Ontario secondary school system before February 1, 2004 who were placed in Grade 9 in 1999-2000 or later, Grade 10 in 2000-2001 or later, Grade 11 in 2001-2002 or later, or Grade 12 in 2002-2003 or later, and who are working towards the OSSD under OSS diploma requirements
- Mature students who enrolled in a secondary school prior to 1999 in Ontario may choose to be governed by this policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD PHILOSOPHY	
Policy Name	Truth and Reconciliation	
	<i>Management Guideline Applies</i>	105

“Working Together for the Children and Community”

Policy

It is the policy of Superior-Greenstone District School Board (SGDSB) to engage in Truth and Reconciliation in a meaningful way and respectfully uphold the Calls to Action. It is also the policy of SGDSB to acknowledge that Indigenous Peoples are distinct from other equity seeking groups in that they are self-determining nations with inherent rights, laws, and institutions and have their own distinct rights as per the United Nations on the Rights of Indigenous Peoples (UNDRIP).

This work is connected to the partnering Management Guideline.

Superior-Greenstone District School Board acknowledges the continued need to work towards honoring the National Truth and Reconciliation Commission (TRC) and the 94 Calls to Action, including the Calls to Action specifically related to education. Thus, SGDSB will adhere to the following:

1. Commit to the development of a Truth and Reconciliation Action Plan in consultation with First Nation Advisory Committees and the Indigenous Education Advisory Committee which includes 3 Metis councils, 13 First Nation communities and various tribal councils;
2. Commit that all students engage in learning about the knowledge of residential schools and their devastating impacts on Indigenous communities in Canada and recognize the importance of their contributions to the reconciliation process;
3. Commit that all learning embeds an understanding of the significance of the treaties, agreements and the shared history of First Nations, Metis, Inuit and non-Indigenous peoples;
4. Commit to the continued implementation and development of Anishinaabemowin programs and work to assist in revitalizing Anishinaabemowin;
5. Commit to provide opportunities to all staff and students to learn more about the richness of Indigenous worldview and cultures, working in consultation with Indigenous peoples prioritizing vetted local knowledge;

6. Commit to implement, promote and enforce anti-racism strategies as it relates to Indigenous students, families and communities.

Areas of Focus

1. Programming and program delivery for students who identify as First Nation, Metis, or Inuit.
2. Supporting students who identify as First Nation, Metis, or Inuit by being accepting and supportive of cultural practices, days of significance, and identity.
3. Supporting staff who identify as First Nation, Metis, or Inuit by being accepting and supportive of cultural practices, days of significance, and identity.
4. Honoring Days of Significance for all students and staff through vetted resources.
5. Ensuring that all students and staff have appropriate resources to support learning of Indigenous identity, culture and tradition through curriculum and vetted resources.

Guiding Principles

Superior-Greenstone District School Board recognizes that in working towards Truth and Reconciliation, we must meet the needs of staff and students from various aspects both for Indigenous and non-Indigenous staff and students. SGDSB is on segments of Robison-Superior Treaty (1850), a segment of Treaty 9, and acknowledges that many communities we serve are on unceded territory. SGDSB's geographic location serves many First Nation communities, 3 Metis Councils with the acknowledgement that individuals from other communities may be attending SGDSB schools. SGDSB also acknowledges that we work closely with various Tribal Councils and the Anishinabek Education System.

It is important to acknowledge that each community has their own unique perspectives and beliefs, and various Indigenous groups reside within these Treaties, Metis council areas and unceded territories that SGDSB serves. The various community perspectives, histories and colonial impacts that have been made known to us allows SGDSB to better align the educational experience for students and families.

The intent of this policy is to ensure that SGDSB is taking an active approach to meeting the Truth and Reconciliation Calls to Action as they are able to through a job-embedded, learning stance. This work will require time, learning, engagement, and open communication with Indigenous partners. This will further help SGDSB meet the needs of students who identify as Indigenous (see Policy 527), while also teaching

students who do not identify as Indigenous to learn the history, teachings and values of Indigenous peoples as it is appropriate.

Part of SGDSB's work towards Truth and Reconciliation is honoring and centering Indigenous ways of knowing. An important epistemology to Indigenous ways of being is the Medicine Wheel with SGDSB paying close attention to the Emotional, Intellectual, Physical and Spiritual parts of the human being, and how the work/learning impacts students in these areas.

Review

Review of this Policy shall be reviewed every five years, or at the request of IEAC membership.

References:

Equity and Inclusive Education. Superior-Greenstone District School Board. Policy 536. (2022). Retrieved from: <https://www.sgdsb.on.ca/upload/documents/policies/536-equity-and-inclusive-education-june-.pdf>

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Rainbow School. Truth and Reconciliation: A commitment to Action. (2019). Retrieved from: <https://www.rainbowschools.ca/wp-content/uploads/2019/10/Truth-and-Reconciliation-Action-Plan-2019-2024.pdf>

Truth and Reconciliation Commission. (2015). Truth and reconciliation commission: Calls to action. *Winnipeg: Truth and Reconciliation Commission.*

United Nations Declaration on the Rights of Indigenous Peoples. (2007). Retrieved from: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Voluntary Indigenous Student Self-Identification. Superior-Greenstone District School Board. Policy 527. (2023). <https://www.sgdsb.on.ca/upload/documents/527-voluntary-indigenous-student-self-i001.pdf>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD PHILOSOPHY	
Policy Name	Anti-Racism	106
Board Approved: _____	Reviewed: _____	Review by: December 2029

POLICY

Superior-Greenstone District School Board (SGDSB) is committed to creating and maintaining harmonious learning and work environments, and equitable outcomes for all students in accordance with the *Canadian Charter of Rights and Freedoms*, *Ontario Human Rights Code*, *Calls to Action* from the *Truth and Reconciliation Commission of Canada*, and the *United Nations Declaration of Rights of Indigenous Peoples*. Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, ability, or socio-economic status.

SGDSB recognizes the need for specific action on racism in the school board and in Northwestern Ontario. Efforts to combat racism will prioritize the voices, experiences, and well-being of those who have been historically and presently marginalized by our system. The aim of anti-racism work is to affirm the identity and celebrate experiences of Indigenous and racialized students, staff, and community members.

PROCEDURES

1.0 DEFINITIONS

1.1 Race

Race is a socially constructed label based on observable characteristics (sometimes called phenotypes), as well as behavioural or cultural stereotypes. On the other hand, ethnicity is defined by a shared culture among people from a specific geographic area, encompassing their traditions, religions, customs, and language.

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Racism is the belief that one racial group is inherently superior to another. It is not just about harmful or violent acts of individuals against each other. It is a multifaceted issue that manifests in various ways throughout society. It is deeply embedded in our society and the structures that support it, such as laws, policies, or institutional practices. These structures often benefit certain racial groups at the expense of others.

It's important to note that racism extends beyond overt slurs or violent acts. It is often manifested in subtle, exclusionary acts, known as microaggressions, which serve to express prejudiced attitudes towards racialized or marginalized groups.

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2.2 Anti-Indigenous Racism

SGDSB is on segments of Robison-Superior Treaty (1850), a segment of Treaty 9, and acknowledges that many communities we serve are on unceded territory. SGDSB's

geographic location serves 13 First Nation communities, 3 Métis Councils with the acknowledgement that individuals from other communities may be attending SGDSB schools. SGDSB also acknowledges that we work closely with various Tribal Councils and the Anishinabek Education System.

Anti-Indigenous Racism in Canada specifically refers to the discrimination, stereotypes, and injustices that Indigenous Peoples face. This form of racism is deeply rooted in the country's history and is a result of longstanding colonial policies and practices, such as the Indian Act and the residential school system.

On the other hand, anti-racism is a broader concept that aims to fight all types of racism, including anti-Indigenous racism. It involves recognizing and addressing both systemic and individual biases that lead to racial inequality. This includes actions against all forms of racism, such as anti-Black racism, anti-Asian racism, and more.

While anti-racism efforts strive to combat all forms of racial discrimination, anti-Indigenous racism focuses on the unique experiences and challenges of Indigenous Peoples due to the historical and ongoing effects of colonization. In other words, anti-Indigenous racism education emphasizes the connection between colonialism and racism in today's context.

It is important to acknowledge that each community has their own unique perspectives and beliefs, and various Indigenous groups reside within these Treaties, Metis council areas, and unceded territories that SGDSB serves. The community perspectives, histories, and colonial impacts made known to us allows SGDSB to better align the educational experience for students and families.

2.3 Anti-Racism

Anti-Racism is different from simply "not-being racist". By being anti-racist, we are asking for individuals in our system to go beyond examining their own beliefs around racism and to be confident in actively confronting and addressing incidents that occur around them. Anti-racism is the expectation that personal commitments against race are coupled with specific actions.

3.0 **GUIDING PRINCIPLES**

The following principles shall inform all anti-racism and equity work throughout the SGDSB.

3.1 The Impacts of Racism & Honouring Indigenous Ways of Knowing

In discussing experience of racism, Indigenous partners and communities have emphasized the need to understand the multiplicity of impacts that racial-based discrimination has on students. In an effort to honour community voice and recognizing the importance of championing Indigenous ways of knowing and being, the SGDSB will plan anti-racism efforts that address the Intellectual, Spiritual, Emotional, and Physical realms of being.

3.2 Levels of Discrimination

Racism and racial discrimination occur in different forms, and as such, the Board must be prepared to consider anti-racism actions at several different levels. Individual racism refers to a single person's biases or beliefs that they hold. Interpersonal racism are instances of discrimination between two individuals. Systemic racism are broader

school policies and practices which create discriminatory barriers for Indigenous and racialized peoples.

- 3.3 Intersectionality
The impacts of racism and discrimination are felt differently depending on an individual's identity and experiences. The concept of intersectionality notes that different aspects of identity create unique experiences of disadvantage. The SGDSB aims to account for intersectional experiences in order to prevent further discrimination or marginalization in anti-racism work.
- 3.4 Community Voice and Input
Anti-racism work should be guided by community voice and input. The SGDSB will provide ample opportunity for voice to be represented at all phases of planning for anti-racism initiatives. In addition to Board reporting tools, the SGDSB will work with community partners to promote the use of alternative reporting routes or community-based reporting tools.
- 3.5 Research and Data
The SGDSB will collect identity-based data in accordance with the Anti-Racism Act (2017), supported by the Ontario Human Rights Code. Identity-based data will be used to look for disparity and successes in student achievement and experience, in order to provide the Board with information to tailor action plans. Identity-based disparity data will be held in confidentiality and will not be disclosed to perpetuate deficit narratives.
- 3.6 Prioritizing Voice & Experience
Anti-racism work at the SGDSB will focus more heavily on the impacts of discrimination to the individual and community, rather than on the intent of the perpetrator. It is the expectation that all employees and volunteers with the SGDSB will take a human-centered, trauma informed approach to responding to incidents of discrimination. Tenets of this approach include believing stories of discrimination, offering multiple ways of disclosure, and examining the ways that an individual racist incident can impact the community as a whole.

When hearing experiences of racism and discrimination, the SGDSB aims to listen openly with humility and respect.

4.0 Action and Implementation

This policy establishes a framework for action to address racism and is meant to be used in tandem with the Board *Policy 536 – Equity and Inclusive Education* and *Policy 105 - Truth and Reconciliation* to establish specific action plans to promote well-being of Indigenous and racialized students.

Appendix A

Questioning Model for Policy Development

This questioning model is to be used to help guide policy and program review at SGDSB.

1. What barriers may Indigenous, Black and other racialized communities face as a result of systemic racism in the proposed initiative? What must we do to remove, prevent, and mitigate these systemic barriers in this initiative?
2. Are we meaningfully taking into account the multiple layers of identities and the ways in which they impact the effects of racism and other forms of oppression across the Board; it's organizational culture, policies, practices and services?
3. Does the Board's approach consider both the internal and external changes (individual, interpersonal, systemic) that are required to dismantle racism?
4. How will we engage the voices, knowledge, experience, talent, and expertise of Indigenous, Black and other racialized communities in the development of this initiative? Have we allocated resources to encourage and support engagement? What measures are in place to remove barriers to access and participation?
5. How will we use data to inform decision-making? Are our policies, programs or initiatives informed by the collection and analysis of race disaggregated data?
6. Is the individual and collective responsibility to ensure a safe, inclusive, equitable and representative learning and working environment for Indigenous, Black and racialized communities established in performance measurement of staff, and clearly communicated to everyone?
7. What mechanisms exist for Board students, staff, families, and stakeholders to give feedback on initiatives or raise concerns about racism? Are these mechanisms accessible, transparent and effective?
8. How is the Board providing on-going training across all sites in ways that respond to the varied needs of staff, students, families, and stakeholders?
9. Does this policy, program, initiative enable healing for Indigenous, Black and racialized communities?

Appendix B

Interrupting Racism & Discriminatory Language

The following step-model is to be modelled by employees and students of SGDSB to address discriminatory language.

1. **Stop & Identify** – Interrupt and be explicit about the language that was used.
2. **Explain** – Describe why the language is harmful and indicate what your expectations are for the future.
3. **Support** – Ensure the safety of the individual who experienced discrimination and ensure they feel valued as a part of the school community.
4. **Report** – Document the incident, speak with administration, and expect that administration will follow up.
5. **Accountability** – All staff, students, and members of SGDSB have an obligation to interrupt racism, create inclusive environments, and participate in ongoing learning about anti-racism.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	ROLE DESCRIPTION	
Policy Name	DIRECTOR OF EDUCATION PERFORMANCE REVIEW <i>Management Guideline Applies</i>	804

Board Approved:

New: August 2024~~Reviewed:—~~

Review by:

POLICY

This policy establishes the framework for conducting performance appraisals of the Director of Education within the Superior-Greenstone District School Board. The aim is to ensure the Director's performance aligns with the Board's strategic goals and provincial priorities in education, fostering continuous improvement and accountability.

As per the Education Act Regulation 83/24, Director of Education Performance Appraisal, every school board shall monitor and evaluate the performance of the board's Director of Education in meeting his or her duties under the Act or any policy, guidelines, or regulations made under the multi-year plan, as required in Section 169.1 (1)(f), and any other duties assigned by the Board of Trustees.

The Director of Education Performance Review Policy addresses the Board's commitment to providing an environment where the Director of Education ("Director") is supported in achieving the performance expectations as he or she supports student achievement and well-being.

The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director's performance.

~~Performance Review—Director of Education~~

~~As per the Education Act Section 169.1 (1), every school board shall monitor and evaluate the performance of the board's Director of Education in meeting his or her duties under the Act or any policy, guidelines, or regulations made under the multi-year plan, as required in Section 169.1 (1)(f), and any other duties assigned by the Board of Trustees.~~

~~The Director of Education Performance Review Policy addresses the Board's commitment to providing an environment where the Director of Education ("Director") is supported in achieving the performance expectations as he or she supports student achievement and well-being.~~

~~The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director's performance.~~

RATIONALE

The performance appraisal process is designed to promote high standards of leadership, ensure the Director of Education meets the expectations of the Board, and supports the achievement of student success and well-being, as articulated in the Multi-Year Strategic Plan and through the Director's Performance Pan.

~~The successful performance of the Director is critical to ensuring organizational success and demonstrated evidence of progress towards the promotion of the Mission, Vision, Values and the achievement of the goals identified in the Multi-Year Strategic Plan, in support of student achievement and well-being.~~

The Director of Education Performance Review strengthens the organization by making it accountable and proactive in enhancing student achievement and well-being and addressing the needs of students and the broader school community. This process will help maintain the reputation and public confidence in the Board.

The Director of Education Performance Review process is a mutual and reciprocal learning opportunity for both the Director and the Board of Trustees and is designed to enhance the relationship between the Director and the Board of Trustees.

The Director of Education Performance Review process is an opportunity to confirm and acknowledge successes and identify areas of focus in the leadership and management of the school system, as well as demonstrates the importance of continuous improvement throughout the system. It is an opportunity to clarify expectations, set goals and priorities, and engage in constructive and strategic dialogue.

