



## 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 2025/04 A G E N D A

Monday, February 24, 2025 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting - [Join the meeting now](#)

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 704 846 103#

**Board Chair:** Pinky McRae

**Director:** Will Goodman

Location: Board Office, 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><b>Trustees</b></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 ( <i>censure</i> )						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Krause, Zoey (Student)					
McRae, Pinky						Anthony, Miley (Student)					
First Nation Trustee(Vacant)						Kentner, Anna (Student)					

<u><b>Board Administrators</b></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>					
Leroux, Carole: <i>Superintendent of Education</i>					
Love-Jedruch, Flora: <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 &amp; 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, February 24, 2025, be called to order at \_\_\_\_\_ p.m.

**3.0 Approval of Agenda**

**That**, the agenda for the Superior-Greenstone DSB 2025/04 Regular Board Meeting, February 24, 2025, 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 2025/03: January 27, 2025;

[\(Attached\)](#)**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 January 14, 2025
2. Indigenous Education Advisory Committee November 5, 2024

[\(Attached\)](#)[\(Attached\)](#)**5.2.2 Board Policy Review Committee: February 4, 2025**[\(Attached\)](#)

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 4, 2025, and approves as reviewed:

- P – 310 Records Information Management [\(Attached\)](#)
- P – 402 Unauthorized Vehicles on Board Property [\(Attached\)](#)
- P – 403 Students Handling Dangerous Substances (Redundant) [\(Attached\)](#)
- P – 413 Video Security Surveillance of Schools [\(Attached\)](#)
- P – 533 Inclement Weather [\(Attached\)](#)
- P – 546 Service Animals [\(Attached\)](#)
- P – 602.1 Student Acceptable Use of Technology [\(Attached\)](#)
- P – 602.2 Employee Acceptable Use of Technology [\(Attached\)](#)

to be posted to the Board website with an implementation date of February 25, 2025, and

- P – 211 Electronic Meetings and Meeting Attendance [\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date

of September 1, 2025, and all of which shall supersede any previous policies.

**6.0 Business Arising Out of the Minutes****7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Marathon High School  
Presentation Titled: Mental Health and Wellbeing**

(Video Presentation  
– Will Goodman)

**7.2 Excellence in Education: Beardmore Public School  
Presentation Titled: Meaningful Community Connections & Partnerships**

(Video Presentation – Vice-Principal,  
Ania Laffrenier)

- 7.3 Report No. 14:  
Student Trustee Report: February 2025 *(Attached – Student Trustees,  
Zoey Krause, Miley Anthony & Anna Kentner)*
- 7.4 Indigenous Student Trustee Report: February 2025 *(Student Trustee, Anna Kentner)*

**8.0 Reports and Matters for Decision**

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Indigenous Education Advisory Committee (IEAC) Report *(W. Goodman)*
- 8.1.2 Special Education Advisory Committee (SEAC) Report *(M. Brunskill/ F. Love-Jedruch)*
- 8.1.3 Board Policy Review Committee (BPRC) Report *(A. Jarvis/ W. Goodman)*

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

*Superintendent of Business: Alex Marton*

- 9.1 Report No. 15:  
Board Estimate Process for 2025-2026 *(Attached – A. Marton)*

**10.0 Reports of the Director of Education**

*Director of Education: William Goodman*

- 10.1 Report No. 16:  
Director's Monthly Report: February 2025 *(Attached – W. Goodman)*
- 10.2 Report No. 17:  
Proposed School Year Calendar 2025/2026 *(Attached – W. Goodman)*  
*✓ That, the Superior-Greenstone DSB having received Report No. 17: Proposed School Year Calendar 2025/2026, accepts the Calendar, and that, Administration is directed to forward the proposed Modified Calendar to the Ministry of Education for its approval.*
- 10.3 Indigenous Trustee Appointment Process Update *(W. Goodman)*

**11.0 Reports of the Education Committee**

*Superintendent of Education: Carole Leroux  
Superintendent of Education: Flora Love-Jedruch  
Assistant Superintendent: Tara Balog  
Assistant Superintendent: Annick Brewster*

- 11.1 Report No. 18:  
Student Achievement *(Attached – A. Brewster/ C. Leroux)*
- 11.2 Report No. 19:  
Indigenous Education Funding Allocation (2024-2025) *(Attached – S. Bartlett/ W. Goodman)*
- 11.3 Report No. 20:  
Attendance Report *(Attached – J. Kuczynski/ F. Love-Jedruch)*

**12.0 New Business**

*Board Chair: Pinky McRae*

- 12.1 Report No. 21:  
Professional Development Sanction: Trustee Learning Support Program *(Attached – P. McRae)*  
*✓ That, the Superior-Greenstone DSB having received Report No. 21: Professional Development Sanction: Trustee Learning Support Program Terms and Conditions, approve the Trustee Learning Support Program Terms and Conditions as presented.*

12.2 Trustee Associations and Other Boards

12.2.1 OPPSBA Labour Relations and Human Resources Symposium [\(Link - P. McRae\)](#)  
May 1 & 2, 2025 Toronto

12.2.2 CSBA Conference July 2, 2025 Winnipeg, MB [\(Link - P. McRae\)](#)

12.3 Trustee Activities

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

12.5 Future Board Meeting Agenda Items

**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 2025/03: January 27, 2025;

[\(Attached\)](#)

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 2025/04 Regular Board Meeting, Monday, February 24, 2025 adjourn at \_\_\_\_\_, p.m.

<b><u>2025 - Board Meetings</u></b>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, March 24, 2025		
Monday, April 7, 2025 <i>*Special Board Meeting</i>	Monday, April 28, 2025	Monday, May 26, 2025 <i>*Designate Site: SGDSB Learning Centre</i>
Monday, June 30, 2025	Monday, July 14, 2025	Monday, August 25, 2025
Monday, September 22, 2025 <i>*Designate Site: B.A. Parker Public School</i>	Monday, October 20, 2025	Monday, November 17, 20245 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 1, 2025		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2025/04**

Committee of the Whole Board: Closed Session.

