



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 2024/10 A G E N D A

Monday, September 16, 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: 290 172 180#

Board Chair: Pinky McRae

Director: William Goodman

Location: Lake Superior High School, 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					
Fairservice, Dan						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Krause, Zoey (Student)					
McRae, Pauline (Pinky)						Anthony, Miley (Student)					
First Nation Trustee(Vacant)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>					
Fredrickson, Eric: <i>Superintendent of Education</i>					
Carole Leroux: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</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 Coordinator</i>					
Zeleny, Lisa: <i>Executive Assistant</i>					

2.0 Regular Meeting Call to Order

That, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 16, 2024, be called to order at _____ p.m.

3.0 Approval of Agenda

That, the agenda for the Superior-Greenstone DSB 2024/10 Regular Board Meeting, September 16, 2024, be accepted and approved.

[\(Attached\)](#)**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meeting Minutes**

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

1. Regular Board Meeting 2024/09: August 26, 2024;

[\(Attached\)](#)**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes**

That, the minutes of the following Board Committee meetings be acknowledged as received:

1. Special Education Advisory Committee June 4, 2024

[\(Attached\)](#)**6.0 Business Arising Out of the Minutes****6.1 Motion Re: Superior-Greenstone DSB Procedural Bylaw Appendix E – AMENDMENT**[\(Attached - W. Goodman\)](#)

That, the Superior-Greenstone DSB approves the revisions to Board Bylaws: Appendix E, Code of Conduct for Members of the Superior-Greenstone District School Board, as presented.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: Student Success Presentation Titled: Trades Learning Opportunities**

(Video Presentation – System Principal, Kyle Thompson)

7.2 Excellence in Education: Lake Superior High School Presentation Titled: Pathways to Success: Exploring Specialized High Skills Majors

(PowerPoint Presentation – Principal, Sara Curtis)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Special Education Advisory Committee (SEAC) Report***(M. Brunskill/ W. Goodman)***9.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: Alex Marton

9.1 Borrowing By-Law No. 157[\(Attached – B. Harris/ A. Marton\)](#)

That, the Superior-Greenstone DSB approves Bylaw No. 157 being a bylaw to levy taxes for 2025 as per the attached.

- 9.2 Report No. 70:
2023/2024 Interim Reports No. 3 (Sent under separate cover – B. Harris/ A. Marton)

10.0 Reports of the Director of Education

Director of Education: William Goodman

- 10.1 Report No. 71:
Director's Monthly Report: September 2024 (Attached – W. Goodman)
- 10.2 Report No. 72:
Family/Community Engagement: Monthly Themes for 2024-2025 (Attached – W. Goodman)

11.0 Reports of the Education Committee

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

- 11.1 Report No. 73:
Summer Learning Report (Attached – T. Balog/ A. Brewster/ C. Leroux)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 Update: Minister and Board Chair Teleconference (P. McRae)
- 12.1.2 Reminder: OPSBA Northern Conference October 26-27, 2024 (P. McRae)

- 12.2 Report No.: 74
Director's Performance Appraisal Committee (Attached - P. McRae)

✓ *That, the Superior-Greenstone DSB having received Report No.: 74, Director's Performance Appraisal Committee, Approves the formation of the Director's Performance Appraisal Committee And appoint the following Trustees as members of the committee, effective for the Term of the Board.*

- _____ Appointee
- _____ Appointee
- _____ Appointee
- _____ Appointee

- 12.3 Trustee Associations and Other Boards

- 12.4 Trustee Activities

- 12.5 Ministry Updates for Trustees (P. McRae/ W. Goodman)

- 12.6 Future Board Meeting Agenda Items

- 12.7 Report No.: 75
Professional Development Report on Trustee D. Fairservice (Attached – A. Jeethan/ P. McRae)

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

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

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

[\(Attached\)](#)

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

16.1 ✓ *That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted, including the confidential minutes from the meeting held as:*
 1. Regular Board Meeting 2024/09: August 26, 2024;

[\(Attached\)](#)

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

✓ *That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:*
 • (list motions here which may apply)

17.0 Adjournment

✓ *That, the Superior-Greenstone DSB 2024/10 Regular Board Meeting, Monday, September 16, 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 2024/10

Committee of the Whole Board: Closed Session.

Monday, September 16, 2024

Videoconference and Teleconference

A G E N D A

Board Chair: *Pinky McRae*

Location: Lake Superior High School

Director: *William Goodman*

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- | | | |
|-----|---|-----------------------------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u> | <i>(P. McRae)</i> |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u>
<u>In-Camera (closed) Meeting Minutes</u> | <i>(P. McRae)</i> |
| 3.0 | <u>1. Regular Board Meeting 2024/09: August 26, 2024</u> | <i>(Attached)</i> |
| 4.0 | <u>Legal Item A:</u> | <i>(P. McRae)</i> |



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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- “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 MINUTES

Monday, August 26, 2024 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting 1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 542 913 344#

Board Chair: Pinky McRae	Director Designate: Will Goodman
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) 7:34 p.m.