When the Director is provided with concrete feedback from the Board of Trustees on his/her performance, it will be used as the basis for the Director's professional development and performance plan. -

DEFINITIONS

Performance Appraisal Committee (PAC): A group established under subsection 3.1 of this Policy is responsible for conducting the performance appraisal of the Director of Education.

Community Partners and Stakeholders: Persons or entities that interact with the Board, including advocacy groups, First Nations, Métis and Inuit partners, business and labour organizations, municipal and childcare partners, and social service agencies.

Evaluation Cycle: The period during which the performance of the Director of Education is appraised.

Full Evaluation Cycle: An evaluation cycle commencing on July 1 and ending on June 30 of the following year.

Interim Evaluation Cycle: An evaluation cycle as determined in accordance with section 4 of this policy.

RESPONSIBILITY

The Superior-Greenstone District School Board of Trustees is responsible for ensuring the performance appraisal process is conducted in accordance with this policy. The Performance Appraisal Committee, consisting of selected Board members, will carry out the appraisal process.

SCOPE

This policy covers the establishment of the appraisal committee, timing and actions required during evaluation cycles, and the steps for interim and full evaluation cycles. It also outlines the responsibilities of the committee, Board members, and other stakeholders involved in the appraisal process.

SPECIFIC DIRECTIVES

1.0 Establishment of the Performance Appraisal Committee (PAC)

- 1.1 By May 15 each year, a committee of three to seven Board members will be established to conduct the Director’s performance appraisal.
- 1.2 One member of the PAC will be elected by a majority as the Chair of the PAC
- 1.3. The committee will be responsible for evaluations occurring between July 1 of the current year and June 30 of the following year.

2.0 Timing of Evaluation Cycles

- 2.1 Directors starting before March 1, 2024, will begin their first full evaluation cycle on July 1, 2024.
- 2.2 Directors starting on or after March 1, 2024, will have their interim evaluation cycle end on June 30, 2025, with their first full evaluation cycle beginning on July 1, 2025.

3.0. Actions During Evaluation Cycles

- 3.1 Detailed steps and timelines for actions during both interim and full evaluation cycles are outlined in Tables 1 and 2 (Appendix A) respectively.

4.0 Bi-Annual Feedback

- 4.1 In the first full evaluation cycle and every second cycle thereafter, an external entity with at least five years of experience in multi-source executive performance assessments will be engaged to collect feedback and prepare a report.

5.0 Performance Plan and Appraisal

- 5.1 A performance plan will be developed, finalized, and updated as needed, including specific actions, goals, and evaluation methods.
- 5.1 The committee will evaluate the Director’s performance based on these plans and assign performance ratings.

EVALUATION

Timelines for Review

This policy will be reviewed every four (4) years, or as needed to ensure alignment with legislative changes and organizational requirements.

APPENDICES

Appendix A: Detailed Timelines and Actions for Full and Interim Evaluation Cycles

REFERENCES
Education Act Regulation 83/24 <u>Ontario Regulation 224/23: Provincial Priorities in Education - Student Achievement</u> Ontario Leadership Framework for System Leaders/Strong Districts and Their Leadership SGDSB Multi-Year Strategic Plan Policy 801 – The Role of the Director of Education Management Guideline – Director of Education Performance Review

APPENDIX A: Detailed Timelines and Actions for Full and Interim Evaluation Cycles

Table 1: Full Evaluation Cycle

Yearly Timelines	Responsibility	Task
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By May 16	Board of Trustees	Performance Appraisal Committee (PAC) Established ✓ PAC Chair + 3-6 members
By July 31	Board of Trustees and Director of Education	PAC (Chair + 1 or more members) meet with the Director of Education to develop/finalize the Director's Performance Plan.
By August 15	PAC Chair	Performance Plan shared with all members of the Board of Trustees
By August 15	Board Chair	Provide written notice to the Minister of Education (confirmation of date of hire, feedback, performance plan) and post the notice on the Board's website.
By December 1	Minister	Minister provides written notice if they will engage in providing feedback (during the process).
By January 11	PAC Chair	Requests feedback from Board of Trustees
By January 21	Board of Trustees	Provides feedback to the PAC Chair
By January 31	PAC Chair	PAC Chair + at least one other member of PAC meets with the Director of Education to review the Director's progress towards implementing and achieving the goals of the Performance Plan.
By April 30	Board of Trustees	Board of Trustees select an entity to conduct the bi-annual feedback (e.g. 360 Assessment) <i>*Starting in the first full evaluation cycle and every second full evaluation cycle thereafter</i>
By May 15	Bi-Annual Feedback Consultant	Written report provided to the PAC and Director of Education
By June 10	Director of Education	Updating of Performance Plan
By June 20	PAC Chair	Provides a draft Performance Appraisal Report to Board of Trustees
By June 30	Board of Trustees	Provides feedback on the draft Performance Appraisal Report to the PAC
By July 7	PAC Chair	Provides the draft Performance Appraisal Report to Board of Trustees
By July 31	PAC Chair	PAC Chair + at least one member of PAC meets with Director of Education to review the progress of Director's Performance Plan, update the plan, review the draft Performance Appraisal Report and provide an opportunity for the Director of Education to respond.

Table 2: Interim Evaluation Cycle

Interim Cycle Timelines	Responsibility	Task
30 Days after start date By September 30	PAC	PAC (Chair + 1 or more members) meet with the Director of Education to develop/finalize the Director's Performance Plan.
45 Days after start date By October 15	PAC Chair	Performance Plan shared with all members of the Board of Trustees
45 Days after start date By October 15	Board Chair	Provide written notice to the Minister of Education (confirmation of date of hire, feedback, performance plan) and post the notice on the Board's website.

45 Days after start date By October 15	Minister	Minister provides written notice if they will engage in providing feedback (during the process).
By January 7, 2025	PAC Chair	Requests feedback from Board of Trustees
By January 22, 2025	Board of Trustees	Provides feedback to the PAC Chair
By February 5, 2025	PAC Chair	PAC Chair + at least one other member of PAC meets with the Director of Education to review the Director's progress towards implementing and achieving the goals of the Performance Plan.
By June 10	Director of Education	Updating of Performance Plan
By June 20	PAC Chair	Provides a draft Performance Appraisal Report to Board of Trustees
By June 20	Board of Trustees	Provides feedback on the draft Performance Appraisal Report to the PAC
By June 30	PAC Chair	Provides the draft Performance Appraisal Report to Board of Trustees

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION	
Policy Name	STUDENT TRUSTEE Management Guideline Applies	210
Board Approved:	June 28, 2022 January 22, 2019 March 26, 2013 September 18, 2012 December 4, 2007 March 12, 1999	Reviewed: June 14, 2022 November 6, 2018 March 7, 2013 February 5, 2013 September 4, 2012 March 31, 2007 September 24, 2007 February 22, 2005
		Review by: December 2027

POLICY

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

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1.0 Eligibility

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

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1.2 Each Student Trustee will originate from one of the five district high schools.

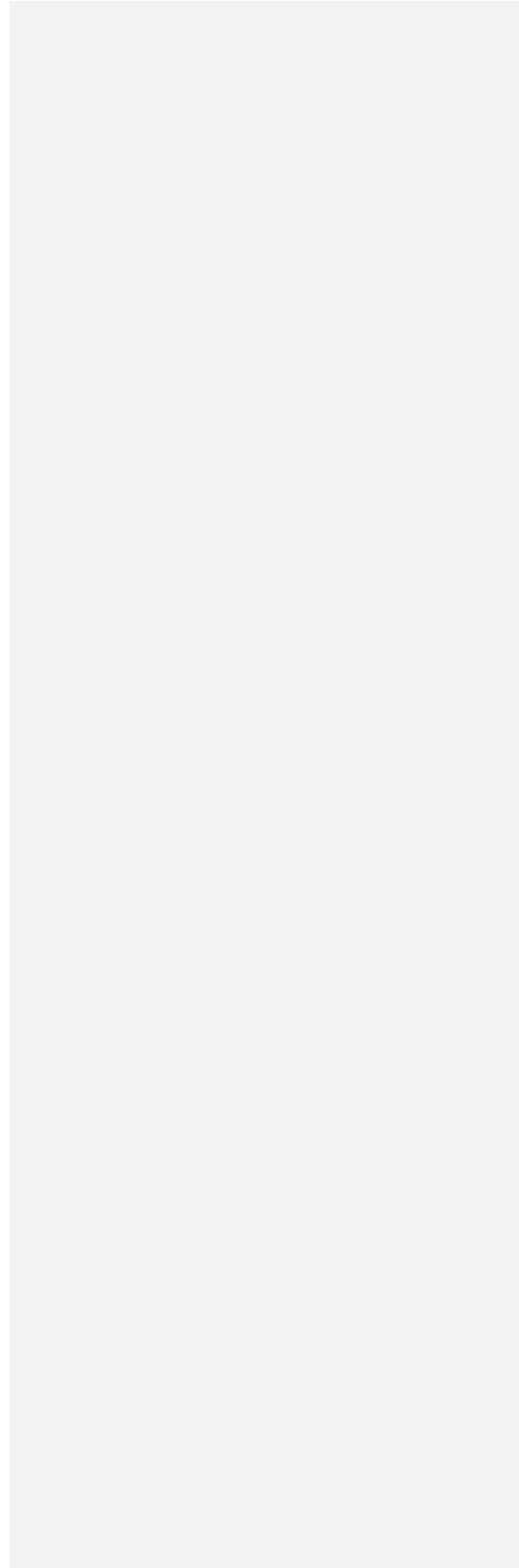
1.3 One Student Trustee position will be filled by a student who identifies as Indigenous.

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2.0 Responsibilities of the Student Trustees

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

- f) Communicate to the students on matters of the Board.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD PHILOSOPHY	
Policy Name	VISION STATEMENT	101
Board Approved:	Reviewed:	Review By:
January 22, 2019	October 2, 2018	December 2030
September 18, 2012	September 4, 2012	December 2023
March 21, 2006	November 28, 2005	
March 12, 1999		

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POLICY

The vision for the Superior-Greenstone District School is:

~~***"Inspiring our students to succeed and make a difference To meet the needs of all learners while sparking curiosity and joy in learning."***~~

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name MISSION STATEMENT

102

Board Approved:

January 22, 2019
September 18, 2012
March 21, 2006
March 12, 1999

Reviewed:

October 2, 2018
September 4, 2012
November 28, 2005

Review By: ~~December 2030~~
~~December 2023~~

POLICY

In partnership with the students, the home and the community, Superior-Greenstone District School Board will address individual students' needs by enacting the following mission statement:

“Working together to engage students through meaningful learning and empower them to build the skills they need to be successful today and in the future.” 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”

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD PHILOSOPHY	
Policy Name	GOAL STATEMENT	103
Board Approved:	Reviewed:	Review By:
<u>January 22, 2019</u> <u>September 18, 2012</u> <u>March 21, 2006</u> <u>March 12, 1999</u>	<u>October 2, 2018</u> <u>September 4, 2012</u> <u>November 28, 2005</u>	<u>December 2030</u> <u>December-2023</u>

POLICY

To realize our Vision and fulfill our Mission, we will be diligent in putting the following values at the forefront of all we do and pursue the Strategic Priorities as outlined.

- Positive, professional relationships & sense of team.
- Kindness with expectations.
- Learner mindset & dedication to ongoing innovation.
- Belief that experience teaches, engages & connects.

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- ~~❖ Character~~ ~~❖ Citizenship~~ ~~❖ Collaboration~~
- ~~❖ Communication~~ ~~❖ Creativity~~ ~~❖ Critical Thinking~~

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Culture of High Expectations & Inclusivity

As a district, we will:

- Ensure student centered and data driven decision making in all that we do.
- Continue to pursue our relationship driven approach while ensuring that we balance kindness with expectations.
- Empower every school and department to take responsibility for ensuring the psychological safety of all staff, students, and families.
- Consciously cultivate a strong sense of belonging and community across the entire district.
- Recognize and celebrate our staff who demonstrate our core values in their day-to-day work.
- Continue to invest in leveraging research backed best practices supporting neurodiversity.
- Remain committed to Truth & Reconciliation.
- Ensure the learning of staff is guided by ongoing feedback from teachers and supervisors.

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As a staff, we will:

- Demonstrate learning mindsets that are flexible, adaptable, collaborative, and resilient.
- Ensure that relevant, up-to-date data is being used to drive instruction and to make informed decisions.
- Leverage a strengths-based approach in all interactions and always assume a positive intent.
- Work to model behaviour and foster optimism for future possibilities.
- Ensure that every child has a trusted adult.
- Celebrate achievements of our students and staff inside and outside of

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school/district.

- Create safe, restorative spaces in our schools for both staff and students.
- Recognize the neurodiversity in our classrooms and provide personalized support for all students.
- Exercise intelligent accountability as the foundational approach to leading change in the organization.
- Taking ownership over the performance of every student in our classrooms and schools.
- Embed Indigenous systems of knowledge and culture meaningfully into the curriculum.
- Provide ongoing opportunities for student voice to let us know how we can continue to meet their evolving needs.

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Joy in Learning and Teaching:

As a district, we will:

- Embrace experiential learning that deepens engagement for all students.
- Encourage pedagogy and assessment that are rooted in the latest research based best practices.
- Support authentic community integrated learning opportunities.
- Design and implement a rich social emotional development plan for our elementary schools where we purposefully talk about identity, healthy relationships, and emotional regulation.
- Monitor student wellbeing, engagement, and skill development.
- Offer responsive professional development and ongoing professional learning.
- Recognize the contributions of staff who volunteer their time to lead extracurricular activities that enrich our communities and our students' lives.

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As a staff, we will:

- Design learning experiences that engage students in deep inquiry and seek cross curricular projects/learning.
- Leverage universal design for learning principles that provide greater differentiation and personalization.
- Meet every student where they are at, help them design what personal success looks like for them and support them in charting their growth forward.
- Find opportunities for experiential and authentic community integrated learning.
- Leverage approved diagnostics to determine where we can best support each student in their individual learning.
- Collaborate to create interdisciplinary learning experiences that engage students in understanding the connections between concepts.
- Purposefully develop students' digital literacy through development including entrepreneurship and design thinking.

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Meaningful Community Connections & Partnerships

As a district, we will:

- Engage in decision making as per the process identified in the Engagement Framework Agreement with Indigenous partners.
- Engage Indigenous Knowledge Keepers to share language, knowledge, and culture with our students.
- Leverage Mental Health professionals to help our schools better support our students and staff.
- Partner with municipalities to brand the region as an incredible outdoor lifestyle to

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attract new talent to our communities.

- Utilize outside partners to attract teachers/ staff/ families to the region.
- Hire consultants to support leadership development through ongoing coaching.
- Continue to invest in digital infrastructure to support operational excellence.
- Leverage an external organization to provide ongoing diagnostics and progress tracking for all of our priorities.
- Cultivate partners who can provide regional opportunities for employment.

As a staff, we will:

- Ensure all our students Grade 7+ have annual outdoor learning trips where they work together to problem solve in teams.
- Enable our students and their families to explore all the different pathway options.
- Support families to easily access and leverage mental health resources available from the district.
- Find opportunities for meaningful service-based learning that makes a difference in our communities.
- Provide greater career exposure to all students in grades 6-12.
- Provide opportunities for student to expand their global and future vision, including emerging technologies.
- Leverage new technologies, tools, frameworks, and resources as they are made available.