Monday, February 24, 2024

Board Office, 12 Hemlo Drive, Marathon, Ontario

**A G E N D A**

**Board Chair:** *Pinky McRae*

**Director:** *William Goodman*

*Location: Videoconference & Teleconference*

*Recorder: G. Christianson*

PART II: Committee of Whole Board – Closed

*Section (B): In-Camera TBD.*

- 1.0 Disclosure of Interest: re Closed Session *(P. McRae)*
  
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) *(P. McRae)*
  
- 3.0 In-Camera (closed) Meeting Minutes  
*1. Regular Board Meeting 2025/03: January 27, 2025* [\*\(Attached\)\*](#)



## 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 2025/03 M I N U T E S

Monday, January 27, 2025 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 327 145 286#

**Board Chair:** Pinky McRae

**Director:** Will Goodman

Location: Board Office, 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) 7:39 p.m.

### **1.0 Roll Call**

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

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

**Land Acknowledgement**

Trustee Allison Jarvis provided the 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 Regular Meeting Call to Order****28/25**

Moved by: Trustee J. Michano Second: Trustee M. Brunskill

**That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 27, 2025, be called to order at 6:35 p.m.

Carried**3.0 Approval of Agenda****29/25**

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

**That**, the agenda for the Superior-Greenstone DSB 2025/03 Regular Board Meeting, January 27, 2025, be accepted and approved.

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

There were no disclosures of interest provided at this time.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meeting Minutes****30/25**

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

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

1. Regular Board Meeting 2025/02: December 2, 2024;

Carried**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes****31/25**

Moved by: Trustee M. Brunskill Second: Trustee K. Pristanski

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

1. Special Education Advisory Committee November 12, 2024
2. Special Education Advisory Committee December 10, 2024
3. Board Audit Committee October 3, 2024

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

Nil.

**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Technology Enabled Learning & Teaching - Digital Literacy**

Director Will Goodman provided an introduction to the video that has been prepared by Stacey Wallwin, Technology Enabled Learning & Teaching Lead. The presentation highlighted the school board's commitment to integrating digital learning and many examples of activities students are engaged in across the district.

**7.2 Excellence in Education: Terrace Bay Public School - Digital Literacy**

Principal Amy Buchan provided a presentation highlighting the importance of digital literacy in fostering creativity, problem-solving, and future-ready skills. The presentation included student videos about their learning interests.





Superintendent of Business A. Marton presented the enrollment summary as of October 31, 2024. The report outlined the minimal change from the projected enrollment to the actual enrollment. The Administration team is working closely with schools to continually monitor enrollment across the board.

**11.0 Reports of the Director of Education**

*Director of Education: William Goodman*

10.1 Report No. 12: Director's Monthly Report: January 2025

Director Will Goodman presented the monthly report that highlighted the monthly theme of digital literacy.

**11.0 Reports of the Education Committee**

*Superintendent of Education: Carole Leroux  
Superintendent of Education: Flora Love-Jedruch  
Assistant Superintendent: Tara Balog  
Assistant Superintendent: Annick Brewster*

11.2 Report No. 13: SGDSB Special Education

System Principal Erik Leroux provided a review of the updates within Special Education. He noted that the work is focused on developing responsive plans and program needs. The report included information regarding the school board's current statistics and the work the school board is doing to support all students with exceptionalities and their varying level of need.

**12.0 New Business**

*Board Chair: Pinky McRae*

12.1 Code of Conduct Committee

Board Chair Pinky McRae advised that a complaint has been submitted by Trustee Fairservice. As per the Code of Conduct, a Code of Conduct Committee will be formed. As all Trustees are named in the complaint, the Board Chair recommends the appointment of Manager of People and Culture Denis Nault as Chair of the Code of Conduct Committee.

**33/25**

*Moved by: Trustee J. Michano Second: Trustee P. Liscomb*

***That, the Superior-Greenstone DSB form a Code of Conduct Committee, and appoint Denis Nault, as Chair of the Committee.***

*Carried*

12.2 Trustee Associations and Other Boards

12.2.1 Public Education Symposium January 24-25, 2025

Trustees that were in attendance at the Public Education Symposium provided a verbal report about the event.

12.3 Trustee Activities

Nil.

12.4 Ministry Updates for Trustees

The Superintendent of Education shared information regarding recent Ministry of Education updates. The group discussed the various areas where additional advocacy is recommended.

12.5 Future Board Meeting Agenda Items

Nil.

**13.0 Notice of Motion**

Nil.

**14.0 Observer Comments**

Nil.

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

15.1 Agenda: Committee of the Whole Board – Closed

**34/25**

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

**That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:39 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

**35/25**

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

**That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:58 p.m. and that this portion be open to the public.

Carried

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

16.1 **36/25**

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

**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 2025/02:December 2, 2024;

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

16.2.1 **37/25**

Moved by: M. Brunskill                      Second: Trustee J. Michano

That the Superior-Greenstone DSB, having received Report No. IC-03-25, approve the recommendations salary grids.

Carried

16.2.2 **38/25**

Moved by: Trustee K. Pristanski                      Second: Trustee M. Brunskill

That the Superior-Greenstone DSB, having received Report No. IC-04-25, approve the revised salary grids.

Carried

**17.0 Adjournment**

**39/25**

Moved by: Trustee J. Nesbitt                      Second: Trustee M. Brunskill

**That**, the Superior-Greenstone DSB 2025/03 Regular Board Meeting, Monday, January 27, 2025 adjourn at 8:00, p.m.

Carried

<b><u>2025 - Board Meetings</u></b>		
Board Office or Designated Site indicated in schedule. Time 6:30 p.m.		
Monday, February 25, 2025	Monday, March 24, 2025	
Monday, April 7, 2025 <i>*Special Board Meeting</i>	Monday, April 28, 2025	Monday, May 26, 2025 <i>*Designate Site: SGDSB Learning Centre</i>
Monday, June 30, 2025	Monday, July 14, 2025	Monday, August 25, 2025
Monday, September 22, 2025 <i>*Designate Site: B.A. Parker Public School</i>	Monday, October 20, 2025	Monday, November 17, 20245 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 1, 2025		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2025/03**

Committee of the Whole Board: Closed Session.