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megen					x	Nesbitt, Jason				x	
First Nation Trustee(Vacant)						Pristanski, Kal				x	
Jarvis, Allison					x	Michano, Julie				x	
Liscomb, Pat			x			Krause, Zoey (Student)				x	
McRae, Pauline (Pinky)			x			Anthony, Miley (Student)				x	

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

LAND ACKNOWLEDGEMENT

Director designate Will Goodman provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we gather upon. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions, and history of the land.

2.0 Oath of Office: 2024-2026 Student Trustee**2.1 Miley Anthony: (Marathon High School)**

New Student Trustee Miley Anthony recited the Oath of Office. The Board welcomed Miley for her two-year term of service from 2024-2026.

3.0 Regular Meeting Call to Order**102/24***Moved by: Trustee J. Nesbitt**Second: Trustee P. Liscomb*

✓ ***That***, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 26, 2024, be called to order at 6:38 p.m.

*Carried***4.0 Approval of Agenda**

The agenda was amended with Agenda Item 11.2 moved to 10.2, due to an administrative error of adding the item to the wrong section of the agenda.

103/24*Moved by: Trustee P. Liscomb**Second: Trustee J. Michano*

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

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

There were no disclosures of interest.

6.0 Minutes: Board Meetings and Board Committee Meetings**6.1 Board Meeting Minutes****104/24***Moved by: Trustee J. Nesbitt**Second: Trustee K. Pristanski*

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

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

*Carried***6.2 Board Committee Meeting Minutes****6.2.1 Board Policy Review Committee: August 19, 2024****105/24***Moved by: Trustee J. Nesbitt**Second: Trustee J. Michano*

✓ ***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
- 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-105 Truth and Reconciliation Policy
- P-106 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*)

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

Carried

7.0 Business Arising Out of the Minutes

There is no business arising out of the minutes.

8.0 Delegations and/or Presentations

8.1 Report No. 65: Excellence in Education - Summer Learning

A video presentation was provided by Assistant Superintendent Tara Balog in conjunction with the written report submitted by Assistant Superintendent Annick Brewster and Superintendent Carol Leroux. The reports highlighted the summer learning programs that included Summer Boost program, Reach Ahead Program, Co-Operative education, Alternative Education and Anishinaabemowin Immersion Camp. It was a successful summer of engaging and targeted learning programs. Currently students are engaged in transition programs across the district and a mental health program where students are out on the land.

8.2 Board Presentation

Trustees expressed their deep gratitude to Director Nicole Morden Cormier for her exemplary career and over 30 years of service to the school board. Thank you for your strong leadership and positive influence on education. The Director is scheduled to retire on August 30, 2024.

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

Director Designate Will Goodman provided a review of the August 19, 2024 Board Policy review committee meeting. He discussed Policy 211, Electronic Attendance at board meetings. The policy is currently posted for stakeholder review. He discussed the parameters for driving distances and meeting locations and the limited exceptions that would exempt a Trustee from the required travel. Professional Development will be provided at a future date for Trustees regarding the policy. Additional advocacy is required and the board will seek additional clarification from the Ministry regarding the regulation.

10.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

10.1 Report No. 66: Signing Officers of the Board

106/24

Moved by: Trustee J. Michano Second: Trustee K. Pristanski

✓ **That**, effective August 26, 2024, signing officers for the Superior-Greystone 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.*

Carried

10.2 Borrowing By-Law No. 156**107/24***Moved by: Trustee J. Nesbitt**Second: Trustee P. Liscomb*

✓ *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).*

Carried**11.0 Reports of the Director of Education***Director of Education: Nicole Morden Cormier*11.1 Multi-Year Strategic Plan Presentation

Director Designate Will Goodman provided a detailed review of the Multi-Year Strategic Plan booklet. The printed document will be provided to schools and stakeholders within the next two weeks as part of the communication plan. The Director expressed gratitude for all involved in the creation of this plan that is strongly informed by our stakeholders and responsive to their needs.

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

Superintendent Carole Leroux and Assistant Superintendent Tara Balog provided a detailed review of the Math Achievement Action Plan. As required by the new Better Schools and Outcomes Act from the Ministry of Education, the Math Achievement Action Plan requires a formal board endorsement. The Assistant Superintendent shared the statistics of growth and enhancement that have been achieved. She also discussed the student-centered coaching method and the increase use of digital resources that have supported students and educators and contributed to the successful math achievement results.