Learning through and with:

- ❖ ~~Increase daily attendance~~
- ❖ ~~Planning strategically for our student to succeed and to reach our long term goal of an 80% graduation rate;~~
- ❖ ~~Increase four year graduation rate~~
- ❖ ~~Increase experiential learning opportunities~~
- ❖ ~~Achievement gaps between Indigenous and non-Indigenous students will close~~
- ❖ ~~Ongoing monitoring (measurement) of impact~~
- ❖ ~~Monitoring of SLPs~~
- ❖ ~~Board wide and provincial assessment results~~

Well-being with and through:

- ❖ ~~Student achievement~~
- ❖ ~~Graduation rates~~
- ❖ ~~Student attendance~~
- ❖ ~~Staff attendance~~
- ❖ ~~Violent incident reports — Suspension rates~~
- ❖ ~~EDI~~
- ❖ ~~Taking Stock~~
- ❖ ~~AWE Committee — Qualitative (perceptual)~~
- ❖ ~~Meet the success criteria outlined in the Board Theory of Action~~
- ❖ ~~Survey results from Tell them From Me~~
- ❖ ~~OPHEA Healthy School Certification~~
- ❖ ~~ABA Survey~~
- ❖ ~~Extra-curricular Activities to meet the needs of all students~~

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Relationships by:

- ❖ ~~Decrease in incidences of bullying as reported in the Tell them from Me survey data~~
- ❖ ~~Collect evidence from survey results to support efforts to create a more inclusive learning environment~~
- ❖ ~~Increased student voice and leadership opportunities and participation in Student Senate activities~~
- ❖ ~~Through mentoring and leadership opportunities, an increase in the number of internal promotions~~
- ❖ ~~Development of a communication plan and regular feedback regarding the effectiveness of the plan~~
- ❖ ~~Community use of Schools.~~

Stewardship through:

- ❖ ~~Increase in programming in experiential education~~
- ❖ ~~Increase in student leadership opportunities~~
- ❖ ~~The number of Indigenous teachers and staff members will increase~~
- ❖ ~~The graduation rate among Indigenous students will increase~~
- ❖ ~~Increase in the number of indigenous students pursuing a postsecondary education~~
- ❖ ~~The number of schools achieving Ontario Eco Schools accreditation will increase~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Name BOARD MOTTO

104

Board Approved:

January 22, 2019

September 18, 2012

March 21, 2006

Reviewed:

October 2, 2018

September 4, 2012

Review By: December 2030

December 2023

POLICY

The recognized motto for the Superior-Greenstone District School is:

~ Small Schools Make a Difference ~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	EMPLOYEE CODE OF CONDUCT		707
<i>Board Approved:</i>	February 19, 2020 March 26, 2019 February 22, 2012 March 12, 1999	<i>Reviewed:</i> February 4, 2020 January 8, 2019 January 30, 2012 December 5, 2006	<i>Review By:</i> December 2024

POLICY

It is the policy of the Superior-Greenstone District School Board to expect its employees to adhere to the highest standards of personal and professional competence, integrity and impartiality, and to adhere to the Ministry of Education's Provincial Code of Conduct.

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

The Provincial Code of Conduct

Purposes of the Code

Subsection 301(1) of Part XIII of the Education Act states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools". Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

Where Applied

- [on school property](#)
- [on school buses](#)
- [at school-related events or activities](#)
- [in other circumstances that could have an impact on the school climate](#)
- [in a virtual learning environment](#)

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- refrain from using discriminatory comments, abusive language, or swearing at another person
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, ~~including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.~~
- ~~not swear at a teacher or at another person in a position of authority;~~
- not use personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes
 - for health and medical purposes
 - to support special education needs

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Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery or theft;
- be in possession of any weapon, including firearms;
- ~~use any object to~~ threaten or intimidate another person; ~~cause injury to any person with an object~~;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in or circulate hate propaganda and other forms of behaviour motivated by hate or

bias;

- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school or to the property of a member of the school community,
- Record, take or share non-consensual recordings or photos of members of the school community (including and not limited to in-person and virtual meetings)

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Roles and Responsibilities

School Boards

School boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils, as well as from the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community,
- model the standards of respect, civility and responsible citizenship

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Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship, [inparticular the skill of respectful communication, both in-person and online,](#)
- Model the standards of respect, civility, and responsible citizenship. This includes modelling the appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

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Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

Parents/Guardians

Parents/Guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/Guardians fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of

formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

PROCEDURES

1.0 Policy Manual

The Board's Policy Manual ~~and supporting Management Guidelines~~ shall serve as the basic guideline for employees and volunteers in their day-to-day discharge of their duties.

2.0 Scope

2.1 General Standard

This Employee Code of Conduct represents general standards.

2.2 Other Professional Codes

It is understood that some employees will also be governed by a professional code of ethics.

2.3 Minimum Expectation

The expectation for any employee or volunteer shall never be less than is outlined in this Code.

2.4 Extension

~~Individual administrators may, with the approval of the Director of Education, augment the standards contained herein with specific procedures which are more stringent and that will apply to individual employees or groups of employees under their authority (i.e. requirements for Student Field Trips). When this is done, it shall be in writing with a copy to the Director.~~

2.5 Application

This Code applies, with appropriate changes and modifications, to all employees and volunteers.

3.0 Confidential Information

3.1 Access

An employee may have access to confidential information by reason of ~~his/her~~ their employment with the Board.

3.2 Confidentiality

Any employee with access to confidential information must not make such information available without the authorization of a supervisor. To ensure the status of information, a supervisor must make every effort to consult within management to assure himself/herself concerning release.

3.3 Caution

Particular care and caution should be exercised when dealing with information that involves:

- a) Items under litigation,
- b) Personnel matters,
- c) Information about suppliers that might be useful to a competitor,
- d) Information that infringes on the right to privacy of others, including but not limited to staff and students,
- e) Information dealing with complaints where the identity of the complainant is given in confidence,
- f) Any items under negotiation,
- g) Any schedule of prices in a tender,
- h) Information relating to progress, conduct, disabilities or curriculum of a student.

3.4 Freedom of Information

The Freedom of Information and Protection of Privacy Regulations and other Board policy pertaining thereto must also be consulted to ensure compliance.

4.0 **Media Relations**

4.1 Authorization

Only the Chair of the Board and the Director of Education (or their designate) are authorized to comment publicly to the media.

Staff should follow the specific provisions developed for special projects, etc. which operate outside of normal structures but are Board-sponsored.

4.2 Distinction

This Code is not, however, intended to restrict the ability of any employee to express an opinion on non-Board matters, where the employee makes it clear that ~~he/she/they are~~ is commenting as a private citizen and not in ~~his/her/their~~ professional capacity.

5.0 **Conflict of Interest- Board policy applies**

~~5.1 Financial Interest~~

~~An employee will be considered to have a conflict of interest where he/she or a member of his/her immediate family has a direct or indirect financial interest in a contract or proposed contract with the Board, and where the employee could influence the decision made by the Board with respect to the contract.~~

~~5.2 Requirement of Employees~~

~~If a potential conflict exists because of an employee's personal or family interest in a property matter, a business dealing with the Board, or similar circumstance, the employee must advise his/her Supervisor of the situation, in writing, and the Supervisor will, if a conflict of interest is deemed to exist, make appropriate alternative arrangement to handle the matter.~~

~~5.3 Employee Suppliers~~

~~Employees shall not directly sell goods, materials or services to the Board. An exception can be made, with the approval of the Director, to secure services from an employee outside regular hours of employment on a fee for service basis. An employee-developed material for use in school is covered elsewhere in Board policy.~~

6.0 **Use of Board Property**

6.1 Loans

Board policy applies specifically to the loaning of Board property for off-school

premises use.

6.2 Personal Use

Board property shall not be used by Board employees for personal use unless prior, written approval is secured from one's immediate Supervisor. A copy of the approval, including terms and conditions for loan, shall be retained by the approving Supervisor.

7.0 Gifts and Benefits

7.1 Parameters

In order to preserve the integrity and image of the Board, acceptance of gifts by individual employees shall be discouraged.

7.2 Exceptions

The Board recognizes that moderate hospitality is an accepted courtesy of a business relationship. Recipients of such courtesies should not allow themselves to reach a position whereby they might be, or might be deemed by others to have been, influenced in making a business decision as a consequence of accepting such hospitality.

7.3 Frequency and Scale

The frequency and scale of hospitality accepted should be no greater than the employee's Supervisor would allow to be claimed on an expense account, if it were charged to the Board.

7.4 Acknowledgement

Where gifts are accepted, their acceptance must be publicly acknowledged.

7.5 Consultation

Employees are under an obligation to consult with their Supervisors regarding accepting specific gifts and benefits.

7.6 Non-Biased Purchasing Policy

In order to preserve a non-biased purchasing policy, Board staff should not be able to benefit personally from Board purchasing, unless a specific exception is made in the interests of the Board.

7.7 More Stringent Rules

Each Supervisor may prescribe a more stringent set of rules to cover employee conduct. Should this be undertaken, it should be in writing and made available to the employees affected.

8.0 Hiring Relatives

The hiring practices of the Board are governed by Board Policy and supporting Management Guidelines.

In general, the fact that a potential employee is related to an existing employee neither prejudices nor advances that person's hiring prospects.

9.0 Personal Behaviour and Decorum

9.1 Behaviour

Every employee should at all times behave in a manner that will not bring discredit upon himself or herself or the Board [while working on site or where they are representatives of the Board inclusive of virtual environments](#).

9.2 Decorum

Employees are expected to report to their duties in a work attire suitable to the work being undertaken and this should allow the employee to present himself/herself in a professional manner.

10.0 Enforcement Reporting Violations & Enforcement

10.1 Awareness and Enforcement

The Code of Conduct applies to all employees and volunteers. Supervisors are to ensure that all employees are aware of the contents and expectations contained therein.

It is the responsibility of every Supervisor to insure to the best of their ability that this Code is being adhered to by his/her subordinates their direct reports.

10.2 Reporting an Employee or Volunteer Supervisor

Any individual who is of the opinion that an employee or volunteer is breaching this Code should bring this to the attention of their superior as soon as possible.

Alternatively, reports may be made under another reporting stream, such as those outlined in Policy 717 – Workplace Harassment & Human Rights, Policy 720 – Workplace Violence, Policy 723 – Conflict of Interest, or Policy 726 – Whistleblower.

Code of Conduct violations will be managed using the provisions of the appropriate policies outlined above.

10.3 Reporting a Supervisor

Where an employee has reason to believe that a Supervisor is committing a serious breach of this Code, that employee may report the concern to the next level of management in total confidence (see Management Guideline 207 – Lines of Communication Regarding Complaints).

Alternatively, reports may be made under another reporting stream, such as those outlined in Policy 717 – Workplace Harassment & Human Rights, Policy 720 – Workplace Violence, Policy 723 – Conflict of Interest, or Policy 726 – Whistleblower.

Code of Conduct violations will be managed using the provisions of the appropriate policies outlined above.

10.4 Reprisal Enforcement

It is the responsibility of every Supervisor to insure to the best of his/her ability that this Code is being adhered to by his/her subordinates. SGDSB is committed to providing safe learning and working environments for all, and urges individuals to report concerns or potential Code of Conduct violations. Reprisal or retaliation against any individual who files a complaint in good faith is expressly prohibited.

10.5 Awareness Resolutions and Corrective Action

The Code of Conduct applies to all employees and Supervisors are to ensure that all employees are aware of the contents and expectations contained therein. Where a Code of Conduct violation is found, the SGDSB will endeavor to provide resolutions which are grounded in understanding and culturally sensitive. Depending on the nature and/or severity of the violation, employees or volunteers may be subject to remedial or disciplinary action, up to and including termination.

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Reports made in bad faith are considered to be a violation of this policy, and are subject to the remedial actions outlined above.

~~10.4 Reporting an Employee~~

~~A Supervisor who is of the opinion that an employee is breaching this Code should bring this to the attention of his superior as soon as possible.~~

11.0 Severability

The provisions of this Code of Conduct are severable and if any provision, section or word is held invalid or illegal, such shall not affect or impair any of the remaining provisions, sections or words.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	SAFE SCHOOLS SYSTEM EXPECTATIONS Student Code of Conduct		520
	Management Procedural Guideline Applies		
Board Approved:	October 18, 2022	Reviewed:	September 20, 2022
	February 19, 2020		February 4, 2020
	September 27, 2016		June 7, 2016
	September 8, 2008		May 26, 2008
	January 20, 2003		
		Review By:	December 2027

POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour), 144 (Bullying Prevention), [Smoke-Free Ontario Act, 2017](#), the Provincial Code of conduct and the Superior Greenstone District School Board Code of Conduct and the following guiding principles.

RATIONALE

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment. All members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment that includes civic life of the school community.
3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and the well-being of all students through respect and civility. In addition to Provincial and Board standards, the Code of Conduct is informed by the following principles:

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~~This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour), 144 (Bullying Prevention), the Provincial Code of conduct and the Superior Greenstone District School Board Code of Conduct and the following guiding principles.~~

- i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement, non-violent restorative means to resolve conflict and support

and staff development.

ii. A positive school climate is a key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.

iii. Responsibility for a safe learning environment must be assumed by all members of the school community.

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~~iv-iii.~~ Improvement in learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.

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~~v-iv.~~ The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, colour, citizenship, religion/creed, gender expression, gender identity, sexual orientation, family status, marital status, or age, sex, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members. Superior-Greenstone District School Board promotes inclusion for students experiencing barriers due to socio-economic status.

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

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~~System-Overall Expectations~~ Expectations

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1.0 Code of Conduct

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

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

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1.2 Where Applied

- on school property,
- on school buses,
- at school-related events or activities,
- in other circumstances that could have an impact on the school climate,
- in a virtual learning environment

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~~1.2.1.3~~ Standards of Behaviour (Respect, Civility, and Responsible Citizenship)

- All ~~members-students~~ of the school community **must**:
- Respect and comply with all applicable federal, provincial and municipal laws,
 - Demonstrate honesty and integrity,
 - Respect differences in people, their ideas and opinions,
 - Treat one another with dignity and respect at all times, and especially when there is disagreement,
 - Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
 - Respect the rights of others,
 - Show proper care and regard for school property and the property of others,
 - Take appropriate measures to help those in need,
 - Respect all members of the school community, especially persons in positions of authority,

- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully,
- ~~Not swear at a teacher or at another person in a position of authority, refrain from using discriminatory language, abusive language, or swearing at another person~~
- Accept responsibility for one's own actions and
- Not use personal mobile devices during instructional time except under the following circumstances
 - ~~Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school for educational purposes, when approved by the Teacher~~
 - or health and medical purposes
 - to support special education needs

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4.31.4 Standards of Behaviour (Safety)

- All ~~members-students~~ of the school community **must not**:
- Engage in bullying behaviours, including cyberbullying
 - Be in possession of any weapon, including firearms,
 - Cause injury to any person with an object,
 - Use any object to threaten or intimidate another person,
 - Be in possession of, or under the influence of, or provide others with, alcohol, cannabis –or illegal or restricted drugs,
 - Inflict or encourage others to inflict bodily harm on another person,
 - Commit sexual assault,
 - Traffic weapons or illegal or restricted drugs,
 - ~~Give alcohol to a minor,~~
 - Commit robbery or theft,
 - Engage in hate propaganda and other forms of behaviour motivated by hate or bias,
 - Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school, or the property of a member of the school community
 - Utter threats,
 - Record, take or share non-consensual recordings or photos of members of the school community (including and not limited to virtual or in-person environments)

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2.0 Individual Expectations

Principals

It is expected that Principals:

- will develop a School Code of Conduct that aligns with the board and provincial codes.
- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, equitable, inclusive, and accepting learning environment
- hold everyone under their authority accountable for their own behaviour and actions
- empower students to be positive leaders in their school and community
- communicate regularly and meaningfully with all members of their school community
- model the standards of respect, civility and responsible citizenship.

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Teachers and other school staff

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It is expected that teachers and staff:

- help students work to their full potential and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly and meaningfully with parents
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

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Students

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It is expected that students:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- contribute to creating learning environments that are safe, equitable, inclusive, and fair
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

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Parents

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It is expected that parents:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- help their child be appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the school's Code of Conduct
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

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Community partners

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Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board and applicable legislation. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of the Solicitor General and the Ministry of Education.

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3.0 School Environment

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The school environment must be safe so that learning can take place. It is the

responsibility of all members of the school community to establish a safe and secure school environment.

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

23.1 Violence Prevention in the Curriculum

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

The Prevention component is guided by the following principles:

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

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23.2 Bullying Prevention and Intervention

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

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

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

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

The Education Act defines "bullying" as aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors

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such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation").

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

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

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

3.3 Smoking/Electronic Cigarettes/Tobacco, Cannabis, Nicotine Products

3.3.1 The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

3.3.1 The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

3.3.2 SGDSB is committed to honoring and respecting the cultural and spiritual practices of all our community members. In recognition of the significance of traditional ceremonies that incorporate tobacco, we permit its use on school property strictly for ceremonial purposes.