Monday, January 27, 2024

Board Office, 12 Hemlo Drive, Marathon, Ontario

**T O P I C S**

<b>Board Chair:</b> Pinky McRae	<b>Director:</b> William Goodman
<i>Location:</i> Videoconference & Teleconference	<i>Recorder:</i> G. Christianson

PART II: Committee of Whole Board – Closed	<i>Section (B): In-Camera 7:39 p.m.</i>
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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 2025/02: December 2, 2024
- 4.0 Report No. IC-03-25:
- 5.0 Report No. IC-04-25
- 6.0 Business Item A:
- 7.0 Business Item B:

**Regular Board Meeting 2025-03**

Monday, January 27, 2025

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

January 14, 2025 @ 3:00 pm.

### Videoconference & Teleconference

Microsoft Teams meeting

[Join the meeting now](#)

**Join on your computer, mobile app or room device**

**Or call in (audio only)**

Canada, Thunder Bay

Phone Conference ID:

<b>MINUTES</b>					
<b>Voting Members (3/6)</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>				X	
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
DAVIES, 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		
<b>Alternate Members</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
TROLLY, Lana: <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	
<b>Resource Members</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
McRAE, Pinky: <i>Board Chair</i>					X
GOODMAN, Will: <i>Director of Education</i>			X		
LOVE, Flora: <i>Superintendent of Education</i>			X		
LEROUX, Carole: <i>Superintendent of Education</i>			X		
BALOG, Tara: <i>Assistant Superintendent</i>					X
BREWSTER, Annick: <i>Assistant Superintendent, School Effectiveness</i>			X		
RENAUD, Deana: <i>Mental Health Manager</i>			X		
BIANCO, Melissa: <i>Team Lead, Positive Behaviour Support</i>					X
LEROUX, Erik: <i>System Principal of Learning for All</i>			X		
ANTHONY, Miley: <i>Student Trustee</i>				X	
KRAUSE, Zoey: <i>Student Trustee</i>				X	
ZELENY, Lisa: <i>Executive Assistant</i>					X

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

*Loretta Lemon-VC, Melissa Chiasson- VC*

<b>Land Acknowledgement:</b>	Annick Brewster
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	<ul style="list-style-type: none"> <li>• what learners can do with help today, will do alone tomorrow</li> <li>• Least Restrictive Environment Placement/Support Provision</li> <li>• Accommodations, Modifications in LRE</li> </ul> <p>Origami Story: Evan’s Paper Crane</p> <p>Evan enters the class; the teacher knew little about Evan. Evan wasn’t presented as the most favorite student in the class. Evan has ADHD and sometimes disturbs other students. Evan struggled with following the curriculum. Evan wanted to make paper cranes. The teacher did not know how to make paper cranes. They created groups and had instructions. Evan was able to help everyone. While the teacher read the story, Evan made ten paper cranes while the teacher was reading the story. The teacher thought that Evan had no abilities. Evan was able to make the paper cranes without any instructions. Not everyone has the same abilities.</p> <p><a href="https://static1.squarespace.com/static/5f29b2710512b20bd57bed44/t/674a1951deb77d181de49a1d/1732909395923/Reimagining+Special+Education+for+First+Nation+Learners+Nov.+26-27+20024.pdf">https://static1.squarespace.com/static/5f29b2710512b20bd57bed44/t/674a1951deb77d181de49a1d/1732909395923/Reimagining+Special+Education+for+First+Nation+Learners+Nov.+26-27+20024.pdf</a></p>
<p><b>5.3</b></p>	<p><b>Family Privilege and JPSA (PPP)</b></p> <p>Deana Renaud, Mental Health Manager presented her report as attached in the agenda package. D. Renaud spoke on the impact of being in care on children’s education and mental health.</p> <ul style="list-style-type: none"> <li>- Disruption in learning</li> <li>- Lower academic achievement</li> <li>- Challenge with school engagement</li> <li>- Trauma and emotional stress</li> <li>- Attachment issues</li> <li>- Higher risk of behavioral problems</li> <li>- Social and emotional development</li> <li>- Increased vulnerability</li> <li>- Mental health challenges</li> </ul> <p>Children and youth in the care of CAS/Dilico can receive support (JPSA). They meet twice a year. They assist CAS/Dilico and the school board to improve educational achievement.</p>
<p><b>5.4</b></p>	<p><b>MDT Report</b></p> <p>Erik Leroux, System Principal of Learning for All presented the MDT report as attached in the agenda. E. Leroux spoke on two new intervention programs: Passport Reading Intervention for students in grades 3-5 and Rewards Reading Intervention for students in grades 6-12. Staff will receive training over the next month and programs will begin in term two. These interventions will provide support to students who need additional instructions.</p> <p>Ages and Stages Questionnaires (ASQ) will help to determine if there is a need for new JK students coming in September 2025. The questionnaire will be included in each JK package.</p> <p>Ages &amp; Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) to assist in identifying social-emotional challenges in young children.</p> <p>Multidisciplinary Team received 15 referrals this year.</p> <p>All permanent EA’s who have not yet been certified will be trained in BMST. Additionally, occasional EAs and Lunch Supervisors will also receive the training.</p>





**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## Board Policy Review Committee

Videoconference/Teleconference Meeting

Tuesday, February 4, 2025 at 6:30 p.m.

**MINUTES**

Microsoft Teams Meeting

Or call in (audio only) 1 807-701-5980 Phone Conference ID: 738 404 200#

<b>Members</b>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			x			Julie Michano			x		
Megen Brunskill			x			Kal Pristanski (Alternate)					x
Allison Jarvis, Committee Chair			x			McRae, Pinky (Ex-Officio)			x		
Pat Liscomb					x						

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Will Goodman: <i>Director of Education</i>			x		
Alex Marton: <i>Superintendent of Business</i>			x		
Flora Love-Jedruch: <i>Superintendent of Education</i>			X		
Carol Leroux: <i>Superintendent of Education</i>			x		
Tara Balog: <i>Assistant Superintendent</i>			x		
Annick Brewster: <i>Assistant Superintendent</i>			x		
Denis Nault: <i>Manager of Human Resources</i>					x
Brent Harris: <i>Manager of Finance</i>					x
Gord Muir: <i>Manager of Plant Services</i>			x		
Nick Kitchener: <i>Manager of IT Services</i>					x
Kyle Thompson: <i>System Principal, Student Success</i>					x
Shy-Anne Bartlett: <i>Manager of Indigenous Education</i>					x
Anthony Jeethan: <i>Human Rights and Equity Advisor</i>					x
Stephen Wilson: <i>Principal</i>					x
Lisa Zeleny: <i>Executive Assistant</i>			x		
GerriLynn Christianson: <i>Executive Assistant &amp; Communications Coordinator (Recorder)</i>			x		

**1.0 Review of Minutes: November 26, 2024**

The minutes of the November 26, 2024, Board Policy Review Committee were approved by the Board at the December 2, 2024, Regular Board meeting. The minutes have been attached for information only.