108/24*Moved by: Trustee J. Michano**Second: Trustee P. Liscomb*

✓ *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.*

Carried**13.0 New Business***Board Chair: Pinky McRae*13.1 Board Chair13.1.1 Update: Minister and Board Chair Teleconference

The Board Chair Pinky McRae advised that there have been no teleconferences scheduled since last reported. At this time, the new Minister of Education has not indicated if the teleconference meetings will continue. The Board Chair has not received a response from the Minister to the letter sent regarding the roll of a Trustee.

13.2 Trustee Associations and Other Boards13.2.1 Report No. 68 CSBA/OPSBA AGM Report

The Board Chair expressed gratitude to Trustee Kal Pristanski for writing the report regarding the CSBA/OPSBA AGM. She noted her appreciation of the opportunity to attend and indicated that the conference provided a number of excellent learning and networking opportunities.

13.3 Trustee Activities

Nil.

13.4 Ministry Updates for Trustees

Nil.

13.5 Future Board Meeting Agenda Items

Reminder that the next board meeting is on September 16th and is scheduled as an in-person meeting at Lake Superior High School in Terrace Bay.

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**

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.

Director Nicole Morden Cormier provided a review of the report. A formal motion will be brought forward at the September meeting, to accept the recommended amendments to the Code of Conduct. The Director advised that additional work would need to be completed at a future date to further revise the by-law regarding attendance and other requirements of the new regulation. However, additional information is required from the Ministry before the document enhancements can be recommended. Therefore, those changes will be brought forward at a later date.

15.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 7:34 p.m.

16.0 Committee of the Whole Board (In-Camera Closed)**16.1 Agenda: Committee of the Whole Board – Closed**

109/24

Moved by: Trustee J. Nesbitt Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:34 p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session

110/24

Moved by: Trustee K. Pristanski Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:41 p.m. and that this portion be open to the public.

Carried

17.0 Report of the Committee of the Whole Closed Section B**17.1 111/24**

Moved by: Trustee K. Pristanski Second: Trustee J. Michano

✓ **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.

Carried

17.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

18.0 Adjournment

112/24

Moved by: Trustee J. Nesbitt Second: Trustee P. Liscomb

✓ **That**, the Superior-Greenstone DSB 2024/09 Regular Board Meeting, Monday, August 26, 2024 adjourn at 7:42, p.m.

Carried

<u>2024 - Board Meetings</u>		
<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

T O P I C S

Board Chair: Pinky McRae	Director: Nicole Morden Cormier
Location: Videoconference & Teleconference	Recorder: G. Christianson

PART II: Committee of Whole Board – Closed	Section (B): In-Camera 7:34 p.m.
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- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
1. Regular Board Meeting 2024/08: June 24, 2024
- 4.0 Report No. IC-06-24

Regular Board Meeting 2024-09

Monday, August 26, 2024

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2024

SECRETARY

CHAIR



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

June 4, 2024 @ 3:00 pm.

Videoconference & Teleconference

Microsoft Teams meeting
Join on your computer, mobile app or room device
Or call in (audio only)
 Canada, Thunder Bay,
 Phone Conference ID: #

MINUTES

Voting Members (4/7)	OS	TC	VC	A	R
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>			X		
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
BOTTLE, Candice: <i>North of Superior Counseling Programs</i>				X	
STACH, Andrea: <i>George Jeffrey Children's Centre</i>			X		
MICHANO, Julie: <i>Trustee</i>				X	
BRUNSKILL, Megen: <i>Trustee</i>				X	

Alternate Members	OS	TC	VC	A	R
DAVIES, Candace: <i>North of Superior Counseling Programs (Alternate)</i>				X	
JARVIS, Allison: <i>Trustee (Alternate)</i>				X	
LISCOMBE, Pat: <i>Trustee (Alternate)</i>				X	
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
POROBIC, Katie: <i>Superior Greenstone Association for Community Living (Alternate)</i>				X	

Resource Members	OS	TC	VC	A	R
McRAE, Pinky: <i>Board Chair</i>					X
MORDEN CORMIER, Nicole: <i>Director of Education</i>					X
GOODMAN, Will: <i>Director Designate</i>			X		
LEROUX, Carole: <i>Superintendent of Education</i>			X		
FREDRICKSON, Eric: <i>Superintendent of Education</i>					X
HUNTER, Emeraude: <i>Student Trustee</i>			X		
KRAUSE, Zoey: <i>Student Trustee</i>				X	
RENAUD, Deana: <i>Mental Health Manager</i>					X
BIANCO, Melissa: <i>Team Lead, Positive Behaviour Support</i>			X		
BREWSTER, Annick: <i>Assistant Superintendent, School Effectiveness</i>			X		
BALOG, Tara, <i>Assistant Superintendent</i>			X		
LEROUX, Erik: <i>System Principal of Learning for All</i>			X		
ZELNY, Lisa: <i>Executive Assistant</i>			X		
GYORI, Amanda: <i>Early Years System Principal</i>			X		