3.3.3 Students who are found to be in possession of tobacco, cannabis, electronic cigarettes and nicotine products will be required to surrender items immediately.

3.4 Social Media Using School Equipment

3.4.1 access is restricted for all social media platforms on school networks and school devices.

3.4.2 Social media platforms can only be used by students at school for educational purposes, directed by an educator.

43.0 Progressive Discipline

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

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

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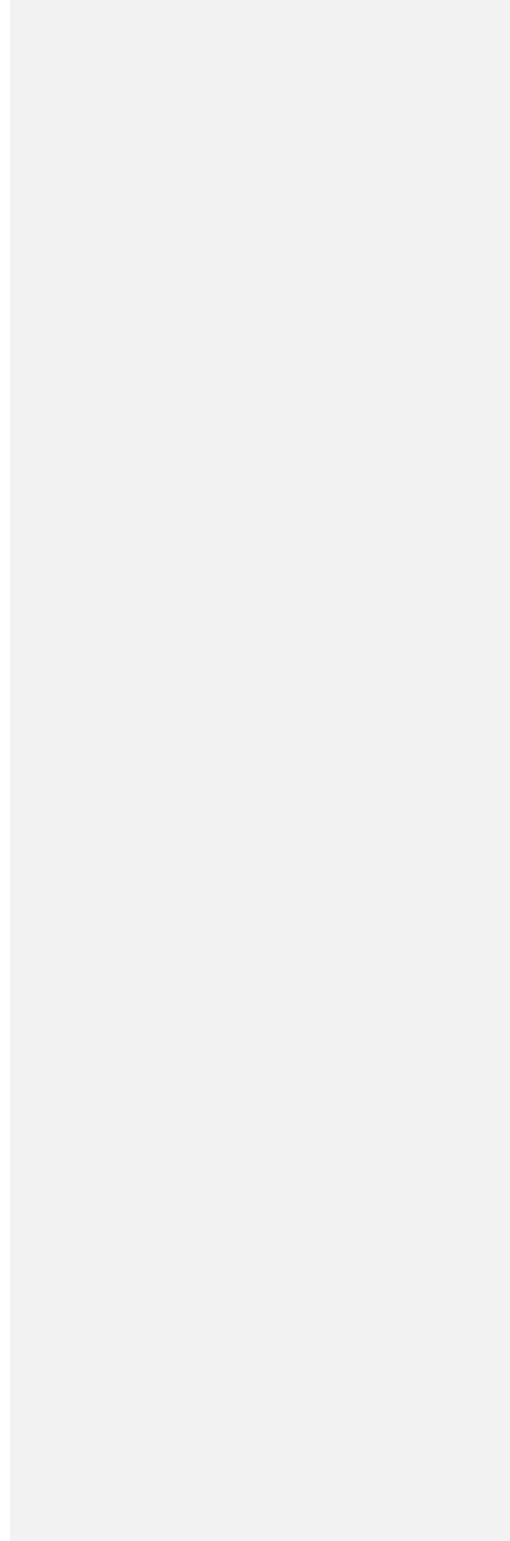
includes suspension and expulsion where necessary.

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

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

References		
The Education Act; Keeping our Kids Safe at School (Bill 157) 2009		
The Child and Family Services Act: Ontario 1990		
The Trespass Act: Ontario 2009		
First Nation Metis and Inuit Policy Framework		
Superior-Greenstone DSB Strategic Plan		
Superior-Greenstone DSB Police Protocol		
Superior-Greenstone DSB Board Policies:		
301 - Student Transportation	501 - Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	535 - Progressive Discipline and	
536 – Equity and Inclusion	Promoting Positive School Climate	720 - Work Place Violence



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name CONSUMPTION OF ALCOHOL/USE OF CANNABIS 401

<i>Board Approved:</i> March 1, 2022	<i>Reviewed:</i> February 8, 2022	<i>Review By:</i> December 2027
February 27, 2018	September 4, 2012	
September 18, 2012	October 26, 2007	
March 12, 1999	October 28, 2002	

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

Section FACILITIES & GROUNDS

Policy Name SMOKING

405

Board Approved: April 20, 2021
September 27, 2016
October 18, 2011
March 12, 1999

Reviewed: April 6, 2021
June 7, 2016
September 26, 2011
April 25, 2006

Review By: December 2026

RATIONALE

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

POLICY

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

DEFINITION

For the purposes of this policy:

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

SCOPE

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

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

PROCEDURES

1.0 Health Risk

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

2.0 Obligation

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

3.0 Model

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

4.0 Rights

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

Redundant

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLYING PREVENTION AND INTERVENTION STRATEGIES		525
	<i>Management Guidelines Apply</i>		
<i>Board Approved:</i>	October 18, 2022 September 27, 2016 May 18, 2010 September 8, 2008 June 21, 2005	<i>Reviewed:</i> September 20, 2022 June 7, 2016 February 22, 2010 May 26, 2008 March 25, 2008	<i>Review By:</i> December 2027

POLICY

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

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

RATIONALE

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

DEFINITION

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

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

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

Ministry Definition

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

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

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

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

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

Prevention/Intervention and Support Strategies

1.0 Prevention and Awareness Raising

1.1 Student Leadership Development

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

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

1.2 Positive School Climate

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

1.3 Equity and Human Rights Promotion

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

2.0 Intervention and Support Strategies

2.1 School Based Bullying and Intervention Plan

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

Components of these plans must include the following:

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

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

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

2.3 Intervention Strategies

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

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

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

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

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

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

3.0 Staff, Student, Parent Responsibilities

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

4.0 Suspension

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

Reference:

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

Redundant

Redundant

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>	535	
<i>Board Approved:</i>	January 22, 2019 September 27, 2016 June 22, 2010 January 22, 2008	<i>Reviewed:</i>	November 6, 2018 June 7, 2016 May 31, 2010 February 1, 2010 January 25, 2010
		<i>Review by:</i>	December 2024

Rationale

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

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

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

Policy

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

Progressive Discipline

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

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia
- Harassment on the basis of:
 - Sex,
 - Gender identity,
 - Sexual orientation
 - Race,
 - Ancestry
 - Origin
 - Religion
 - Creed

- Colour
- Ethnicity
- Culture
- Citizenship
- Family status
- Socioeconomic status
- Disability.

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

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

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

Suspensions

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

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

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions of which a Board staff member or transportation provider becomes aware of,

must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

Expulsions

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

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

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol *or cannabis* to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- bullying, if:
 - i. the pupil has previously been suspended for engaging in bullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- any activity listed in Ontario Education Act subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or board;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct;

- where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the board or school Code of Conduct; and
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

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

Guiding Principles

1. Effective schools support the development of a safe and positive environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.
2. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school environment. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.
3. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.
4. The provincial Code of Conduct sets clear provincial standards of behavior. These standards of behavior apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – trustees, director, superintendents, principals, teachers, other school and board staff, parents, volunteers, and community groups.
5. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs.
6. Educators, parents/guardians and community members have a responsibility to work in partnership to develop safe learning communities and environments. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

7. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.

8. The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, Regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

References		
Amendments to the Education Act and Policy and Program Memoranda 128, 144, 145 on 18-10-18		
The Education Act; Keeping our Kids Safe at School (Bill 157) 2009		
The Education Act: Amendment to Education Act; Progressive Discipline and School Safety (Bill 212) 2007		
The Child and Family Services Act; Ontario 1990		
The Trespass Act; Ontario 2009		
Superior-Greenstone DSB Police Protocol		
Superior-Greenstone DSB Board Policies:		
101 - Vision Statement	102 - Mission Statement	103 – Goal Statement
301 - Student Transportation	501 – Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	520 - Safe Schools System Expectations	
525 – Bullying and Intervention Strategies	536 Equity and Inclusion	720 – Workplace Violence



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 65

Date: August 26, 2024

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

FROM: Tara Balog & Annick Brewster, Assistant Superintendents of Education

SUBJECT: Summer Learning

STRATEGIC PRIORITY: Learning & Well-Being

Background

Superior-Greenstone offered several Summer Learning Programs this year including a Literacy & Numeracy program for Grade K to 6, a Reach Ahead credit for students transitioning from Grade 8 to Grade 9, Alternative Learning and Co-operative Education program for high school students, and a weeklong immersive Anishinaabemowin Language Camp for K-5 students.

While these programs connect to all pillars of our Strategic Plan, the most focussed areas are Learning and Well-Being. These programs have supported schools, families and communities with resources and structures to increase the success of students at all levels.

The Literacy/Numeracy Summer Boost program is offered to all students in JK to grade 6 and it provides a fun and engaging opportunity for students to continue skill development in important fundamental concepts in literacy and numeracy.

The Reach Ahead program offers students moving from Grade 8 to Grade 9 an opportunity to participate in a high school credit course and to support increasingly informed transitions from elementary to secondary school. This course focuses on work habits, mental wellbeing, interpersonal and intrapersonal relationships, and financial literacy.

The Secondary Summer Program is intended to support students who require a last credit or two to graduate, acquire credits to get back on track or to complete SHSM (Specialist High Skills Major) requirements.

The Anishinaabemowin Immersion Camp was offered to students in Senior Kindergarten to Grade 4 throughout the district. It was a weeklong, face-to-face program with a variety of fluent Anishinaabemowin speakers that worked to provide a rich, immersive language learning experience.

Overall registrations across summer programs were down this year, except for our newest Anishinaabemowin Immersion Camp. Feedback from our Elementary school families highlighted the increase in families seeking in-person summer opportunities. The Anishinaabemowin Immersion Camp in-person camp was full attended, and families requested similar opportunities in other communities within the district.

Current Situation

Anishinaabemowin Immersion Camp (Senior Kindergarten to Grade Four)

Superior-Greenstone District School Board (SGDSB) hired 10 fluent Anishinaabemowin instructors to lead an innovative language immersion camp, held at George O'Neill Public School during the first week

of July. To maximize exposure to the language, instructors were paired to work with small groups, ensuring students experienced fluent Anishinaabemowin conversations throughout the day. The camp welcomed 26 students from across the district, supported by an Educational Assistant for those requiring additional support.

Organized by Shy-Anne Bartlett, SGDSB's Manager of Indigenous Education, in partnership with the Anishinaabemowin Boodawe Committee (ABC), the camp fostered an immersive environment where all adult participants communicated solely in Anishinaabemowin. While students were encouraged to speak the language, they were not mandated to do so.

The camp received positive feedback from parents, who noted that their children were attempting to use Anishinaabemowin at home, reflecting the camp's impact. Instructors expressed enthusiasm for future camps, suggesting that extending the duration could enhance effectiveness.

SGDSB and the ABC Committee are committed to ongoing support for the students, planning further activities throughout the school year to promote continued language development.

Literacy/Numeracy Summer Boost Program

This year's Summer Learning kindergarten to grade six programs began with 14 students registered. This program was offered virtually using Google Meet and Microsoft Teams.

Our education team consisted of 2 educators and 1 educational assistant. The classes were split into a Kindergarten to Grade 2 student group and a Grade 3-5 student group. Each program occurred daily from July 3rd to July 24th, with focused instruction occurring from 9:00am to 11:00am. Additional support was provided during the program's final hour, along with the provision of opportunities for students and families to reinforce learned skills through hands-on, family-based activities throughout the day.

These programs were designed to offer students a space to develop essential skills, close learning gaps, and engage in activities that promote routines and habits crucial for school success. Prioritizing both skill development and enjoyment, the program was guided by data from board-wide Acadience screening, insights from parents and students, and educator diagnostics, ensuring that the programming was tailored to address the most pressing learning needs.

Numeracy and Literacy (Grades K to 2)

Recognizing the pedagogical need for students in younger grades to engage in inquiry based, hands on, and active learning opportunities, SGDSB play packages were delivered to all students within the program. This allowed for activities including growing a seed, hands on counting activities, painting and art, and gross and fine motor practice using playdough and reading based art activities to occur during daily routine.

In addition, read aloud stories, phonetic awareness activities, as well as the use of UFLI, Open Court for Literacy skill development, and Zorbits for Math skill development allowed students to engage in a variety of activities based on their individual levels of learning.

Numeracy and Literacy (Grade 3 to 5)

Students engaged in targeted skill development in either mathematics or literacy, utilizing online platforms such as Knowledgehook for foundational math concepts and Open Court for reading practice. Each day, learning was reinforced through hands-on activities. For students in the Junior Level program, learning packages were delivered, containing art supplies, a birdfeeder kit with all necessary tools, and card and dice games designed to make math practice interactive and fun. These materials allowed students to extend their learning both during online instruction and at home with their families. Additionally, journals

were provided for daily reflections and writing prompts, encouraging students to articulate their thoughts and progress.

Reach Ahead Program

This transition program was facilitated by 1 Educator and supported by 1 Educational Assistant. There were **11 students** who registered, and virtual portion of the program was offered from July 3rd to July 24th. All **students** who actively participated received the credit – 10 credits were granted. Grade eight students, from a broad mixture of the communities we serve, met students from other communities, were exposed to the routines and expectations of secondary school and acquired a high school credit in advance of their first year. This year marked the first time that transition activities conducted throughout the school year were integrated into the Reach Ahead Credit hours. Additionally, students were provided with a dedicated afternoon before the start of the virtual course to explore and become familiar with the platform, ensuring a smooth transition into the summer program. This proactive approach allowed students to build confidence and capacity, setting them up for success as they embarked on their summer learning journey. This was the fourth year our board offered the program and was an amazing transition experience for our students.

Students engaged in a variety of hands-on learning activities aligned with the Family Studies curriculum. Their strong interest in Financial Literacy led to the invitation of a guest speaker, who provided expert insights and answered student questions. As part of their learning, students analyzed grocery unit costs and conducted a taste test comparing no-name and brand-name foods to assess whether the higher price is justified. Reflecting on their experiences, students used a medicine wheel routine to deepen their self-awareness as learners, identifying their strengths and areas for growth—skills that will be crucial as they transition to high school. Additionally, students showed remarkable enthusiasm for marketing, particularly during the "Market your Potato" assignment and presentations.

Summer Co-operative Education/Alternative Learning Program

These programs were active starting July 3rd and may be ongoing until students complete their hours.

The Co-op program was supported through both virtual and in-person visits, email, and phone conversations. **8 students** acquired **16 credits** in total.

Alternative Learning was supported through the Teams platform. Phone and email were also well-utilized communication options by these students. Students met online for lessons and support for a variety of courses with the educator and educational assistant. There were **3 consistently active students**. Two students completed a credit each, and the other will finish up this fall.

Next Steps:

Looking ahead, our goal is to continually review and refine each program based on feedback from students, educators, and caregivers. Summer Programs are invaluable to our system, families, and communities, providing crucial support for student growth and success.

As we advance teaching and learning in the 21st century, we are committed to exploring a hybrid learning model that enhances access and equity. This model aims to offer in-person instruction for those who seek it, while ensuring equitable opportunities for students in smaller communities who wish to participate. By connecting students across different communities, maintaining consistent contact between staff and students during the summer, and fostering student engagement and confidence, we strive to create an inclusive environment. Additionally, this approach will help strengthen family and community relationships.

We recognize the essential role of summer learning in supporting the continued development of our Superior-Greenstone District School Board learners and leaders, and we are dedicated to ensuring that all students benefit from these valuable opportunities.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 65, Summer Learning for information.

Respectfully submitted by:

Carole Leroux,
Superintendent of Education

Tara Balog,
Assistant Superintendent

Annick Brewster,
Assistant Superintendent



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

Report No: 66
Date: August 26, 2024

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Signing Officers of the Board

**STRATEGIC
PRIORITY:** Stewardship

Background

Current Situation

With the departure of members of the Senior Administration group, signing officers of the board must be updated.