**2.0 Business Arising from Minutes: November 26, 2024****Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of December 6, 2024 through to January 6, 2025. There was no feedback received for Policy 310, P-402, P-403, P-413, P-533, P-546, P-602.1, P-602.2, and P-706.

- P – 310 Records Information Management
- P – 402 Unauthorized Vehicles on Board Property
- P – 403 Students Handling Dangerous Substances (REDUNDANT)
- P – 413 Video Security Surveillance of Schools
- P – 533 Inclement Weather
- P – 546 Service Animals
- P – 602.1 Student Acceptable Use of Technology
- P – 602.2 Employee Acceptable Use of Technology
- P – 706 Health and Safety

**Deferred Policy**

- P – 211 Electronic Attendance

Director Will Goodman provided a review of the revisions made to Policy 211 in accordance to the new Ministry regulation and the feedback received on the inquiries that school boards had put forward to the Ministry seeking clarification. He advised that this Policy does not apply to Student Trustees. With the updates included, the policy is now ready for approval with a recommended implementation date of September 1, 2025.

**3.0 Reviews: New/Existing Policies**

The Director advised that the Board Policy Review workplan for the 2024-2025 school year has been completed. Therefore, there were no new or existing policies to be brought forward for review at this time.

**4.0 List All Policies to be Referred to the Board for Approval on February 24, 2025**

- P – 310 Records Information Management
- P – 402 Unauthorized Vehicles on Board Property
- P – 403 Students Handling Dangerous Substances (REDUNDANT)
- P – 413 Video Security Surveillance of Schools
- P – 533 Inclement Weather
- P – 546 Service Animals
- P – 602.1 Student Acceptable Use of Technology
- P – 602.2 Employee Acceptable Use of Technology
- P – 706 Health and Safety
- P – 211 Electronic Attendance – To be approved for September 1, 2025

**5.0 2025 Meeting Schedule**

- April 15, 2025 – Meeting Cancelled
- June 3, 2025 at 6:30 p.m. – This meeting date will remain on the schedule in case it is required and will be cancelled closer to the meeting date if not required.
- November 25, 2025

**6.0 Adjournment**

*Moved: J. Nesbitt*

*Second: J. Michano*

*That, the Board Policy Review Committee Meeting of February 4, 2025, adjourn at 6:38 p.m.*

*Carried*



**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:**

Gikino'amaadiiwigamigoonsan ezhi-gichi-apiitendaagwag "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."

**Anishinaabe Gikino'amaagewin Gaa-anokaadamowid (Indigenous Education Advisory Committee)**

**Wednesday, November 5, 2024 – 10:00 a.m. to 12:00 p.m.**

Pays Plat First Nation & Virtual Meeting – Microsoft Teams –

Teleconference Dial-In Information: Phone 1(844) 613-3120 Conference ID No:

**Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)**

**1.0 Roll Call**

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
First Nations Communities	OS	TC	VC	A	R	Tribal Councils & Representatives	OS	TC	VC	A	R
(Aroland) Angela Towedo					X	EPP Program Liaison - Matawa, Shelby Chng			X		
(Biigtigong Nishnaabeg) Lisa Michano			X			Randi Ray and/or Wabun Education Partnership Program.				X	
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Yvonne Kowtiash	X					(to be determined) Regional Education Council Coordinator, KEB				X	
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Christine Hardy				X		Tim Robbins, Metis Nation of Ontario - Senator			X		
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Pamela Hardy			X			Nokiiwin Education Advisor – Scott Baker / Loretta Sky				X	
(Ginoogaming #77) Martha Taylor				X		<b>Representatives</b>					
(Ginoogaming #77) Dallas Fisher				X		Tamara Vernier, Native Language Teacher					X
(Ginoogaming #77) Chris Hill			X			Sara Carlson, Grad Coach - GCHS			X		
(Marten Fall FN) Suzanne Baxter					X	Sara Park, Grad Coach - NRHS			X		
						Delaney Michano, Grad Coach - MRHS			X		
						Melissa Lanovaz, Grad Coach - LSHS					X
(Marten Falls FN) Louise Coaster					X	Sheila Cassie, Secretary - Portfolio Support					X
(Pays Plat) Valerie Auger	X					Patti Pella, Education Officer, Ministry of Education			X		
(Netmizaaggamig) Joe Moses				X		<b>Trustees</b>					
(Netmizaaggamig) Amber Deveraux			X			Julie Michano					X
(Netmizaaggamig) Lori Guinchard				X		Pinky McRae (Ex-officio)			X		
(Netmizaaggamig) Monique Brownlee				X		Megen Brunskill					X
(Red Rock) Marilyn Netemegesic			X			<b>Board Administration</b>					
(Red Rock) Ted Wawia				X		Will Goodman, Director of Education	X				
(Red Rock) Kellie Wrigley			X			Carole Leroux, Superintendent of Education	X				
(White Sands) Sue Taylor					X	Shy-Anne Bartlett, Manager of Indigenous Education	X				
Animgiigoo Zaagi'igan Anishinabek Denise Bottle			X			Flora Love, Superintendent of Education	X				
Animgiigoo Zaagi'igan Anishinabek Claudette Rody / Mary Blakely			X			Alex Marton, Superintendent of Business			X		
Animgiigoo Zaagi'igan Anishinabek, Nikki Goodman			X			Anthony Jeethan, Human Rights & Equity Advisor					X
Wabun (Flying Post First Nation) Angela McLeod			X			Loretta Lemon, Indigenous Special Education Facilitator	X				
(Bingwi Neyaashi Anishnaabek) Tylyn Silander					X	Lisa Zeleny, Executive Assistant	X				
(Longlac 58 First Nation)					X						

Trustee Pristanski attended on site



## 2.0 **Opening Prayer**

Claudette Morrisseau introduced herself and opened the meeting with a thank you prayer and smudge for members onsite. C. Morrisseau thanked the great spirit for everything and for this day. She encouraged everyone to walk a straight life and to live this good life. Pray we keep our focus on our children, our future, our future generations.