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

Land Acknowledgement:		Carole Leroux provided the land acknowledgement.
1.0	Call to Order: 3:07 pm	
2.0	Approval of Minutes from May 7, 2024	
<i>Moved by: S. Zappitelli</i>		<i>Second: B.Brake Weldon</i>
<p>✓ That, the minutes for the Superior-Greenstone DSB Special Education Advisory Committee meeting dated May 7, 2024, be accepted and approved. Carried.</p>		
3.0	Additions to the Agenda:	
	Nil.	
4.0	Business Arising from Minutes:	
	Nil.	
5.0	Agenda Items:	Host
5.1	Standing Agenda Item: Update from SEAC Community Members	Community Members
	<p>Sheila Zappitelli provided the following agency update. The agency has been approved for a Northern Ontario Heritage position: A Human Resource student from Confederation College has been providing some much-needed support to the agency.</p> <p>Andrea Stach provided the following agency update. George Jeffrey is busy with changes in children’s rehab services. In Thunder Bay, the schools rehab and community base rehab programs will be blended .Both programs will both run but how physiotherapists are provided will be redesigned; operationally this will create efficiencies. A student can be seen at home, at school at the centerdecreasing wait times, and to make services equitable. The biig start will be Sept 1, 2024.</p>	
5.2	<p>Special Education Budget</p> <p>Alex Marton, Superintendent of Business, presented his report as attached in the agenda package. The goals for 2024-2025 are Managing declining enrolment, Prioritize student achievement in math and literacy, Efficiency in operations and central administration, Accessibility in school (goal is all building accessible by the end of next year) and Supports for school Activities.</p> <p>Superintendent Marton broke down the Funding Education in Ontario into the following 5 areas: Core Education Funding, Responsive Education Funding, Other Revenues, Municipal Taxes (and community use facilities), School Generated Funds (funds raised at school level for areas such as field trips, sports, jerseys; areas that do not impact student learning.)</p> <p>The New Funding Structure listed the following: Classroom Staffing Fund (ex. Educational Assistants) Learning Resources Fund (Mental Health Workers) Special Education Fund (majority of where funding comes) School Facilities Fund, Student Transportation Fund-(student transportation fund is a small sliver of overall budget at 2 million). (Transportation is expensive and investing in schools themselves for students to participate in outside activities) School Board Administration Fund (ex Human Resource Department)</p> <p>The Funding Rules for Special Education must be used for Special Education purposes only. Boards must have a balanced budget (expenses=revenues)</p> <p>Superintendent Marton presented SGDSB Projected Expenditures: Instruction 63%, Administration 7%, Transportation 4% , Accommodation 25%, other is 1%.</p> <p>Special Education Fund for 2024-2025 total projected allocation is 4.7 M which represents over 12% of our entire grants funding allocation. Last year our expenses exceeded 5.5 M.</p> <p>The Per Pupil Allocation is allocated to school boards based on total enrolment of all students, not just students with special education needs. Represents the foundational amount of funding for special education. Projected \$900,000/year.</p>	

SEA – Specialized Equipment Allocation –the SEA provides funding to school boards to assist with the costs of essential equipment to support students with special education needs. Boards can now apply for any single item costing \$5,000 or more with no limitations on amount or deductible.

W. Goodman added this is a positive change as prior anytime special equipment was needed, a purchase order was required, multiple quotes and a lot of paperwork. This new system allows immediate application and reduces wait times, and extra work.

A Stach asked if letters from OT and Physio Therapists are still part of the requirement for to purchase equipment which was addressed by A.Brewster. She confirmed letters from OT's and PT's are required and student's should have IEP's.

Superintendent Marton summarized the following areas on the report.

Differentiated Needs Allocation:

Multi-Disciplinary Supports - 440k, Local Special Education Priorities – 100k (ex speech therapist)

Early Math Intervention – 110k in Core Ed funding also supports hiring of SEFS in schools

Professional Assessments – 84k (psycho assessments)

Complex Supports Allocation: Special Incidence portion, Behaviour Expertise

-SIP supports pupils who need more than 2 FT staff to address the health and Safety needs of both the students and others, support for extraordinary high needs- projected \$960k in SIP funding.

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis expertise professionals, including Board Certified Behaviour Analysts, and to provide training opportunities that will build school board capacity in ABA- projected \$260k \$2 provides on the ground support and increase capacity.

First Nations Fees and Jordan's Principle

A portion of pupil vase fees are allocated to the above amounts, proportionately, to provide services to fee-paying pupils. EA support, Special Education Equipment, Additional Supports.

24,000 elementary per student

34,000 secondary per student

Total = \$5m – these are students that live on reserve and attend school off reserve.

Jordan Principle (JP)- JP makes sure all First Nations children living in Canada can access the products, services and supports they needs, when they need. Over a million dollars in revenue collected and support approx. 24 JP funded EA supports in our schools. The support staff is a SGDSB employee however is funded with JP funds and does not come out of the board budget.