Administrative Recommendations

That, effective August 26, 2024, signing officers for Superior-Greenstone District School Board be any two of the following:

- *William Goodman, Director of Education & Secretary of the Board*
- *Alex Marton, Superintendent of Business & Treasurer*
- *Carole Leroux, Superintendent of Education*
- *Brent Harris, Manager of Financial Services*

Respectfully submitted by:

Alex Marton, Superintendent of Business



Embracing Innovation

STRATEGIC PLAN 2024-2030



Land Acknowledgement

We humbly acknowledge that we are on the Ancestral and Traditional Territories of the Indigenous people on whose lands we gather as a learning community. We recognize and honour the contributions of Indigenous peoples, who hold the knowledge, traditions and history of the land. Their enduring relationship with the land reminds us of the sacred responsibility we all share in its stewardship. We recognize the Robinson-Superior Treaty Lands, the Unceded territory of Biigtigong Nishnaabeg, Treaty 9, and the homelands of the Metis and Inuit peoples.

We wish to express our commitment to reconciliation by continuously building our understanding of the history of Turtle Island, in order to move forward towards responding to the Truth and Reconciliation Commission's Calls to Action, particularly #62 and #63, which relate to education. We are all reminded today that these Calls to Action require the integration of Indigenous history, knowledge and teaching methods into all classrooms and schools, and that we continue to champion and support the education of staff. This commitment must be ours, as we move towards authentic reconciliation.

We are grateful to the Indigenous communities whose care for this land continues to enrich our lives. Together, we commit to learning from their wisdom, to supporting their efforts toward healing and reconciliation, and to fostering respect for all cultures. Let us walk forward in a spirit of unity.



Dear Students, Families, Staff and Community Members,

We are pleased to announce the release of our new strategic plan, "Embracing Innovation," which outlines our vision for the future of Superior-Greenstone District School Board. This comprehensive plan reflects our shared dedication to educational excellence and to creating a vibrant, inclusive and supportive learning environment for all.

This plan is grounded in our unwavering commitment to Truth and Reconciliation. We recognize the invaluable knowledge of Indigenous communities and will ensure it is integrated throughout our curriculum and practices. Our approach honours the principles of reconciliation and prioritizes meaningful engagement with Indigenous partners.

Our strategic plan centers on three foundational pillars:

- **Building Inclusive Community:** We aim to cultivate a culture where every student, family, and staff member feels respected and valued. By fostering meaningful connections and partnerships, we will build an inclusive community that celebrates diversity and nurtures a deep sense of belonging.
- **Fostering Wellbeing:** Recognizing the importance of mental health and emotional wellness, we commit to creating environments that promote wellbeing for our students and staff. Our plan includes support systems, programs and practices that empower individuals to thrive academically, socially and emotionally.
- **Finding Joy in Learning:** Learning is a journey of exploration and joy. We will continue to pursue innovative teaching methods, diverse learning opportunities and a curriculum that inspires curiosity and creativity, encouraging our students to discover their passions and reach their fullest potential.

We invite you to review the "Embracing Innovation" strategic plan and join us on this exciting journey. Together, we will build a brighter future where every learner is seen, heard and empowered to succeed.

Yours in education,



Nicole Morden-Cormier
DIRECTOR OF EDUCATION



Will Goodman
DIRECTOR OF EDUCATION



Pinky McRae
BOARD CHAIR



Vision

To meet the needs of all learners while sparking curiosity and joy in learning.



Mission

Working together to engage students through meaningful learning and empower them to build the skills they need to be successful today and in the future.

Values

- Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects



OUR COMMITMENT TO

Truth & Reconciliation

SGDSB acknowledges Indigenous sovereignty. We recognize the importance of acknowledging our collective history and taking meaningful steps toward truth and reconciliation.

We are committed to fostering a learning environment where respect, understanding and inclusion are at the core of all we do.





Our ongoing dedication to reconciliation is guided by the following principles:

- ▶ **Acknowledging the Past:** We acknowledge the historical injustices experienced by Indigenous communities and honour the traditional territories on which our schools and facilities stand.
- ▶ **Educating Our Community:** We are devoted to providing accurate and comprehensive educational resources about Indigenous histories, cultures and contemporary realities. This commitment includes integrating Indigenous perspectives and ways of knowing and being, into our curriculum.
- ▶ **Building Partnerships:** We seek to build and strengthen respectful partnerships with local Indigenous communities, elders, and organizations, ensuring their voices are heard and valued, through meaningful engagement.
- ▶ **Fostering Inclusive Spaces:** Our goal is to create an inclusive environment where Indigenous students, families and staff feel safe, welcomed and respected. We provide support services that reflect cultural understanding and sensitivity.
- ▶ **Ongoing Reflection, Action and Engagement:** We are committed to reflecting on our practices and improving them through continuous learning. We actively engage with Indigenous partners to guide our efforts and ensure accountability.

OUR COMMITMENT TO

Equity, Inclusion, Diversity & Belonging

At Superior-Greenstone District School Board, we aim to celebrate the unique backgrounds and perspectives of every student, educator, staff member, and community partner.

We recognize that certain groups experience inequitable treatment due to biases associated with race, citizenship, ancestry, (dis)ability, age, family status, sexual orientation, and gender identity. This inequitable treatment impacts well-being.

We are unwavering in our commitment to fostering a school district that embodies equity, inclusion, diversity, and belonging and are committed to creating learning and working environments that welcome and uplift all. By addressing barriers to success, we aim to create spaces where individuals feel included, valued, and fulfilled.

We strive to provide equitable access to opportunities for personal and academic growth. Our goal is to build a supportive community for all.





OUR COMMITMENT TO

Mental Health & Wellbeing

We recognize that the mental health and wellbeing of our students and staff are integral to achieving personal, academic and professional growth. All staff provide support to students, while our mental health professionals provide personalized support, including individual counselling, crisis intervention and referrals to external resources.

Students at the Superior-Greenstone District School Board have reliable and consistent access to culturally relevant, trauma-informed, and evidence-based mental health information, supports, and services. This approach ensures that every student feels supported in their wellbeing, knows where to seek help when mental health issues arise, and understands that wellbeing is a shared responsibility of the entire system. The aim is for all students to develop a strong sense of identity, belonging, and hope, as well as acquire positive problem solving skills and productive coping strategies during times of adversity.






Our Community Informed Plan

We are grateful to all of our community members who took their time to share their insights with us. Over the course of a year, we held numerous listening sessions with students, staff, leaders and community partners to understand current needs and opportunities.

We are proud to honour and reflect those insights in our strategic plan and will do our utmost to realize the shared aspirations over the duration of the next few years.

We have set measurable goals to track our ongoing progress and every member of our staff will be operationalizing action plans that align with our top priorities as a school district. As an educational organization, we are committed to ongoing growth and improvement.

OUR STRATEGIC PILLARS:

-  Culture of High Expectations & Inclusivity
-  Joy in Learning & Teaching
-  Meaningful Community Connections & Partnerships





STRATEGIC PILLAR 1

Culture of High Expectations & Inclusivity

Every individual is capable of great things when we provide a safe environment for them to flourish. We believe in kindness that is coupled with high expectations and that accountability is essential for achievement.

We seek to foster inclusive communities where we celebrate everyone's unique talents and gifts, and recognize contributions to positive culture.

"When I walk into the school doors, I feel respected and well known."

- STUDENT



As a district, we will...

- ◆ Consciously cultivate a strong sense of belonging and community across the entire district.
- ◆ Continue to pursue our relationship driven approach while ensuring that we balance kindness with expectations.
- ◆ Empower every school and department to take responsibility for ensuring the psychological safety of all staff, students and families.
- ◆ Recognize and celebrate our staff who demonstrate our core values in their day to day work.
- ◆ Continue to invest in leveraging research backed best practices supporting neurodiversity/the various ways the brain works.
- ◆ Ensure student centered and data driven decision making in all that we do.
- ◆ Exercise intelligent accountability as the foundational approach to leading change in the organization.
- ◆ Ensure the learning of staff is guided by ongoing feedback from teachers and supervisors.
- ◆ Remain committed to Truth & Reconciliation.

As a staff, we will...

- ▶ Leverage a strengths based approach in all interactions and always assume a positive intent.
- ▶ Create safe, restorative spaces in our schools for both staff and students.
- ▶ Ensure that every child has a trusted adult that they have a personal connection with who they feel they can go to in times of need.
- ▶ Demonstrate learning mindsets that are flexible, adaptable, collaborative and resilient.
- ▶ Work to model behavior and foster optimism for future possibilities.
- ▶ Take ownership over the performance of every student in our classrooms and schools.
- ▶ Celebrate achievements of our students and staff inside and outside of school/the district.
- ▶ Ensure that relevant, up-to-date data is being used to drive instruction and to make informed decisions.
- ▶ Recognize the different types of learners and thinkers in our classrooms and provide personalized support for all students.
- ▶ Provide ongoing opportunities for student voice to let us know how we can continue to meet their evolving needs.
- ▶ Embed Indigenous systems of knowledge and culture meaningfully into the curriculum.





STRATEGIC PILLAR 2

Joy in Learning & Teaching

We are dedicated to cultivating memorable moments and helping students find joy in learning. We know every student has unique capabilities, strengths and interests.

We are committed to helping our students pursue personal areas of passion in order to discover their purpose and explore all potential pathways.

"The teachers are amazing and really care about the kids. Without them my child wouldn't be where they are academically."

- PARENT



As a district, we will...

- ◆ Embrace experiential learning that deepens engagement for all students.
- ◆ Support authentic community integrated learning opportunities.
- ◆ Find opportunities to integrate more arts based learning into different curriculum areas.
- ◆ Design and implement a rich social emotional development plan for our elementary schools where we purposefully talk about identity, healthy relationships and emotional regulation.
- ◆ Encourage teaching and assessment that are rooted in the latest research based best practices.
- ◆ Monitor student wellbeing, engagement and skill development.
- ◆ Offer responsive professional development and ongoing professional learning.
- ◆ Recognize and celebrate the contributions of staff who volunteer their time to lead extracurricular activities that enrich our communities and our students' lives.

As a staff, we will...

- ▶ Leverage approved diagnostics to determine where we can best support each student in their individual learning.
- ▶ Design learning experiences that engage students in deep inquiry and seek cross curricular projects/learning.
- ▶ Leverage universal design for learning principles that provide greater differentiation and personalization.
- ▶ Meet every student where they are at, help them design what personal success looks like for them and support them in charting their growth forward.
- ▶ Collaborate to create interdisciplinary learning experiences that engage students in understanding the connections between concepts.
- ▶ Find opportunities for experiential and authentic community integrated learning.
- ▶ Enable our students' experience with future ready skill development including entrepreneurship and design thinking.
- ▶ Purposefully develop students digital literacy through conscious development of core digital skills.





STRATEGIC PILLAR 3

Meaningful Community Connections & Partnerships

We know that experience matters and that partnerships open up a world of possibilities. Our local communities are rich with opportunities and our external networks can enable greater global vision.

We also believe that accessing outside expertise enables us to grow as individuals and better align ourselves with the rapidly changing future. We are committed to fostering dynamic partnerships that accelerate our attainment of goals.



As a district, we will...

- ◆ Leverage Mental Health professionals to help our schools better support our students and staff.
- ◆ Engage in decision making as per the process identified in the Engagement Framework Agreement with Indigenous partners.
- ◆ Engage Indigenous Knowledge Keepers to share language, knowledge and culture with our students.
- ◆ Partner with municipalities to brand the region as an incredible outdoor lifestyle to attract new talent to our communities.
- ◆ Engage and hire external consultants and maximize internal resources to support leadership development through ongoing coaching.
- ◆ Cultivate partners who can provide regional opportunities for employment.
- ◆ Utilize outside partners to attract teachers/staff/families to the region.
- ◆ Continue to invest in digital infrastructure to support operational excellence.
- ◆ Leverage an external organization to provide ongoing diagnostics and progress tracking for all of our Multi-Year Strategic Plan priorities.

As a staff, we will...

- ▶ Support families to easily access and leverage mental health resources available from the district.
- ▶ Find opportunities for meaningful service based learning that makes a difference in our communities.
- ▶ Ensure all students in grade 7-12 have annual outdoor learning experiences where they work together to problem solve in teams.
- ▶ Provide greater career exposure to all students in grades 6-12.
- ▶ Enable our students and their families to explore all the different pathway options.
- ▶ Leverage new technologies, tools, frameworks and resources as they are made available.
- ▶ Provide opportunities for students to expand their global and future vision; including emerging technologies.

“What I value most are the relationships with students and their families, and the sense of accomplishment from educating the young people I have the privilege of working with.”

- STAFF







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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW No. 156

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

WHEREAS the total amount of the estimated revenues of the Superior-Greenstone District School Board as set out in its 2024-25 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Fifty Four Million Two Hundred and Forty Nine Thousand Eight Hundred and Eighty Four Dollars (\$54,249,884).

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Ten Million Dollars (\$10,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2024-25 fiscal year and the debt charges of the Board in such year.

NOW THEREFORE BE IT RESOLVED

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

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

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

Read a First, Second and Third Time, this **26th** day of **August, 2024**.

Chair

Secretary to the Board



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

Report No.: 67

Date: August 26, 2024

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

FROM: Tara Balog, Assistant Superintendent of Education

SUBJECT: Math Achievement Action Plan: Final Outcomes

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

Background

As a result of the *Better Schools and Student Outcomes Act (Bill 98)*, the Ministry of Education's commitment to achievement and well-being highlighted a need for a province-wide focus on Math, as did the provincial EQAO data. The Ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023–24 school year. Each board was tasked to determine board and school priorities in mathematics achievement based on identified target schools and EQAO data. The team (Superintendents, Assistant to the Director, Coaches and key System Supports) has developed and will implement and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions as outlined in the table below. As a part of this process, the Ministry has required sharing an interim update for endorsement from the Director and Trustees of the Board prior to submission to the Ministry for approval. This plan has been developed in alignment with our Student Achievement Plan's Math and Well-being pillar.

Current Situation

The student-centered coaches continue to engage alongside educators and students within classrooms 4 days per week with Friday as our day for connection, reflection and learning as a team. As well, learning sessions hosted by the Ministry of Education based on various math concepts. We have also brought in knowledgeable others as learning needs arise to increase capacity and knowledge of our coaching team including Lisa Ann Floyd, to support connection between algebra and coding within the grade nine curriculum, as well as EQAO representatives to support educators and coaches with deeply understanding EQAO and its application within the school environment.

In classrooms the students-centered coaches have been sharing resources, working with students one-on-one and in group situations, modelling practices, strategies and new resources. They have also been co-planning, co-teaching and engaging in parent communication opportunities (tables at school events, social media communications and through conversations).

Based on the school and classroom strategies identified in the plan, here are some of the actions and outcomes that we have witnessed thus far:

	Key Priorities		
	Ensuring fidelity of curriculum implementation	Engaging in ongoing learning on mathematics content knowledge for teaching	Knowing the mathematics learner, and ensuring mathematical tasks, interventions and support are relevant and responsive
Areas of Need	To develop a comprehensive understanding and precise implementation of the mathematics curriculum	To ensure all educators are engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning	To use student assessment data and prior mathematics knowledge to guide interventions and planning, especially focusing on inclusion and engagement for those with diverse learning needs
Board Strategies	Align resources, including staffing, with mathematics priorities	Utilize student achievement data to establish focus areas for mathematics professional learning	Align Math Achievement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus
School Strategies	Engage in ongoing professional learning on the curriculum, including making connections across strands	Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions	Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum
Classroom Strategies	Use a variety of assessment tools to inform next steps in curriculum implementation	Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners	Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics
Measurable Improvements	Attendance Report Card Data Credit Accumulation (secondary) EQAO results	Attendance Report Card Data Credit Accumulation (secondary) EQAO results	Classroom Observations, Student Voice, Attendance, Assessment data Report Card Data, Credit Accumulation (secondary) and EQAO results

Priority One: Ensuring Fidelity of Curriculum Implementation

Progress: Considerable progress has been observed in mathematics learning and skill development. This is attributed to the intentional use of proven strategies and digital tools.

Strategies Implemented:

- Evidence-based diagnostic tools and gap-closing materials have been integrated into classrooms.
- A variety of hands-on tools have been introduced to enhance student engagement in math learning.