## 3.0 **Welcome and Introductions**

Shy-Anne Bartlett welcomed everyone to the meeting and provided the Land Acknowledgement; to reflect on our past to move forward.

## 4.0 **Approval of the Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)**

### 4.1 IEAC Meeting Minutes, May 22, 2024.

**Moved by:** D.Bottle

**Second:** Y. Kowtiash

*That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting, May 22, 2024, be accepted and approved.*

Carried.

## 5.0 **Apane go Dazhindamowaad (Standing Agenda Items)**

### 5.1 Community Updates

Pamela Hardy, Education Director for BZA provided the following community update. There has been a renovation to the school yard, to the school with a new building for administration, a new teacher has been hired, an approval for 9 EA's has gone through, the school worked with consultants to have all teachers appraised, had OSR's reviewed to ensure compliance is met, the creation of school goals and staff goals. Also, the school is in the process of hiring an ECE and an assistant to work with Early Years to support students who are coming to school and to work with community partners. P. Hardy stated there are 45 students enrolled this year; 5 being in grade 8 who will be attending high school next year. What transition will look like is Transition worker to work on homework in the evenings twice a week in community. Feelings are positive and school environment is positive and happy.

Yvonne Kowtiash provided the following community update. The Summer Program was great, and students received credits, this is the third year of Summer Programs for students to get certificates for training, like first aid, land base learning. Looking forward to next year to see the students graduate who will have achieved 4 credits toward their graduation. It has always been a challenge for students in grade 12 who have not had the required credits to graduate. They will not be short like in previous years. Language camps this past summer were also well received. BZA has begun the process to look at Summer 2025 programs for students. Everyone has been busy supporting students to ensure they are successful.

P. Hardy applied for funding for Reach Ahead and for the Language camp. The Language Bowl is more successful each year. There were 3 schools in the first year which increased to 9 last year. May 2025 for Language Bowl – Land Base program is still going well. Students were busy processing rice, setting traps for beavers, processing moose hides. There are also five structures being built with the hopes of them being filled in the spring.

S.Bartlett will potentially be travelling to AZA Dec 4 and invited team members to join her..

Amber Devereaux provided the following Netmizaaggamig update. Students in Reach Ahead program travelled to Vancouver with EF Tours. The opportunity allowed students to earn a



geography credit; 7 students were successful. There was enhanced land base learning every day; students are excited and engaged.

A new portable has arrived for extra space for learning for cultural and land-based learning. There are six grade 8 's this year and a focus on transition at the forefront. Students are looking forward to transition events to support them going into grade 9.

Kellie Wrigley, the new Education Director for Red Rock Indian Band introduced herself to IEAC members and community members. K. Wrigley provided the following community update for RRIB. There is a new Education Facility/Learning Building onsite. Construction has taken place and there will be an open house, Thursday, November 7 for community members to see the space and provide input on how the facility may be used.

Chris Hill provided the following Ginoogaming update. There has been recent success working with the Principal at Marjorie Mills Public School. It was noticed that some students were having difficult seeing. With the support of Matawa, Dr. David Cranton, Optometrist came to the community and stayed for a week to provide eye exams. During this time 90 eye exams were completed, and students were provided with 2 pairs of glasses each. One pair is for home and one pair is for school. There were also 15 community members who received eye exams. Dr. Cranton has an office in Thunder Bay and a mobile office to travel and work remotely.

P. Hardy will reach out to Dr. Cranton to see if travel to BZA is possible.

Ginoogaming First Nation has partnered with Longlac #58 First Nation to provide lunches in the school. The lunch program workers have completed safe food handling course and learned about budgeting and cooking from scratch. The lunch program is a great success.

W. Goodman thanked all members for sharing and welcomed K. Wrigley as the new Red Rock Indian Band Education Director

## 5.2 Follow-up from May 22, 2024 IEAC meeting

Shy-Anne Bartlett provided the following update. Sharing of engagement framework – S. Bartlett reached out and will provide update. The Immersion camp had 26 students enrolled with a waiting list of 12. The Board will be partnering with Catholic Board to organize a summer camp in 2025.

S. Bartlett thanked Anthony Jeethan, Human Rights & Equity Advisor and IEAC members for their input and work to implement the Truth and Reconciliation policy.

***The next steps:*** Action Plan.

The Indigenous Education Advisory Committee was thanked for their suggestion to host IEAC meetings in communities. Thank you to Val Auger for the invitation. The November 5 meeting is the first in community IEAC meeting.

## 6.0 Nonde-ayaan ji-gaagiiqidoyaang (Open Discussion of Areas of Need):

### 6.1 Ontario's Assessment, Evaluation & Reporting Policy

Flora Love provided the following information for the Ontario's Assessment, Evaluation & Reporting Policy. should have received an email from S. Bartlett from the ministry for feedback and insight to the growing success document, to revamp (assessment form). Deadline for feedback is December 5. If members require the original email to be resent, please reach out to S. Bartlett.



## 6.2 Powwows

S. Bartlett said Powwows will take place in three locations across communities. Geraldton Composite High school has requested their location be one location. If the IEAC members agree, GCHS can host one, there can be one for the Nipigon, Red Rock, Dorion area and one in the Marathon, Terrace Bay, Schreiber area.

The floor was open for feedback. There were no objections to GCHS hosting or the other areas suggested. Comments and suggestions can be sent to S. Bartlett at [sbartlett@sgdsb.on.ca](mailto:sbartlett@sgdsb.on.ca)

## 6.3 FNMI Self-ID Data

The Board was asked to revamp the current Self-ID form to include the community the students belong to. This change was done in June 2024. We have currently received very few forms at the time of this meeting. S. Bartlett will contact the EDO of each Community listed on the form. Although not as many were received as hoping but we will keep providing communication to parents/caregiver for the reasoning for the update and the form.