B.Brake-Weldon asked if there delays in JP funding? Superintendent of Business Marton addressed the question stating yes there are delays and SGDSB is taking on the risk of hiring supports on the basis the JP funding will be received by the end of the school year.

B.Brake-Weldon is worried that with the additional paperwork and wait times, it slows down the EA to get into the schools. It is a big concern.

SGDSB is looking at options of tracking the information and following up regarding the funding and status. It is a large portion of our support staff and tracking the information is very time consuming. W. Goodman added pay increases is also challenging and the Business Team is always working to ensure the financial part is up to date.

<p>5.3</p>	<p>MDT Report Erik Leroux, System Principal, Learning for All summarized the attached report.</p> <p>As the we begin to wrap up the year, the MDT team is reviewing how students did this year, and where we need to go next. The Team is currently planning the supports for the summer learning programs for students with Special Education needs and transitions back to school for students with Autism.</p> <p>The MDT Team trained 10 Special Education Teachers and one Principal to administer the Wechsler Fundamentals: Academic Skills (WFAS) assessment on student to determine the strength and needs of students to support their individual programming. Within the Board 32 WFAS assessments were completed. Through our MDT referral process, SGDSB supported 9 Psychological-educational Assessments.</p> <p>Special Education Facilitator, Kristen Stansell, has completed 16 WFAS assessment, attended 27 IPRC meetings and had regular check-ins with all SET's in the board. The SEF spent 60 days in-person in schools and worked virtually with schools for another 60 days. K.Stansell supported EA PD, Hot Topic presentations, worked with the Special Education staff at schools to support the special education program and writing of IEP's, support grade 8 to 9 transition planning, and worked with PBS team on PECs and ABBLS for students with ASD.</p> <p>The Indigenous Special Education Facilitator, Loretta Lemon, has been busy creating relationships with students, families, SGDSB staff, and community partners throughout the district. L.Lemon has joined FNAC meetings and visited with 4 First Nation Communities and all SGDSB schools. She is engaged in the month of June supporting the transitions of Indigenous students with ASD to school.</p> <p>Dr. Shelly Moore sessions will end in June. Dr. Moore has supported our learning and we have been engaged in working towards improving our IEPS with inclusive, accessible goals and using student friendly language.</p> <p>EA learning supported by the Confederation College continues on Monday evenings and will wrap up June 10.</p> <p>The MDT teams travelled with two members from the Ministry who were conducting Ministry Compliance Monitory of SIP (Special Incident Portion for 22-23 school year) and SEA (Special Equipment Amount for 21-22 school year) at B.A. Parker Public School and Margaret Twomey Public School. Conversations around challenges we encounter in the north regarding accessing supports that are available in larger centers, staffing issues, and wait times due to our location and small populations. These conversations was to facilitate a sharing of information between school boards and the ministry in support of responsive policy in the cycle of ongoing SIP and SEA policy review.</p>
<p>5.4</p>	<p>Overview of Ages and Stages-(ASQ-) Amanda Gyori, Early Years System Principal present her report.</p> <ul style="list-style-type: none"> • Goals: Early Detection, Improved Outcome, and Encourage Caregiver Involvement and Education • Why ASQ-3?: It is research based, Educates family & uses caregiver friendly language, Strengths based, Data management platform, and covers 5 developmental areas: communication, gross motor, fine motor, problem solving and personal- social. focuses on educating families, uses friendly language for caregivers, strengths based, • ASQ-3 reliably picks up delays associated with autism and identifies children who should receive further evaluation. (it does not diagnose) screener question help surface concerns a caregiver may have, provide detailed information to service providers supporting the family.

	<ul style="list-style-type: none"> • A New Addition – Ages & Stages Social-Emotional (ASQ:SE2) Screens 7 key behavioural areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affect and interaction with people. This has several benefits for the caregivers. • ASQ-3 aligns wit SGDSB student achievement plan (SAP) The decision to roll out in June or September has yet to be determined. <p>B. Brake Weldon shared their agency utilizes and loves using ASQ but a focus on the ages of students be a focus as the ASQ ages changes quickly in ASQ assessments.</p>
5.5	<p>Positive Behaviour Specialist Update: Initiative for the year Melissa Bianco, Team Lead, PBS summarized her report as attached in the agenda package.</p> <p>Due to rising number of students with complex needs enrolling with Superior-Greenstone DSB, we recognize the necessity to implement supports to continue to build our internal capacity in the delivery of evidence-based initiatives and programs. As such, we established the Positive Behaviour Support Team to work with school teams, families, community partners, multi-disciplinary professionals, field experts, and internal and regional committees.</p> <p>Some key initiative include: Safe and Inclusive School supports, Alternative Programming and Transition Supports, Staff Learning Opportunities,</p> <p>Next Steps include a review of the current year’s information to create a comprehensive workplan for the 204-2025 school yar that includes removing barriers for students with neurodiverse learning needs and strengthening community partnerships.</p>
6.0	<p>Correspondence:</p> <p>Nil.</p>
7.0	<p>New Business:</p> <p>Nil.</p>
8.0	<p>Information Items:</p> <p>Nil.</p>
9.0	<p>Agenda Items Next Meeting Date/Time/Venue: September 10 @ 3:00 pm</p>
10.0	<p>Adjournment: <i>Moved by: A. Stach</i> <i>Second: B. Brake-Weldon</i> ✓ That, the Superior-Greenstone DSB Special Education Advisory Committee Meeting on Tuesday June 4, 2024, adjourn at 4:01 pm . Carried.</p>



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.