Priority Two: Ongoing Learning in Mathematics Content Knowledge

- **Progress:** There has been an increase in engagement with digital tools and ongoing learning resources among educators and students.
- **Strategies Implemented:**
 - Professional development for educators has been prioritized to deepen their content knowledge.
 - Math coaches have played a crucial role in supporting teachers' understanding and implementation of resource variety, best practices, and platforms through modelling, and support.

Priority Three: Understanding the Mathematics Learner

- **Progress:** There has been increased awareness and responsiveness to student needs through data collection and feedback.
- **Strategies Implemented:**
 - Regular collection of feedback from students, teachers, and principals.
 - Personalized interventions and supports based on data insights.
 - Enhanced communication among math coaches, principals, educators, and families.

Key Achievements Based on Data Collected from Target Schools:

- **Growth in Mathematics Achievement:** Target schools have shown improvement in reporting marks from Term One to Term Two.
- **Increased Engagement:** Higher implementation rates of digital tools and evidence-based materials have been noted.
- **Integral Role of Coaches:** Math coaches are now recognized as essential to school achievement, with positive impacts on both teaching and learning.
- **Student Attitude Improvement:** Student math attitude surveys indicate a notable increase in students' positive outlook on math and personal achievements.

Next Steps:

- **Final EQAO Results:** Awaiting September results to assess overall effectiveness and identify areas for further improvement.
- **Continued Monitoring:** Ongoing evaluation of data and feedback to ensure sustained progress and adapt strategies as needed.
- **Continued Collaboration:** Engage in continued collaboration across the system, to increase impact on student achievement in mathematics.

Summary:

In summary, our focused efforts on implementing proven strategies, enhancing educator learning, and understanding student needs have led to significant growth in mathematics achievement. Notably, we've seen improved student performance, increased use of digital tools, and a rise in positive student attitudes towards math. Math coaches have become integral to our success, and we're optimistic as we await the final EQAO results in September. Moving forward, we'll continue to monitor progress and refine our approaches to sustain and build on these gains.

Next Steps

We will maintain our focus on supporting all schools with targeted resources, ongoing monitoring, and strategic interventions aligned with our plan. The Student-Centered Coaching Team will continue to meet regularly to assess and refine the strategies, practices, and resources needed to ensure sustained progress. Our coaching model is being continuously refined and enhanced based on student experiences, collected evidence, and system-wide needs.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB having received Report No. 67, Superior-Greenstone DSB Math Achievement Action Plan, approve the Math Achievement Plan, effective August 26, 2024.

Respectfully submitted by:

Carole Leroux
Superintendent of Education

Tara Balog
Assistant Superintendent of Education



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

Report No.: 68

Date: August 26, 2024

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

FROM: Trustee Kal Pristanski

SUBJECT: CSBA/OPSBA AGM Report

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

Background

On July 3-5, 2024, the Ontario Public School Board's Association (OPSBA) hosted the 2024 Canadian School Board's Association (CSBA)/OPSBA Annual General Meeting in Toronto.

Current Situation

Tuesday Keynote Speaker – Dr. Marie Battiste

Dr. Battiste spoke of the decolonization movement within Indigenous communities as Eurocentric colonialism did not fit with (or was forced on) Indigenous peoples. She highlighted the inequities of inclusion, diversity, equity of the past and highlighted how we can change this in the spirit of reconciliation.

Local Voice in Decision Making at the School Board level – CSBA sponsored study that presented the results regarding the state of current school boards and the loss of local voices when school boards are amalgamated or dissolved. Interesting, though the study did not include Ontario in the research. While we still have Boards our inclusion could have added to base line observations.

Roadmap to AI – AI is here and how we navigate though it (or with it) will have a huge impact on education. This session was mainly for the benefit of Trustee's as we are the policy makers and many issues will have to be addressed. Moral and ethical considerations will have to be included in any policy development.

Afternoon Keynote Speaker – Dwayne Matthews

Effective speaker. Building a future ready education system. What will be here in the future? How do we prepare students for a future that is changing so fast. Some jobs have not even been invented yet. We have to have an innovative, technology based system that is adaptable not just to current needs but future needs. Someone smarter than me will have to figure that one out.

Student Trustee and Student Voice – panel of current student trustee's as well as board members of the Ontario Student Trustee's Association painted a rosy picture of the Association. Fortunately for them they cut off the questions before I got the microphone.

Keynote Speaker – Dr. Robyn Hanley-Dafoe – Stress Wisely

Sort of interesting I guess, but mainly an American perspective.

Keynote Speaker – Jodie Lobana – Navigating the New Frontier: GPT's Role in Shaping the Future.

Excellent presentation. Fortunately we sat with the speaker and her partner at the gala dinner the night before. Interesting table discussion. GPT – Generative Pre-trained Transformers. Students are way ahead of use on this and we have to catch up. Again, designed for Trustee’s as policy makers – how to integrate GPT into education to boost student engagement. She spoke on the ethical concerns that go with GPT as well as the safe guards that have to be in place going forward.

Ontario’s Poet Laureate – Randell Adjei
No comment.

Administrative Summary

That, the Report No. 68 entitled, CSBA/OPSBA AGM Report, be received by the Board for information.

Respectfully submitted by:

Kal Pristanski
Trustee



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 69

Date: August 26, 2024

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Trustee Code of Conduct Compliance with Regulatory Amendments

STRATEGIC PRIORITY: Stewardship

Background

The Ontario government has introduced new regulations under the Education Act, specifically O. Reg. 312/24 and O. Reg. 306/24, which mandate significant updates to the Trustee Code of Conduct for school boards across the province. These regulations outline express obligations and prohibitions that must be integrated into each school board's code of conduct and introduce new requirements related to the appointment and role of integrity commissioners. Compliance with these regulations is mandatory, and all school boards must review and update their Trustee Code of Conduct by August 28, 2024, with changes implemented by August 31, 2024.

Current Situation

Our school board's current Trustee Code of Conduct closely aligns with the newly introduced requirements under O. Reg. 312/24, however key areas needing revision include:

Board Member Obligation: The current code lacks explicit language ensuring equal treatment of all persons without discrimination on various grounds.

Prohibited Conduct: Our current code contains many of the prohibited conducts included in the new regulation, however they have now been reinforced explicitly in a new section entitled "Prohibitions".

Public Accessibility: The current code is available on the board's website, but it lacks a publicly accessible archive of previous versions and does not always indicate the effective dates of changes. These are now required under the new regulations.

Review Timelines: Our board has scheduled the required review of the Trustee Code of Conduct within 30 days of O. Reg. 312/24 coming into force and thus, we will be in compliance with the new initial timeline. However, subsequent review timelines need to be planned and documented to ensure ongoing compliance. These have now been embedded into the Code of Conduct.

Procedural Requirements: With the introduction of O. Reg. 306/24, the board must prepare for the future requirement of appointing an integrity commissioner and establishing procedures for handling alleged breaches of the code, although these provisions are not yet in force.

Next Steps

To ensure full compliance with the new regulations, it is recommended that the board take the following actions:

1. Review and approval of the updated Code of Conduct through board approval.
2. Separate the Code of Conduct from the Trustee Procedural Bylaws document and allow it to exist as a separate document.
3. Public Accessibility Improvements: Enhance the public accessibility of the code by creating an archive of all previous versions on the board's website, clearly indicating the period during which each version applied. Additionally, ensure that any changes to the code include the effective dates.

4. Establish Review Timelines: Document and schedule subsequent reviews of the Trustee Code of Conduct to ensure compliance with the required timelines (e.g., second review by May 15, 2027, and subsequent reviews every four years).
5. Prepare for Future Requirements: Although O. Reg. 306/24 is not yet in force, the board should begin preparations for the potential appointment of an integrity commissioner. This includes drafting procedures for handling alleged breaches of the code, outlining the roles and responsibilities of the integrity commissioner, and establishing budget provisions for related costs.

By taking these steps, our school board will not only meet the regulatory requirements but also reinforce the integrity and transparency of our governance practices.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report 69, Trustee Code of Conduct Compliance with Regulatory Amendments, as notice of amendment/addition to Superior-Greenstone DSB Procedural Bylaw.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



SUPERIOR-GREENSTONE

DISTRICT SCHOOL BOARD

PROCEDURAL BYLAWS

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Procedural BYLAWS

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(Credit: National Association of Parliamentarians NAP)



PREAMBLE

A. PURPOSE

The following organizational bylaws are established by the Superior-Greenstone District School Board for the orderly dispatch of its business by board members and staff.

These bylaws shall be subject to the provisions of any Statute or Regulation of the Province of Ontario and in the event of any conflict, the statutory provisions shall prevail.

B. NAME OF THE BOARD

The name of the Board shall be SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD.

C. JURISDICTION

The area served by the Board shall be as delineated by Government Regulation and as it may be altered by Regulation from time to time.

D. BOARD STATUS

Pursuant to section 58.5(1) of the *Education Act*.

“Every district school board is a corporation and has all the powers and shall perform all the duties that are conferred or imposed on it under this or any other Act”.

But, pursuant to section 58.6 of the *Education Act*.

“A district school board shall be deemed to be a local board and a school board for the purposes of the *Municipal Elections Act, 1996*”.



**BYLAWS OF THE
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

ARTICLE I - Name

The name of this Board shall be SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD.

ARTICLE II - Purpose

The purpose of the Superior-Greenstone District School Board shall be to inspire students to succeed and make a difference.

ARTICLE III - Definitions

Section 1. — Definitions

- 1.1 **“Act”** means the *Education Act*, Revised Statutes of Ontario, as amended from time to time.
- 1.2 **“Ad Hoc Committee”** also referred to as a special committee, means a committee established by the Board, as the need arises, to consider a specific, assigned matter, and report back thereon to the Board by a fixed date.
- 1.3 **“Administrative Officers”** means the Director of Education as Secretary of the Board and the Superintendent of Business as Treasurer of the Board.
- 1.4 **“Appointed Members”** means members appointed by the Board to sit as members with full or partial rights and to include (a) First Nations representative(s) and (b) Student Trustee(s).
- 1.5 **“Board”** means the Superior-Greenstone District School Board.
- 1.6 **“Board Officers”** means the Chair, Vice-Chair, Secretary and Treasurer of the Board.
- 1.7 **“Bylaws”** means the document that contains an organization’s own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows.
- 1.8 **“Chair”** means the Chair of the Board.



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- 1.9 **“Committee Chair”** means a Chair of a committee of the Board.
- 1.10 **“Committee of the Whole”** means the Board meeting as a whole within the rules and regulations of a committee and open to the public unless, in accordance with the Education Act, the subject matter under consideration permits the meeting to be closed to the Public (“In-Camera”).
- 1.11 **“Director”** means Director of Education, Secretary of the Board and its Chief Executive Officer.
- 1.12 **“Elected Board Officers”** means the Chair and Vice-Chair of the Board.
- 1.13 **“Ex-Officio”** refers to a member who is permitted to act by virtue of office, with the right, but not the obligation, to participate in the proceedings of the committee, and is not counted in determining the number required for quorum or whether a quorum is present at a meeting.
- 1.14 **“Majority”** means more than half.
- 1.15 **“Majority vote”** (unqualified) means more than half of the votes cast by persons entitled to vote, excluding blanks or abstentions, at a regular or other properly called meeting.
- 1.16 **“Member”** means a Trustee, elected or appointed, of the Board.
- 1.17 **“Notice”** means the written announcement at the preceding meeting of a proposal to be brought before the Board at the following meeting or a special meeting called for the purpose to address the proposal.
- 1.18 **“Quorum”** means the number or proportion of members that must be present at a meeting of an organization to enable it to validly transact business.
- 1.19 **“Standing Committee”** means a committee established by the Board to consider, on an ongoing basis, a specific, fixed area of the Board’s operations.
- 1.20 **“Statutory Committee”** means any committee established by requirement of statute or regulation.
- 1.21 **“Sub Committee”** means any subcommittee established by a committee of the board (except a committee of the whole) which is responsible to and reports to the committee and not to the Board.
- 1.22 **“Vice-Chair”** means the Vice-Chair of the Board.



ARTICLE IV - Members

Section 1. — Elected Trustees

Elected Trustees are elected at a regular election in accordance with the *Municipal Elections Act*, 1996.

Section 2. — First Nations Representative

The First Nations Representative(s) is appointed to the board to represent the interests of the First Nation students and is deemed to be an elected member of the board, with all the rights, privileges and responsibilities of any other member in accordance with the *Education Act*.

Section 3. — Student Trustee

The Student Trustee is a pupil(s) enrolled in the senior division of a school of the board and elected by his or her peers in accordance with the *Education Act*.

Once elected, the Student Trustee attains a limited membership and term of office as outlined in the *Education Act* and referenced in Appendix C Regular Meetings.

ARTICLE V - Officers

Section 1. — Elected Board Officers

The elected board officers shall be a Chair and a Vice-Chair of the Board. These officers shall serve for a term of one year and until their successors are elected.

Section 2. — Administrative Officers

The Secretary of the Board shall be the Director of Education in accordance with the *Education Act*.

The Treasurer of the Board shall be the Superintendent of Business.

Section 3. — Duties of Officers

Officers shall perform duties as outlined in the *Education Act*, Provincial Regulation, Board Policy and Procedures, and as prescribed in these bylaws, special rules of order, and the parliamentary authority adopted by the Board as well as those outlined in Appendix F, Code of Conduct for Trustees.

Matters or procedures not specifically described in these bylaws, special rules of order, the adopted parliamentary authority, or procedures outlined in the attached appendices, shall be handled in a manner established by the Chair subject to unanimous consent or, if any objection, a majority vote. Any such procedure will be in effect only until the matter at hand is disposed of.



ARTICLE VI - Meetings

Section 1. — Regular Meetings

Regular Meetings of the Board shall be held as determined by Board resolution at the Annual Organizational meeting, stipulating the date, time, and location of such meetings.

Due to extenuating circumstances, the Chair in consultation with the Director, may cancel, reschedule, or relocate a meeting when deemed necessary, provided as much notice as possible is provided to members.

Section 2. — Annual Organizational Meeting

The Annual Organizational Meeting of the Board for the second, third and fourth years of a Board's term of office shall be held no later than the first seven (7) days of December at the Board's Head Office, unless the Board otherwise directs.

The Annual Organizational Meeting shall be for the purpose of electing officers and electing board members to committees and for any other items of business deemed necessary.

Section 3. — Inaugural Meeting

The Inaugural Meeting of a newly elected Board shall be held no later than the first seven (7) days of December at the call of the Board Secretary and according to the *Education Act*.

This meeting shall be held at the head office of the Board in Marathon, Ontario unless extenuating circumstances require otherwise.

Section 4. — Special Meetings

Special Meetings of the Board may be held at the call of the Chair, in consultation with the Director, or on the written request submitted to the secretary of not less than a majority of the Members of the Board.

The purpose of the special meeting shall be stated in the call, which shall be sent to all members. Only business stated in the call shall be transacted.

Section 5. — Quorum

Quorum for Regular, Inaugural, Annual, or Special meetings of the Board shall be a majority of the members of the Board, excluding the Student Trustee.

Section 6. — Notice of Meetings

The notice of meetings shall be a minimum of five (5) days whenever possible. Notice, along with an agenda and supporting materials shall be forwarded to members prior to the holding of any meeting. Under extenuating circumstances notice may be waived.



Section 7. — Electronic Meetings

It shall be possible and permitted for members, including appointed members, upon request to the Secretary of the Board, to participate using electronic means, so long as all members can simultaneously participate in the meeting and as outlined in Board Policy and Provincial Regulations. Electronic means must allow for secure two-way communication for any in-camera meetings.

Despite the availability of electronic meetings, attendance must comply with the provisions outlined in the *Education Act*.

Board and Committee Chairs may preside over meetings electronically if any of the following applies:

- The distance from the Chair's current residence to the meeting location is 200 km or greater;
- Weather conditions do not allow the Chair to travel to the meeting location safely;
- The Chair cannot be physically present at a meeting due to health-related issues.

No more than half of Board or Committee Meetings in a 12-month period can be chaired electronically.

Section 8: — Minimum Requirements re Physical Presence in Board Meeting Room

A member of a board shall be physically present in the meeting room of the Board for at least three regular meetings of the Board in each 12-month period beginning December 1.