The floor was open for questions and comments to members. There were no questions at this time; members can contact S. Bartlett via email.

## 6.4 Special IEAC meeting

S. Bartlett provided the following update with no Special IEAC meeting currently on the agenda. However, if there is a topic a member or members would like discussed, it can be forwarded to S. Bartlett at [sbartlett@sgdsb.on.ca](mailto:sbartlett@sgdsb.on.ca) or W. Goodman at [wgoodman@sgdsb.on.ca](mailto:wgoodman@sgdsb.on.ca). The topic must meet IEAC mandates. An example for a Special IEAC meeting may be de-streaming.

## 6.5 Feast & Feedback

W. Goodman addressed the recent Feast and Feedback date. Feast and Feedback was successful however, still in the process of collecting data from schools. Some communities had 80 participants. What are people most excited about that pertain to the strategic plan. Positive piece and will have a Spring Session in community and will look at communities and dates that would work. SGDSB will do all the work, just need a place and time.

## 7.0 **Anishinaabe Gikino'amaagewini-Dazhindamowaad (Indigenous Education Updates)**

### 7.1 Graduation Coach Update

#### 7.1.1 Graduation Coach Update – NRHS

Members to review Report attached in agenda package.

#### 7.1.2 Graduation Coach Update – GCHS

Members to review Report attached in agenda package.

#### 7.1.3 Graduation Coach Update – MRHS

Members to review Report attached in agenda package.

#### 7.1.4 Graduation Coach Introduction – LSHS

The following new format will be implemented for Graduation Coach section at our IEAC meetings to take in account our time together. We will have one of four graduation coaches present their report at the meeting, with the remaining three to be read only one Graduation Coach will provide a verbal update at each IEAC meeting. All reports will be attached for review in the agenda package, with only one Graduation Coach



providing a verbal update.

The Lake Superior High School Grad Coach update was provided by S. Bartlett on M. Lanovaz behalf. Melissa Lanovaz is the new grad coach for LSHS, replacing Chelsea Boyd.

The Stingers gathered to craft personal jingle dress as part of an Anishinaabemowin Boodawae Committee activity. The students had a goal to complete their handmade jingle dress before the annual Powwow.

In recognition of Truth and Reconciliation Day and Orange Shirt Day, the Stinger community in partnership with Pawgwasheeng Pays Plat, were honoured to host the student-led Powwow. Students from Pays Plat, Rossport, Schreiber and Terrace Bay joined together.

The cultural room has been busy as post-secondary planning has begun. The Grad Coach has met with potential graduates about their plans. The Metis Nation of Ontario, Northwest Employment Works and post-secondary liaisons are coming to help students with a successful transition to their next pathway.

V. Auger expressed gratitude for M. Lanovaz.

#### 7.2 Up coming IEAC meeting locations

S. Bartlett spoke on the current tentative dates for IEAC meeting which are provided at the bottom of the agenda. If a community would like to host the IEAC meeting please reach out to S. Bartlett.

D. Bottle has tentatively agreed to host the May 20 IEAC meeting in the community of Beardmore.

P. Hardy invited IEAC members to BZA community for the tentative April 2025 date.

#### 7.3 Action Plan Development for TRC Policy

S. Bartlett implemented the TRC policy and management guidelines. The policy is reviewed every few years and management guidelines can be worked on throughout the year. S. Bartlett is looking for members to be part of action plan for TRC.

P. Hardy acknowledged the loss of the Honorable Murray Sinclair who was the provinces first, and Canada's second, indigenous judge. Sinclair served as chief commissioner of the Truth and Reconciliation Commission of Canada. We cannot forget those who provided the pathway for us. With this week being Treaty Week, it is a good time to reflect on what we are doing in community to move forward.

W. Goodman thanked P.Hardy for the recognition of the Honorable Murray Sinclair.

#### 7.4 Indigenous Special Education Facilitator: Update

Loretta Lemon provided the following verbal update. L. Lemon role to support Indigenous Students within Special Education programming, focusing on their achievement, well-being and transitions through a culturally responsive and holistic approach.

Since moving into the position L Lemon has visited numerous communities and schools, attended transition meeting in Biigtigong Nishnaabeg and Netmizaaggaming Nishnaabeg, work collaboratively with Grand Coaches, SETS, and Principals.



In May L.Lemon travelled to Marten Falls to participate in an Anishinaabemowin class, supported a student transitional into GCHS, spent time in Schreiber Public School collaborating with the Positive Behaviour Interventionist.

July was busy being part of week-long Language Immersion camp with the Anishinaabemowin Boodawe Committee in partnership with Superior-Greenstone District School Board.

Most recently, working with parents and caregivers from Red Rock Indian Band, as well as their children, with transitioning in Kindergarten and in new grade though a summer transition program, including re-entry into school. Currently working with Marjorie Mills Public school in Longlac and the Education Director in Ginoogaming in supporting families and students with re-entry into school.

L.Lemon has connected with the Ontario First Nations Technical Services Corporation to explore their First Nations Youth Mentorship Program, attended various workshops, and conferences and cultural events.

K. Wrigley provided information on a potential opportunity to attend a two-day conference with the Chiefs of Ontario at the end of the month. K. Wrigley will share information for the professional development with S. Bartlett.

P.Hardy reach out to Leif. L. Lemon reached out to Leif about attending land base learning days and Pam would like to sit with L. Lemon to create a solid plan for students coming in.

#### 7.5 Indigenous Student Trustee: Update

S. Bartlett provided the following update for the Indigenous Student Trustee. There are six names put forth for the position. An update will be provided at the next IEAC meeting.

#### 7.6 Indigenous Trades Program at Nip-Rock High School

Carole Leroux provided the following information for the Indigenous Trades Program at Nip-Rock High School. The new Indigenous Education program has begun, and a new person was hired for the position. Although the new hire is not OCT qualified, the individual has incredible experience to bring forth to the program A presentation will be provided at the next IEAC meeting. Currently students are building tiny homes and student engagement, and attendance is good. Any specific questions regarding the program can be forwarded to S.Bartlett.and will be included in the presentation.

S.Bartlett acknowledge and thanked the partnership with with Red Rock Indian Band, Ginoogaming , BZA and Matawa.