Procedural Bylaws 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



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. 51/16

Moved 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.



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**

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Review Schedule:

1. September 30, 2024,
2. May 15, 2027
3. Every four years, and no later than May 15 of the review year

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- 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.

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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.

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PREAMBLE

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~~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.~~

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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



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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213 South Main Street, Independence, MO 64050-3850
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Prepared by the NAP Educational Resources Committee
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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			$\frac{2}{5}$ *	

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."**



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW NO. 157

A By-law to Levy Taxes.

Whereas subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the *Education Act*;

And Whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the *Education Act*;

NOW THEREFORE THE TRUSTEES OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ENACT AS FOLLOWS:

The rates set out in Ontario Regulation 400/98 for 2025 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 16th day of September 2024.

Chair

Secretary to the Board



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 71

Date: September 16, 2024

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

FROM: Will Goodman, Director of Education

SUBJECT: Director's Monthly Report: September 2024

STRATEGIC

PRIORITY: Meaningful Community Connections & Partnerships, Joy in Learning and Teaching, Culture of High Expectations & Inclusivity

Background

For the 2024-2025 school year, the Director's Monthly Report will be an opportunity to showcase examples of the numerous ways in which school personnel and system staff are implementing the Multi-Year Strategic Plan.

Throughout the month of September, our focus has been on celebrating the start of the new school year under the theme of "Welcome Back (Culture of High Expectations and Inclusivity)." To ensure families receive comprehensive information on this topic, examples of various welcome back to school activities have been widely shared via social media and internally. Additionally, this theme was introduced on CFNO's "Embracing Innovation" segment. Finally, evidence from schools has been collated and presented in the Director's Monthly Report Sway for a holistic overview of the examples of how schools have welcomed students back to school.

Current Situation

Please click on the following link to read the *Director's Monthly Report: September 2024* to read about explicit examples of how SGDSB is welcoming students back to school and creating a culture of high expectations and inclusivity.



Director's Monthly Report: September 2024

The Director's Monthly Report for September 2024 highlights the activities and initiatives undertaken by our schools to celebrate the start of a new school year and warmly welcome students ...

[Go to this Sway](#)

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 71, Director's Monthly Report: September 2024, for information.

Respectfully submitted by:

William Goodman,
Director of Education



SUPERIOR-GREYSTONE DISTRICT SCHOOL BOARD

Report No.: 72
Date: September 16, 2024

FROM: Will Goodman, Director of Education

SUBJECT: Family/Community Engagement: Monthly Themes for 2024-2025

STRATEGIC PRIORITY: Meaningful Community Connections & Partnerships, Joy in Learning and Teaching, Culture of High Expectations & Inclusivity

Background

As Superior-Greystone District School Board embarks on the journey to launch a forward-thinking and impactful strategic plan, we are guided by our commitment to fostering an educational environment that is not only academically rigorous but also deeply enriching, inclusive and diverse. Our strategic plan will be anchored by three key pillars that reflect our mission, vision, and values: Joy in Learning & Teaching, Culture of High Expectations & Inclusivity, and Meaningful Community Connections & Partnerships.

Together, these pillars will serve as the foundation of our strategic plan, guiding our work and inspiring us to achieve our vision of providing exceptional education for every student in our region.

Current Situation

The following areas of focus/themes were identified during stakeholder engagement sessions for the strategic plan as well as during Feast and Feedback sessions in multiple regions of the school board. They have been used to create monthly themes for the school board, which will be supported by a variety of communication tools and opportunities, as illustrated in the chart and by the information below.