For the period beginning when a member of a Board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the Board for at least one regular meeting of the Board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending on the following November 30.

ARTICLE VII - Elections**Section 1. — Elections**

All elections shall be conducted by ballot according to the balloting procedures outlined in Appendix B, Election Procedures. If only one person is nominated or elects to stand for a position, that member shall be declared elected by acclamation.

Section 2. — Election Procedures

The procedures at an Inaugural Meeting and succeeding Annual Organizational Meetings shall be in accordance with the *Education Act* and election procedures as outlined in Appendix B, Election Procedures.



ARTICLE VIII - Committees

Section 1. — Statutory Committees

Statutory Committees are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations.

Statutory Committees of the Board include the Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC), Audit Committee, and Supervised Alternative Learning Committee (SAL).

Section 2. — Standing Committees

Standing Committees may be established by the Board and comprised of Board members as well as non-members of the Board. Standing Committees are established to consider, on an ongoing basis, a specific fixed area of the Board's operation.

Standing Committees of the Board shall include: Board Student Discipline Committee, Board Policy Review Committee (BPRC), Native Education Advisory Committee (NEAC), Occupational Health and Safety Committee (OH&S), Education Committee, and Business Committee.

Section 3. — Ad Hoc (Special Committees)

Ad Hoc Committees (Special Committees) may be established by the Board and comprised of individuals deemed necessary to provide input to the Board on a topic or group of topics as determined by the Board.

Section 4. — Sub Committees

Sub Committees may be established by committees of the Board to undertake specific assigned matter(s) and report back to the striking committee by a fixed date.

Section 5. — Additional Committees

Additional committees may be established by the Board, or as directed by regulation, as deemed necessary.

Section 6. — Ex-officio

The Chair and Vice-Chair of the Board shall be ex-officio members of all board committees, unless elected or appointed as members resulting in ex-officio status no longer applying.

ARTICLE IX - Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised (RONR) shall govern the Superior-Greystone District School Board in all cases to which they are



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applicable and in which they are not inconsistent with these bylaws and any special rules of order that the Board may adopt.

ARTICLE X - Amendment of Bylaws
--

Provisions within these bylaws may be amended at any regular board meeting or at a special meeting of the Board called for the sole purpose to amend the bylaws, by a 2/3 vote with notice.

Provisions within these bylaws may not be suspended.

Any reference to Acts or Regulations in these bylaws that require changes as a result of changes to Acts or Regulations shall be considered as written into the present bylaws with the new reference and alternate numbering, as required.

ARTICLE XI – Amendment of Appendices

Provisions within the attached appendices may be amended at any regular board meeting or at a special meeting of the Board called for the sole purpose to amend the appendices, by a 2/3 vote without notice or by a majority vote with notice.

Provisions within the attached appendices may be suspended by a 2/3 vote.

April 18, 2016 Amendment of Appendices**Motion No. 50/16**Moved by: *Trustee M. Mannisto*Second: *Trustee M. McIntyre*

✓ **That**, the Superior-Greystone DSB amend Appendix B, (Page 12) Committee Members to read as follows:

"Elections: The Chair shall by way of members' expression of interest conduct the process of appointment for members of Committees in the order as presented in the bylaws."

MOTION No. 51/16Moved by: *Trustee M. McIntyre*Second: *Trustee M. Fisher*

✓ **That**, the Superior-Greystone DSB amend Appendix A, (Page 9) Special Rules of Order as follows:

"Notice along with supporting materials shall be forwarded to the Director/Chair a minimum of two weeks in advance of a board meeting whenever possible prior the next scheduled board meeting."

November 19, 2018 Amendment of Appendices**Motion No. 151/18**Moved by: *Trustee G. Vallance*Second: *Trustee M. Mannisto*

✓ **That**, the Superior-Greystone DSB approves the revision to Board Bylaws: Election Procedures - Appendix B: Procedure of Drawing Lots.



Appendix A

Special Rules of Order

The following special rules of order adopted by the Superior-Greystone District School Board shall take precedence over the parliamentary authority, that being the most current edition of Robert's Rules of Order Newly Revised (RONR), adopted by the Board.

- A. Ballot**
The results of a ballot vote will be announced, but not the count.
- B. Committee of the Whole**
The Chair of the Board shall chair the committee of the whole meeting.
- C. Debate**
Members may speak in debate twice up to two (2) minutes each time on any debatable motion. A motion to Limit or Extend Limits of Debate may be adopted by a 2/3 vote.
- D. Ex-officio**
While ex-officio members shall have all the rights to speak, they will not have voting rights and will not affect the quorum.
- E. Reconsideration**
The motion to reconsider will follow the current edition of RONR, with the following provision:

The same or substantially the same motion that receives the same outcome two meetings in a row shall not be re-visited for 6 months, unless the members, by a 2/3 vote, agree to do so.
- F. Notice**
Notice along with supporting materials shall be forwarded to the Director/Chair a minimum of two weeks in advance of a board meeting whenever possible prior the next scheduled board meeting.
(Motion 51/16)



Appendix B

Election Procedures

Procedures

The procedures at the Inaugural Meeting and each succeeding Annual Organizational Meeting shall be as follows.

Secretary Assumes Chair

The Secretary shall assume the Chair until the election of a Chair is concluded.

Call to Order

The Secretary shall:

- (a) call the meeting to order; and
- (b) if a quorum is present proceed to (c); or if no quorum is present proceed with available options:
 - i) Recess
 - ii) adjourn
 - iii) fix the time to which to adjourn
 - iv) take measures to acquire a quorum
- (c) in an election year, read the returns of the clerks of the municipalities, if available, certifying as to the election of the members; and
- (d) declare the Board to be legally constituted when all members present have taken the declaration and oath, if taken, and they constitute a majority of all of the members of the Board.

Ballots

The Secretary shall have ballots prepared for each office.

Electronic secret voting shall be allowed. The voting member shall phone the scrutineer. The scrutineer shall fill in the ballot and place the ballot for the member.

Scrutineer

The Secretary shall designate two staff members to act as scrutineers.

Elections

The Secretary shall conduct the election for the Office of Chair by calling for nominations from the floor and each member so nominated shall indicate whether or not he/she will stand.

A seconder for a nomination is not required.



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The following provisions shall apply.

- (a) **Acclamation**
If only one person is nominated or elects to stand, that member shall be declared elected by acclamation.
- (b) **Contested**
Where more than one member stands, a vote shall be taken by secret ballot, and the member receiving the majority vote shall be declared elected.
- (c) **Addressing the Members**
Time will be allocated for each candidate for the office of Chair and one (1) nominator for each candidate to address the Board in public session, if they chose to do so.
 - The nominator will be allowed up to two (2) minutes to speak.
 - The candidate will be allowed up to three (3) minutes to speak.
 - The time allowed will be strictly adhered to.
- (d) **No Majority on First Ballot**
If no nominee receives a majority on the first ballot, the name of the member receiving the fewest votes shall be removed and the members shall proceed to vote anew, again by secret ballot, and so on until a Chair has been duly elected.
- (e) **Tie for Fewest Votes**
If no nominee receives a majority and two or more nominees are tied respecting the fewest votes, those nominees so tied shall draw lots to determine which name shall remain on the ballot and which name shall be removed.
- (f) **Drawing Lots**
In the event of an equality of votes for the position of Chair, a further ballot shall be taken. If, upon the second ballot the equality remains, the nominees shall draw lots to fill the position of Chair.

Procedures for Drawing Lots

The names of these candidates will be placed in a box by the two scrutineers and will be drawn by one scrutineer to declare the successful candidate. This will take place in front of the candidates.

Ballots shall be prepared by the two scrutineers as follows and placed in a box:

- One ballot for each candidate that states the candidates name; the other(s) blank.
- A sufficient number of blank ballots will be added to ensure fairness. The total number of blank ballots will be two times the number of candidates (e.g. If there are two candidates, therefore there will be four blank ballots).
- In the case of a blank ballot being drawn, ballots will continue to be drawn by a scrutineer until a candidate's name is drawn. This candidate will be the successful candidate.
- A scrutineer will provide the ballot to the Secretary to announce.



Balloting

The Secretary shall announce the results of any ballot, but shall not declare the count.

Assuming Chair

Upon election, the newly-elected Chair shall assume the role of Chair, and will preside over the remainder of the meeting.

Destroying Ballots

Once the successful candidate for chair is declared and assumes the role, the chair shall announce that the ballots are to be destroyed. No vote is required.

Vice-Chair

The Chair shall then conduct the election of the Vice-Chair of the Board, in the same manner as for the election of the Chair.

Committee Members

Elections

The Chair shall by way of members' expression of interest conduct the process of appointment for members of Committees in the order as presented in the bylaws. *(Motion 50/16)*

Destroy Ballots

Once the successful members are declared, the Chair shall announce that the ballots are to be destroyed.

Committee Chairs

Committee Chair elections shall occur by ballot, unless by acclamation, at the first meeting of the committee.

Other Business

Any other general business of the Board shall then be conducted.

Term of Office

The term of office for all elected Board Officers shall be for one (1) year and until their successors are elected.

There shall be no restrictions as to how many consecutive terms an individual member shall serve as an Officer of the Board.



Appendix C**Regular Meetings Of The Board Procedures****Agenda**

All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Chair. The Chair may not deny the requests by Administration for agenda items arising from an Administrator's discharge of duty under the *Education Act* and Regulations or the procedures of the Board, and all such requests shall be granted by the next available meeting.

Quorum

The quorum shall be a majority of the members of the Board, excluding the Student Trustee.

As required in Regulation, the MINIMUM attendance required to be physically present in the meeting room of the Board shall be:

- (a) the Chair of the Board or designate
- (b) at least one additional member of the Board; and
- (c) the Director or designate.

Member Absence

It shall be the responsibility of each member to notify the Secretary of expected absences prior to the time of each regular meeting. Those providing such notice will be marked "absent with regret". Those not providing such notice will be marked "absent".

Agenda (Order of Business)

The business before the Board shall generally be dealt with in the following order:

1. Roll Call
2. Approve Agenda
3. Declaration of Conflict of Interest
4. Approve Minutes of Previous Meeting(s)
5. Business Arising out of Minutes
6. Delegations, Representations
7. Reports and Matters for Decision
8. New Business
9. Notices of Motion
10. In-Camera (Closed to the Public)
11. Correspondence and Information Items
12. Adjournment.



Unfinished Business

If the adjournment of a meeting results in items of business on the Agenda remaining unfinished, the Chair, in consultation with the Director, may call another meeting of the Board for the sole purpose of completing the Agenda. Alternatively, the Chair may schedule the unfinished items of business to the next meeting of the Board.

Participation of Appointed MembersFirst Nations Representative

Once appointed, the member representing First Nations is deemed to be an elected Member and, as such, has all the rights, privileges and responsibilities of any other member, and is subject to the same rules and regulations.

Student Representative

Once elected, the Student Trustee attains only a limited membership, and the Student Trustee may:

- (a) regularly attend Board Meetings and the Committee of the Whole In-Camera Sessions, however will be excused from discussions related to the "Personnel" section of In-Camera Agendas and those related to students and/or their parent(s)/guardian(s);
- (b) request that items be placed on or added to the Agenda, subject to the approval of the Chair and/or the Director;
- (c) request that a matter before the Board, or one of its Committees on which the Student Trustee sits, be put to a recorded vote and, in that case, there shall be:
 - (i) a recorded, non-binding vote that includes the Student Trustee's vote; and
 - (ii) a recorded binding vote that does not include the Student Trustee's vote;
- (d) make presentations to the Board;
- (e) generally provide advice to the Board from the perspective of a student within the system;
- (f) sit on Board Committee Meetings as other Trustees; however, not on a Committee that requires one or more "Members of the Board". When Board Policy governs Committee membership, the Board could amend its Policy to allow a Student Trustee to sit on the Committee.

The Student Trustee may NOT:

- (a) move or second a motion; however, is entitled to suggest a motion on any matter at a Meeting of the Board, or of one of its Committees on which the Student Trustee sits and, if no Member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion;
- (b) participate in any Committee or Subcommittee dealing with employee matters;
- (c) serve as Chair or Vice-Chair.



Public Access to Meetings and Minutes

Meetings

All Meetings of the Board and its Committees shall be open public meetings except for those portions held In-Camera in accordance with the provisions of the *Education Act*.

Minutes

Minutes of Regular Board Meetings shall be made available on the Board website.

Exclusion of Persons

The Chair or Presiding Officer may expel or exclude from any meeting any person who has been guilty of improper conduct during the meeting.

Temporary Chair

If at any meeting there is no Chair or Vice-Chair present, the members present may by consensus appoint a member in attendance with the Director or designate to be the Chair for that Meeting.

Voting by Chair

The presiding Chair may vote with the other Members of the Board upon all motions. This provision shall apply to all meetings of the Board and its Committees.

Presiding Officer's Participation

It shall be the policy and practice of the Board to allow the full participation of the Chair or Vice-Chair of the Board or any Committee without that individual having to relinquish the Chair.

Reconsideration

The same or substantially the same motion that receives the same outcome two meetings in a row shall not be re-visited for six months, unless the members, by a 2/3 vote, agree to do so.



Appendix D

DELEGATIONS

Conditions

Persons or groups wishing to appear before the Board shall be permitted to do so, provided:

- (a) Subject Matter:
is a matter within the jurisdiction of the Board; and
- (b) Request
a request is received by the Chair or the Director or designate at least six (6) days prior to the meeting at which the delegation is requesting permission to be heard.

Approval

Requests from delegations by or on behalf of employees of the Board shall require the approval of the Board.

Specifics

Requests from delegations must specify the nature of the topic to be addressed, and the name of the spokesperson for the group.

In Camera Topics

Where the subject matter of the delegation involves matters that according to the *Education Act* are to be discussed in camera, the delegation will be included on the Agenda for the Committee of the Whole Board in Camera part of the Regular or Special Meeting.

Handouts

If a delegation wishes to provide written materials as part of the presentation, up to five (5) pages will be copied by the Board and will be included for the Members as part of their agenda package, if received at least seven (7) business days prior to the meeting date.

Exception

Time and other requirements herein may be waived at the discretion of the Chair in consultation with the Director.

Refusal

Delegations may be refused if they would appear on the same agenda as a similar item to be voted upon by Trustees at the same meeting.



Referred to Committee

The Chair or Director may assign a requested delegation to a Committee of the Board.

Time Limit

Any delegation will be ordinarily limited to ten (10) minutes for its presentation.

Questions

Questions of clarification may be asked by the members following a presentation.

Decision

No decision relative to the presentation will be made by the Board at the meeting at which the presentation is made.



Appendix E

**Code of Conduct
For Members of
Superior-Greenstone District School Board
Revised August 2024**

Review Schedule:

1. September 30, 2024,
2. May 15, 2027
3. Every four years, and no later than May 15 of the review year
 - All previous versions of the code of conduct will be maintained by the board, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.
 - The code of conduct will be made available on the SGDSB website.

Approval:

If one or more changes are identified upon review, the board shall update its code of conduct to reflect the changes no later than August 31 in the year of the review. A board resolution is required for updates that include anything greater than typological changes.

PREAMBLE

~~It is the responsibility of the first and foremost job of the Superior Greenstone District School Board of Trustees is to ensure ongoing achievement and well-being of all its students. This requires a board that is focused on the strategic direction, priorities, mission and values approved by the Board. It requires Board members to demonstrate collectively and individually the highest standards of ethical conduct.~~

1. RATIONALE

This code of conduct guides the actions of Board members of the Superior-Greenstone District School Board (SGDSB) as they carry out their duties described in the Education Act and Board policy. In addition, the actions of SGDSB Board members must align with the values outlined in the Board's Strategic Priorities and Commitments.

The Board members of the SGDSB occupy positions of public trust and confidence. They are expected to maintain the integrity of the board and their position as a Board member. Board members will discharge their duties and responsibilities in a professional and impartial manner. It is imperative that trustees be and be seen to be acting in the best interests of the people they serve.

2. PURPOSE

A code of conduct policy contributes to confidence in public education and respect for



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the integrity of elected Trustees in their community. It deals with acceptable and respectful behaviours.