### **8.0 Ginkino-amaagewini-Odaakewigimaa Oshkichigaadewinan (Director of Education Updates)**

#### 8.1 Director's Quarterly Report

W. Goodman shared the Directors Quarterly report as attached in the agenda package. It showcases our system leads and their work within our organization. The floor was opened for questions.

No questions at this time.

#### 8.2 Indigenous Trustee - Update

W. Goodman provided the following verbal update for the Indigenous Trustee vacancy.





W. Goodman reminded members Paul Cormier, the previous Indigenous Trustee, left the position due to scheduling conflicts last year. The successful candidate is not chosen by SGDSB, but rather the voice of all First Nation communities. The opportunity to put forth a name has taken place. The hope is the vacancy will be filled before the next IEAC meeting; with the First Nation Communities endorsement.

The floor was open for questions and comments. There were no questions or comments at this time from members.

### 8.3 MYSP Update

The final copy of the Multi-Year Strategic Plan is attached in agenda package. This is an informed plan which was created collaboratively from feedback from stakeholders. All communities have been mailed a copy with an accompanying letter and an electronic version is also available on the SGDSB website. If there are any questions regarding the MYSP; please feel free to contact W. Goodman.

W. Goodman summarized part of the MYSP with the focus of finding joy in learning and high expectations but being kind to our students. This is a five-year plan which we are currently in year one. W. Goodman thanked the First Nation Community partners.

Feedback was given by members and addressed by W. Goodman.

## 9.0 Awashime Dazhindamowaad (Additional Agenda Items)

### 9.1 EQAO Report

Annick Brewster summarized the EQAO report as attached in the agenda package. Students attending SGDSB participate in four assessments:

- Grade 3 – Assessment of reading, writing and math
- Grade 6 – Assessment of reading, writing and math
- Grade 9 – Assessment of reading, writing and math
- Grade 9 – OSSLT – Ontario Secondary Literacy Test

The results from 2023-2024 EQAO demonstrate how students from SGDSB are achieving and are able to compare the results to the 2022-2023 and 2021-2022 school years. The results for student achievement varied but, students are achieving at or above provincial standard is consistently improving overall.

Results for students self-identified as Indigenous indicate minimal disproportionality in comparison to students not self-identified as Indigenous. In comparison to the province, particularly in Junior (Grade 6) Reading, the percentage of students achieving at or above provincial standard and self-identify as Indigenous is higher than that of the province, which is consistent with students not self-identified as Indigenous.

The achievement results for each of the following years 2021-2022, 2022-2023 and 2023-2024, as well as results for students have self-identified as indigenous for 2023-2024 can be seen in the charts provided in the report.

Kyle Thomson thanked and acknowledged the impactful efforts of students, teachers, Math Coaches, Learning Leads, Graduation Coaches with the leadership of Tara Balog and Carole Leroux dedication to the progress in numeracy reflected in the EQAO results. It was observed a 14% (13.3%) increase in the number of Grade 9 Math students achieving at or above the provincial standard to the previous year. The Ministry of Education and representatives are now working with Tara and inquiring about best practices present at SGDSB due to the increase. For self-id students, it is a 8.2% increase in success rate.



The OSSLT, Ontario Secondary School Literacy Test results remain consistent at 60.4% with a positive trend in the growing number of first-time eligible students participating. When we review data for self-id students, it is a 12. &% increase in success rate compared to the previous year.

**Next steps:** school teams including Learning Leads, and Math Coaches at each secondary school, continue to support educators with instructional practices aimed at improving literacy and numeracy outcomes. To further enhance student success on the OSSLT. A new platform called Litguide is being introduced, offering targeted preparation for the assessment.

Committee members Lisa Michano, Kellie Wrigley, Pamela Hardy and Mary Blakely provided feedback on the EQAO test results focusing on the gaps in achievement between self-id students and non-indigenous students, what strategies the coaches are using and student voice and if the student voice can be used at the elementary level which may help students at the high school level. A safe place is important for students to bring forth concerns should they want to.

W. Goodman thanked and acknowledged member feedback recognizing not all options work for students. It would be valuable to hear from students at FNAC where their voice can be shared.

#### 9.2 Board Action Plan IEAC Team

S. Bartlett will send an email to members who wish to be part of the Board Action Plan.

If members are interested in being part of the team, please respond to email Shyanne will provide in the next week.

### 10.0 Gaagiiqidowin gaye wawiindamowinan aanie-maanwinji'idiwin ge-dazhindamoyaang (Open Discussion and Suggestions for Next Meeting Dates):

#### 10.1 Indigenous Education Advisory Committee Meeting Date

- February 18, 2025 – *tentative - virtually*
- April 22, 2025 – *tentative – BZA*
- May 20, 2025 – *tentative - AZA*
- November 4, 2025 -tentative

W. Goodman opened the floor for discussion or comments on dates.

### 11.0 Adjournment:

**Moved by:** V. Auger

**Second:** Y. Kowtiash

That, the IEAC Meeting on November 5, 2024, adjourn at 11:40 am..

Carried.

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

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Policy Name</i>	RECORDS INFORMATION MANAGEMENT	310
<i>Board Approved:</i>	<u>September 29, 2020</u>	<i>Review Prior To: December</i> <del>2029</del> <del>2025</del>

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### **POLICY**

It is the policy of the Superior-Greenstone District School Board to maintain a comprehensive Records Information Management System which conforms to the provisions of the Education Act, the Freedom of Information and Protection of Privacy Act and other relevant legislation and regulations.

The board recognizes its responsibility to maintain proper Record Retention Schedules and detailed Destruction/Transfer Procedures in accordance with legislative requirements while preserving records and other items of an enduring value and/or of historical interest.

The board therefore endorses the formalized Records Information Management System in accordance with OASBO's Generic Records Retention Schedule and the following applicable guidelines.

### **DEFINITIONS**

A **Record** is any information however recorded whether in print form, on film, by electronic means, or otherwise. Records can be in many formats: paper, video, audio, microfilm, or electronic. Examples of records include the following:

- email;
- text message;
- digital media;
- websites;
- electronic document management systems.