Themes for 2024-2025

Month	Theme/Focus	System Lead Responsible for the Theme	Excellence in Education
September	<i>Welcome Back</i> (Culture of High Expectations and Inclusivity)		<i>LSHS</i>
October	Trades Opportunities for Skilled Workers (Meaningful Community Connections and Partnerships)	<i>Kyle Thompson</i>	<i>MNHS</i>
November	Data Driven Decision Making (Culture of High Expectations & Inclusivity)	<i>Annick Brewster</i>	<i>None</i>
December	Community Partnerships for Land based Learning (Meaningful Community Connections and Partnerships)	<i>Jennifer Rissanen</i>	<i>MMPS</i>
January	Digital Literacy (Joy in Teaching and Learning)	<i>Stacey Wallwin</i>	<i>TBPS</i>
February	Mental Health and Wellbeing (Meaningful Community Connections and Partnerships)	<i>Deana Renaud</i>	<i>BEPS</i>

March	Innovation and Creativity (Joy in Teaching and Learning)	Kyle Thompson	MNPS
April	Learning for All - Leveraging Universal Design for Learning (Culture of High Expectations & Inclusivity)	Erik Leroux	GCHS
May	Making a Difference in Communities (Meaningful Community Connections and Partnerships)	Shy-Anne Bartlett	NRHS
June	Celebration of Growth (Culture of High Expectations & Inclusivity)	Carole Leroux, Eric Fredrickson and Alex Marton, Superintendents	SCPS

For each monthly theme, the following communication strategies will be utilized, as facilitated by the System Lead:

1. CFNO Onward and Upward segment (theme explained at the start of each month, followed by examples from parents, school staff or students for the remaining segments that month)- priority will be given to students sharing their learning.
2. Home screens on all SGDSB computers will illustrate the theme
3. Monthly Social Pinpoint questions will focus on this theme and bring additional data to the system
4. Excellence in Education Board Meeting Presentations will focus on the theme
5. Director's Monthly Report will focus on this theme
6. The SGDSB Parent Engagement Art Calendar will align.
7. Weekly social media posts that highlight important information related to the monthly theme

Next Steps

Additional information will also be provided to families at the Parental Engagement Committee Meetings around the importance of parental engagement, as well as the importance of ongoing joy and passion in learning.

Further research will also be conducted to determine strategies that work for family engagement and where barriers may exist.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 72, Family/Community Engagement: Monthly Themes for 2024-2025, for information.

Respectfully submitted by:

Will Goodman
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 73

Date: September 16, 2024

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

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

SUBJECT: Summer Learning

STRATEGIC

PRIORITY: Meaningful Community Connections & Partnerships, Joy in Learning and Teaching, and Culture of High Expectations & Inclusivity

Background

Superior-Greystone 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, 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 Summer Mental Health Team provided students with both face-to-face and virtual mental health services, ensuring access to crucial support during the break. The mental health team actively participated in community events, such as Pow Wows and health fairs, and strengthened partnerships through these engagements. They also developed and delivered a workshop on mental health for summer learners, offering insights into wellness and available support services. Additionally, the team organized two mental health day programs, further extending their outreach to support student well-being.

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 Mental Health Summer Programming, and Face to Face Special Education Transition Support Programs. 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.

The Positive Behavior Intervention team provided specialized programs to support children with additional needs in their transition back to school. Working alongside school-based special education teams, they developed targeted programming to address individualized goals. This resulted in stronger relationships, reduced anxiety, and key skill development. The program outcomes were then shared with school teams to ensure smoother transitions and a successful start to the school year.

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 Zorbis for Math skill development allowed students to engage in a variety of activities based on their individual levels of learning.

Positive Behaviour Support – Summer PBS Transition Programs

The Positive Behavior Intervention Team implemented four specialized programs designed to support children and youth with additional needs in their transition back to the school year. These programs were conducted in Schreiber, Terrace Bay, Nipigon, and Geraldton, and were tailored to **meet the individualized needs of 13 students**.

The programs were led by Positive Behaviour Interventionists, a Special Education facilitator, and supported by After School facilitators, special education staff, and an Early Childhood Educator. Each program was rooted in guided, play-based settings, with a deliberate focus on individualized goals aligned with family needs and IEP objectives.

Utilizing evidence-based strategies, we achieved the following key outcomes:

- **Enhanced Relationships:** Students and parents/caregivers formed stronger connections with peers, educators, system supports, and in some situations, agency professionals.
- **Increased Comfort and Reduced Anxiety:** Students became more at ease in new environments and with new people, setting a positive tone for the upcoming school year.
- **Skill Development:** Core skills were identified, practiced, and strengthened, laying a foundation for ongoing academic and social success.

Additionally, a parent presentation was facilitated and delivered by the Geneva Centre for Autism that focused on home-based strategies to support school success. The session provided families with practical tools and strategies to reinforce their child's learning and development at home.

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.

Mental Health Programming and Support

The SGDSB Clinical Team provided both in-person and virtual mental health services to 52 students across the district. The I team engaged with the community by attending events like Pow Wows and health fairs, fostering partnerships, and raising awareness about available supports. They also presented a mental health workshop for summer learners, focusing on wellness and support services. Two mental health day programs were held, emphasizing trauma-informed care, land-based learning, and culturally responsive practices. In Schreiber/Terrace Bay, the program ran for five days with consistent attendance from **13 students** aged 7-13. Geraldton also hosted a five-day program, serving **25 students** in grades 7-12. Both initiatives were highly successful, with facilitators noting significant improvements in student well-being. Data and feedback from participants are being analyzed, and the outcomes will be shared following analysis.