3. APPLICATION

This Code of Conduct and the Enforcement Procedures apply to all Trustees of the Superior Greenstone District School Board.

4. OBLIGATIONS

This code of conduct requires a board member to:

- comply with the board's code of conduct and any applicable board by-law, resolution, policy or procedure;
- conduct themselves in a manner that does not discredit or compromise the board's integrity when they are acting, or holding themselves out, as a board member; and,
- treat all persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability when they are acting, or holding themselves out, as a board member.

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5. PROHIBITIONS

Board members are prohibited from:

- using or permitting the use of board resources for any purpose other than the business of the board;
- disclosing confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board;
- using confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse or child;
- subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties;

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- acting as a spokesperson to the public on behalf of the board unless authorized to do so under the express provisions of the *Education Act*,
- giving notice of an alleged breach of the code of conduct that is frivolous, vexatious or brought forward in bad faith; and,
- engaging in reprisal (or threatening reprisal) against a person who gives notice of an alleged breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate.

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4.6. GUIDING PRINCIPLES

Principle 1: Integrity and Dignity of Office

- 1.1 Trustees' first responsibility is to our students, the parents and guardians in our school system, our employees and the communities we serve.
- 1.2 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 1.3 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
- 1.4 Trustees will commit themselves to dignified, ethical, professional and lawful conduct.

Principle 2: Avoidance of Personal Advantage and Conflict of Interest

- 2.1 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might perceive that the gift could influence the Trustee when performing his or her duties to the Board.
- 2.2 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 2.3 A Trustee shall not use his or her office to obtain employment with the Board for the Trustee or a family member.

Principle 3: Compliance with Legislation

- 3.1 A Trustee of the Board shall discharge his or her duties in accordance with the Education Act and any regulations, directives or guidelines thereunder.
- 3.2 Every Trustee of the Board shall uphold the letter and spirit of this Code of Conduct.
- 3.3 Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

Principle 4: Civil Behaviour

- 4.16.1 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.



4-26.2 A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.

4-36.3 When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.

4-46.4 Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

Principle 5: Respect for Confidentiality

- 5.1 Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of such deliberations, unless required to divulge such information by law or authorized by the Board to do so.
- 5.2 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 5.3 Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.

Principle 6: Upholding Decisions

- 6.1 A Trustee of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 6.2 A Trustee shall uphold the implementation of any Board resolution after it is passed by the Board.
- 6.3 A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.4 Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order.
- 6.5 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair or Board to do so. When a Trustee expresses their opinion(s) in public, they must make it clear that they are not speaking on behalf of the Board.



5-7. ENFORCEMENT OF THE CODE OF CONDUCT

Identifying a Breach of the Code

A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair of the Board or another trustee as designated by the Board and described in Section 86.1. The trustee who provides notification of an alleged breach must also provide a copy of the notification to the director of education.

7.1

7.2 Any notification of an alleged breach of the code of conduct must include:

- the name and contact information of the member alleging the breach and the member(s) whose conduct is at issue
- the date of the alleged breach
- a description of the alleged breach
- the provision of the code of conduct alleged to have been breached
- The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

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5-17.2 Any allegation of a breach of the Code must be brought to the attention of the Chair no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.

5-27.3 Any allegation of a breach of the Code of Conduct shall be investigated following the Informal or Formal Complaint Procedures below, as the case may be.

5-37.4 It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding his/her obligations under the Code. Only serious and/or recurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure.

6-8. CHAIR / PRESIDING OFFICER

6-18.1 The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair. If the alleged

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breach relates to the conduct of the chair and vice-chair, notification must be provided to another member who is not the complainant or the subject of the complaint.

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6-28.2 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.

6-38.3 The Board will appoint a Code of Conduct committee when required to conduct the formal inquiry process. This committee will consist of the Chair or Designate and such trustees as determined by the Board at that time.



- 6-48.4 The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.

7.9. INFORMAL COMPLAINT PROCEDURE

- 7.1 The Chair of the Board on his/her own initiative, or at the request of a Trustee of the Board, without the necessity of providing a formal written complaint, may review the complaint and may meet informally, with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.
- 7.2 The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

8. FORMAL COMPLAINT PROCEDURE

- 8.1 A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board a written, signed complaint setting out the following:
- The name of the Trustee who is alleged to have breached the Code;
 - [A description of the The](#) alleged breach or breaches of the Code;
 - Information as to when the alleged breach came to the Trustee's attention/[the date of the breach.](#);
 - The grounds [from the Code of Conduct](#) for the belief of the Trustee that a breach of the Code has occurred; and
 - The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

Except as provided below, if a written complaint is filed with the Chair of the Board then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.

- 8.2 In an election year for Trustees, a code of conduct complaint respecting a Trustee who is seeking re- election shall not be brought during the period commencing two (2) months prior to Election Day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged



breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.

- 8.3 The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) business days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.
- 8.4 The Chair or Designate shall convene the Code of Conduct Committee as appointed by the Board.

9. REFUSAL TO CONDUCT INQUIRY

- 9.1 If the Code of Conduct Committee is of the opinion that the allegation of the breach is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for an inquiry, an inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all Trustees of the Board.

10. STEPS OF INQUIRY

- 10.1 The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.
- 10.2 Procedural fairness and the principles of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.
- 10.3 The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.
- 10.4 The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the Code of Conduct Committee undertaking the formal inquiry and in writing.
- 10.5 Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the Code of Conduct Committee. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. These two Trustees shall have ten (10) business days (or such reasonable period of time as deemed appropriate by the Code of Conduct Committee), from the receipt of the draft report to provide a written response.
- 10.6 If the accused Trustee refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence.



- 10.7 The final report shall outline the finding of facts/reasonable likelihood/balance of probability (more likely to have occurred than not), but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.

11. SUSPENSION OF FORMAL INQUIRY

- 11.1 If the Code of Conduct Committee, when conducting the formal inquiry, discover that the subject matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

12. DECISION

- 12.1 Trustees shall consider only the findings in the Final Report when voting on the decision and sanction. No Trustee shall undertake his/her own investigation of the matter.
- 12.2 The final report shall be delivered to the Board of Trustees, and a decision will be made by the Board of Trustees as to whether or not the Code of Conduct has been breached.
- 12.3 The sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.
- 12.4 ***The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.*** The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.
- 12.5 The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.
- 12.6 The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.
- 12.7 The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees of the Board



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present and voting.



- 12.8 Despite s. 207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
- a) The security of the property of the board;
 - b) The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) The acquisition or disposal of a school site;
 - d) Decisions in respect of negotiations with employees of the board; or
 - e) Litigation affecting the board.

13. SANCTIONS

- 13.1 If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:
- a) Censure of the Trustee
 - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
 - (c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
- 13.2 The Board shall not impose a sanction, which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.
- 13.3 A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- 13.4 The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

14. RECONSIDERATION

- 14.1 If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall,
- a) Give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
 - b) The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least seven (7) business days after the submissions are received by the Trustee; and;



- c) Consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within twenty (20) business days after the submissions are received.
- 14.2 If the Board revokes a determination, any sanction imposed by the Board is revoked.
- 14.3 If the Board confirms a determination, the Board shall, within the twenty (20) business days confirm, vary or revoke the sanction.
- 14.4 If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- 14.5 The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees present and eligible to vote. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may vote.
- 14.6 The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be permitted to answer any questions at that meeting.
- 14.7 If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.



Appendix F


Basic Parliamentary Information

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BASIC PARLIAMENTARY INFORMATION

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PROCEDURE FOR HANDLING A MAIN MOTION

What is Happening/Notes	The Chair Says/Does	Members Say/Do
Obtaining and assigning the floor		
A member rises when no one else has the floor		"Mr./Madame President/Chairman"
	Recognizes the member by name, title or nodding	
How the motion is brought before the assembly		
Member sits after		"I move that (or "to")..."
Another member believes the motion is worth discussing		"I second the motion" or just "Second"
"Is there any debate?" is a less formal alternative to "Are you ready for the question?"	"It is moved and seconded that (or "to") ... Are you ready for the question?"	
Consideration of the motion		
See rules for debate (sidebar)		Debate
The chair puts the question to a vote of the assembly		
	"Are you ready for the question?"	Further debate
After debate is ended, or if the formal motion Previous Question has been moved and adopted to stop debate, a vote is taken	"The question is on the adoption of the motion that ..." "Those in favor of the motion, say aye." (Pause) "Those opposed say no." (Pause)	Members vote
The chair announces the results of the vote		
	"The ayes have it, the motion is adopted, and ... (indicating the effect of the vote or ordering its execution)." OR "The noes have it and the motion is lost."	

PRINCIPLES UNDERLYING PARLIAMENTARY LAW

As stated in *Robert's Rules of Order Newly Revised*, rules of parliamentary law balance the rights of individuals or groups within an organization's total membership. These rules are based on a regard for the rights:

- of the majority,
- of the minority, especially a strong minority greater than one third,
- of individual members,
- of absentees, and
- of all these together.

Ultimately the will of the majority decides matters, but only after full and free discussion. The rights of all (even those absent) must be protected. This pamphlet will help you run meetings more efficiently and effectively and help protect the rights of all members.

RULES FOR DEBATE

1. Members first obtain the floor.
2. The maker of the motion may speak first.
3. Debate is made to the chair; it is confined to the merits of the motion and not the motives or personalities of other members.
4. Amendments may be offered to improve the motion. They must be approved by the body, and the motion must still be adopted as amended.
5. Debate can be closed only by the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.



PERTINENT FACTS

- A **main motion** brings business before the assembly.
- A **subsidiary motion** assists the assembly in treating or disposing of a main motion.
- A **privileged motion** deals with matters of immediate importance. It does not relate to the pending business.
- An **incidental motion** is related to the parliamentary situation so that it must be decided before business can proceed.

MEANING OF SYMBOLS

- # Main motion when no other motion is pending.
- I In order when another has the floor; may interrupt.
- S Requires a second.
- D Is debatable.
- A Can be amended.
- M Requires a majority vote (i.e. more than half of votes cast).
- $\frac{2}{3}$ Requires a 2/3 vote (twice as many in the affirmative as in the negative).
- + Usually no vote is taken; the chair decides.
- N No vote; chair responds.
- R Vote may be reconsidered.
- * See *Robert's Rules of Order Newly Revised*, current edition, for specific rules.

¹TYPES OF AMENDMENTS

- To insert (within) or add (at the end of a sentence or paragraph) a word, consecutive words, or paragraph.
- To strike out a word, consecutive words, or a paragraph.
- To strike out and insert (which applies to words) or to substitute (which is applied to at least a paragraph of one or more sentences.)
- To strike out a word or paragraph and insert it in a different place.

RANKING MOTIONS

Motions on this page are listed in rank order, with the highest ranking at the top. After a motion has been stated by the chair, higher ranking motions are in order but not lower ranking

motions except that Amend and Previous Question can be applied to amendable and/or debatable motions of higher rank than themselves.

	Interrupt	Second	Debate	Amend	Vote	Reconsider
PRIVILEGED MOTIONS						
# Fix the Time to Which to Adjourn		S		A	M	R
# Adjourn		S			M	
# Recess		S		A	M	
Raise a Question of Privilege	I				+	
Call for the Orders of the Day	I				+	
SUBSIDIARY MOTIONS						
Lay on the Table		S			M	R*
Previous Question		S			$\frac{2}{3}$	R*
# Limit or Extend the Limits of Debate		S		A	$\frac{2}{3}$	R*
Postpone to a Certain Time (or Definitely)		S	D	A	M	R*
# Commit or Refer		S	D	A	M	R
Amend ¹		S	D	A*	M	R
Postpone Indefinitely		S	D		M	R*
MAIN MOTIONS						
		S	D	A	M	R



NON-RANKING MOTIONS

INCIDENTAL MOTIONS

	Interrupt	Second	Debate	Amend	Vote	Reconsider
Appeal Chair's Decision	I	S	D*	M*	R	
Close Nominations or Close the Polls		S		A	$\frac{2}{3}$	
Consider by Paragraph or Seriatim		S		A	M	
Create a Blank		S			M	
Division of the Assembly	I				N	
Division of the Question		S*		A	M*	
Object to Consideration of a Question	*				$\frac{2}{3}$ *	R*
Parliamentary Inquiry	I				N	
Point of Order	I		*		+	
Reopen Nominations or Reopen the Polls		S		A	M	R*
Request for Information	I				N	
² Request for Permission to Withdraw a Motion	*	*				neg
Suspend the Rules		S			$\frac{2}{3}$ *	

MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY

Take from the Table		S			M	
³ Rescind or Amend Something Previously Adopted		S	D	A	*	R*
³ Discharge a Committee		S	D	A	*	R*
⁴ Reconsider	*	S	D*		M	

NOTES

² Before a motion has been stated by the chair, it can be withdrawn or modified by the maker. After it has been stated by the chair, it can be withdrawn or modified only by unanimous consent or by a majority vote of the assembly.

³ An Incidental Main Motion which usually requires a majority vote with previous notice, a 2/3 vote without previous notice, or a majority vote of the entire assembly/membership.

⁴ Hasty or ill-advised action can be corrected through the motion to Reconsider. This motion can be made only by one who voted on the prevailing side and made only on the same day the original vote was taken. In a session of more than one day, a reconsideration can also be moved on the next succeeding day within the session on which the meeting is held.

FORMS OF VOTING

- A **voice vote** is the most commonly used form of voting (ayes and noes).
- A **rising vote** is the normal method of voting on motions requiring a 2/3 vote for adoption. It is also used to verify a voice vote or a vote by show of hands. The chair can order a rising vote or a single member can call for a Division of the Assembly.
- A **show of hands** is an alternative for a voice vote, sometimes used in small boards, committees, or very small assemblies, or for a rising vote in very small assemblies, but only if no member objects.
- Some conventions use **voting cards**, provided to delegates, to raise for voting.
- A **count** can be ordered by the chair or by a majority vote of the assembly.
- **Unanimous consent** is a vote of silent agreement without any objection.
- A **ballot** or **roll call** vote can be ordered by a majority of the assembly.



EXAMPLE OF A TYPICAL MEETING

After determining that a quorum is present, the presiding officer rises, waits or signals for quiet and says, **"The meeting will come to order."**

Opening Ceremonies: Based on the group, religious, patriotic, and customary rituals may be included. If given, the invocation, the National Anthem, and the Pledge of Allegiance to the Flag of the United States are arranged in that order. Inspirational messages follow patriotic exercises.

Roll Call (If customary): The chair states, **"The secretary will call the roll of members."**

Reading and Approval of Minutes: After the minutes are read, or if they have been previously distributed, the chair asks, **"Are there any corrections to the minutes?"** (Pause) **"If there are none, the minutes are approved as written."** With any corrections, **"The secretary will make the corrections. If there are no further corrections, the minutes are approved as corrected."**

Reports of Officers, Boards, Standing and Special Committees: Called on only if they have reports to make.

- Officers, boards, and standing committees report in the order they are listed in the bylaws. Special committees report in the order in which they were created.
- A treasurer's report is never adopted; instead a financial review or auditor's report is adopted annually.
- If an officer's report contains a recommendation, another member can make a main motion following the report to adopt the recommendation.
- Committee chairmen may make motions for recommendations contained in their reports.

Special Orders: Announced only if there are such items or matters required by the bylaws for a meeting. For example, **"The secretary will read from the Bylaws Article_ Section_ concerning the election of a nominating committee."**

Unfinished Business and General Orders: Announced only if there are such items (matters previously introduced but not finished at the prior meeting) or items postponed by way of motion to the next meeting.

New Business: The chair takes up any new business that is listed on the approved agenda. The chair then asks, **"Is there any new business?"** or **"Is there any further new business?"**

Announcements: **"The chair has the following announcements... Are there any other announcements?"**

Program: The chair does not "turn the meeting over," but announces, **"The program committee will now present the program..."** Or **"...will introduce our speaker."**

Adjournment: **"Is there any further business?"** (Pause) **"Since there is no further business, the meeting is adjourned."** Or **"A motion to adjourn is in order."**