Next Steps

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. 73, 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

Report No.: 74

Date: September 16, 2024

TO: Members of the Superior-Greenstone District School Board

FROM: Pinky McRae, Board Chair

SUBJECT: Director’s Performance Appraisal Committee

STRATEGIC

PRIORITY: Meaningful Community Connections & Partnerships, Joy in Learning and Teaching, and Culture of High Expectations & Inclusivity

Background

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.

Current Situation

The Superior-Greenstone DSB Policy 804, Director of Education Performance Review was amended to reflect the changes to Ministry regulation. The policy was Board approved on August 26, 2024. The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director’s Performance. 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 Plan.

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 3-7 Board members, will carry out the appraisal process. Policy 804 outlines 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.

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.

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.

5.2 The committee will evaluate the Director’s performance based on these plans and assign performance ratings.

Next Steps

The Superior-Greenstone District School Board is required to establish the Performance Appraisal Committee (PAC). Annually by May 15, the committee will be established to conduct the Director’s performance appraisal.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB having received Report No. 74, Director’s Performance Appraisal Committee, approves the formation of the Director’s Performance Appraisal Committee and appoint the following Trustees as members of the committee, effective until May 15, 2025.

- _____ *Appointee*
- _____ *Appointee*
- _____ *Appointee*
- _____ *Appointee*
- _____ *Appointee*
- _____ *Appointee*
- _____ *Appointee*

Respectfully submitted by:

Pinky McRae
Board Chair



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 75

Date: September 16, 2024

TO: Chair and Members of the SGDSB Board of Trustees

FROM: Anthony Jeethan, Human Rights & Equity Advisor

SUBJECT: Professional Development Report on Trustee D. Fairservice

Background

In accordance with SGDSB Board Resolution No.45/23, Trustee Daniel Fairservice was required to complete a professional development program focused on human rights, equity, and the role of a trustee. Director Nicole Morden-Cormier and Chair Pinky McRae asked me to develop this program on September 28, 2023.

The proposed professional development covered the following topics over 25 hours:

- Foundations of human rights legislation;
- Protected grounds and discrimination;
- Positionality and privilege;
- Systemic and ongoing discrimination;
- Understanding bias and microaggression;
- Boundaries; and
- Respectful workplace communication.

Successful completion of the content was to be evaluated through a reflective journal, an exit interview, and a signed summary/attestation by Trustee Fairservice at the end of the sessions.

After several emails and phone calls, Trustee Fairservice and I were able to meet for three in-person sessions at the SGDSB Office in Marathon, ON on April 12, May 10, and July 12, 2024. A fourth and final day was scheduled for July 30, 2024; however, this date was cancelled by Trustee Fairservice.

Current Situation

During the first session on April 12, 2024, Trustee Fairservice stated that he did not feel comfortable completing all topics as listed and in the order proposed. We agreed to start with “respectful workplace communication” and to revisit the other topics at a future session.

Over the next two sessions, Trustee Fairservice has completed the content portion of the following topics of the professional development program:

- Foundations of human rights legislation;
- Protected grounds and discrimination; and
- Respectful workplace communication.

Trustee Fairservice has not completed the content related to the following topics:

- Positionality and privilege;
- Understanding bias and microaggression; and
- Systemic and ongoing discrimination.

Trustee Fairservice was keeping a reflective journal that he used to share some of his learning during the program. He did not complete an exit interview or a summary/attestation of learning.

The incomplete evaluations and content could have potentially been completed during the final scheduled session of July 30, 2024.

Final Session Cancellation

During the session on July 12, 2024, Trustee Fairservice provided several requests that he wished to be brought forward to the Chair and Vice-Chair of the Board. He had said that these requests needed to be met or else he would not continue with the learning sessions. I tried to advise Trustee Fairservice of other ways to have these concerns addressed but he was insistent on his terms. I confirmed with him that he would not be continuing with these sessions if his demands were not met.

Trustee Fairservice's requests were relayed to the Chair and Vice-Chair of the Board on July 19, 2024. I communicated back to the Trustee on July 24, 2024 that the Board would not be meeting his requests. In this email, I indicated to Trustee Fairservice that I am willing to still hold July 30, 2024 for our session or to make any other date available to him prior to his August 31, 2024 deadline.

Trustee Fairservice did respond to this email. I emailed again on July 29, 2024 to confirm the cancellation of the last session but did not receive any response. No further communication was had with the Trustee.

Administrative Recommendations

Due to the circumstances outlined above, Trustee Fairservice has failed to complete the professional development learning sessions outlined in Board Resolution No. 45/23.

Respectfully submitted by:

Anthony Jeethan,
Human Rights & Equity Advisor