A **Transitory Record** is useful for only a short time and has minor importance. When its use is over it should be deleted or destroyed. Examples of transitory records include the following:

- personal messages;
- general notices and announcements;
- copies of documents and emails;
- cc, bcc, or FYI emails kept only for convenience;
- drafts and working documents to prepare final records with a few exceptions such as agreements/contracts, drafts in developing legislation.

A **Non-Record** has no bearing on the organization's functions, operations, or mandate. Non-records are typically used, if ever, only for a very limited period of time. They do not have to be collected and maintained. These documents are not required to be retained and therefore do not appear on a records retention schedule. Examples of non-records include the following:

- reference books;
- published legislation from other boards, municipalities or government agencies;
- extra copies/convenience copies.

[Board Records are information that is vital to our organization and are created in the course of work. They are:](#)

- [the property of the board;](#)
- [a corporate asset;](#)

• are important sources of administrative, fiscal, legal, evidential, and historical information; they must be accessible and available for current and future needs.

**Records Centre** is a centrally-located area provided to store inactive and archived records.

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### **GUIDELINES**

- 1.1 The Superintendent of Business is responsible for ensuring Records Information Management System training is provided. Supervisory Officers and Principals shall ensure that their staff are adequately trained regarding Records Information Management System procedures.
- 1.2 Records are to be retained for the period of time as specified by OASBO'S Generic Records Retention Schedule. Records to be destroyed/transferred must also be managed in accordance with OASBO's Generic Records Retention Schedule.
- 1.3 Supervisory Officers and Principals are responsible for the management and retention of records in their respective departments/schools in accordance with established Records Information Management Procedures until the records are transferred to a central Records Centre.
- 1.4 Active records should be managed in each department/school's active office or desk area. The determination of a record as active or inactive is generally based on the frequency with which the information is likely to be accessed, and the goal is to minimize the amount of record storage space required in the primary work area. Records held within the required retention period relating to previous years or referred to infrequently are considered inactive records.
- 1.5 An inactive record may be transferred to a central Records Centre until the end of its required retention period. It is important to note that inactive storage areas must be areas that allow for the protection and preservation of records, and must be free of the risk of damage.
- 1.6 Each school/department shall maintain up-to-date database listings of current, transferred and destroyed records.
- 1.7 The Superintendent of Business or designate shall maintain an up-to-date listing of records retained at a central Records Centre. A listing of destroyed records once held at a central Records Centre will also be retained by the individual designated by the Superintendent of Business to manage records.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	FACILITIES & GROUNDS	
Policy Name	UNAUTHORIZED VEHICLES ON BOARD PROPERTY	402
Board Approved:	February 23, 2021 September 27, 2016 October 18, 2011 March 12, 1999	Reviewed: February 9, 2021 June 7, 2016 September 26, 2011 February 20, 2007 October 28, 2002
		Review by: December <del>2029</del> 2025

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**POLICY**

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

**PROCEDURES**

**1.0 Board Discourages Use**

~~The Board does not encourage the operation of snowmobiles, off road vehicles and / or mini-bikes on any Board-owned property. The Board prohibits the operation of all unauthorized vehicles, including but not limited to motor vehicles, snowmobiles, off-road vehicles, motorcycles, and mini-bikes, on any Board-owned property, except when used as part of an approved accessibility accommodation.~~

**2.0 Safety Priority**

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

**3.0 Provisions for Parking**

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

**4.0 Advisory & Enforcement**

All users of the facility are to be advised of the acceptable parking process. The Board reserves the right to remove any vehicles or objects that contravene these processes.

**5.0 Restricting Users**

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

Cross References

- 409 Use of School Buildings and Equipment
- 520 Student Code of Conduct
- 706 Health and Safety
- 707 Employee Code of Conduct
- 719 Accessibility

Legal References

- Ontario Human Rights Code, RSO 1990
- Education Act, RSO 1990
- Accessibility for Ontarians with Disabilities Act, 2005
- Highway Traffic Act, RSO 1990, c. H.8
- Motorized Snow Vehicles Act, RSO 1990, c. M.44
- Trespass to Property Act, RSO 1990
- Applicable Municipal By-Laws

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**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section FACILITIES AND GROUNDS

Policy Name VIDEO SECURITY SURVEILLANCE IN SCHOOLS

Management Guideline Applies 413

Board Approved: June 23, 2020  
April 20, 2010

Review by: —December 2029

2025

**POLICY**

It is the policy of the Superior Greenstone District School Board to utilize video surveillance on School Board property and on Board contracted school buses, where it has been demonstrated that there is a need for surveillance. This video surveillance is to ensure the safety of students and staff and to act as function as a deterrent to destructive acts (i.e., theft or vandalism), and to monitor unauthorized individuals on Board property. The privacy and personal information that may be collected as part of this process will meet the compliance standards of the privacy protection provisions in Ontario.

**RATIONALE**

The Superior Greenstone District School Board has the responsibility to ensure the safety and security of students and staff, and to protect Board property, as well as adhere to the privacy and personal information protection provisions afforded to individuals through legislation.

References Policy

Policy 310 – Records Information Management

Policy 612 – IT Change Management Policy

Cross References

- Policy 310: Records Information Management
- Policy 520: Student Code of Conduct
- Policy 612: IT Change Management Policy
- Policy 706: Health and Safety
- Policy 707: Employee Code of Conduct

Legal References

- Ontario Human Rights Code, RSO 1990
- Education Act, RSO 1990
- Municipal Freedom of Information and Protection of Privacy Act, RSO 1990 c. M.56
- Guidelines for Using Video Surveillance Cameras in Schools (Information and Privacy Commissioner of Ontario)

**Commented [AM1]:** At the bottom of this document, we should cross-reference the privacy policies of the board that are applicable.

**Commented [MG2R1]:** I went through all the policies that seem relevant and found only one.

**Commented [AJ3R1]:** Relevant Legal Docs to Ref:  
Education Act  
Municipal Freedom of Information Act  
Guidelines for the Using Video Surveillance Cameras in Schools (Information and Privacy Commissioner of Ontario)



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS		
Policy Name	INCLEMENT WEATHER	533	
Board Approved:	June 23, 2020 May 27, 2014 September 8, 2008	Reviewed:	Nov 22, 2024 June 2, 2020 April 1, 2014
	Review Prior To: December 2025		

**POLICY**

The safety of students and staff is always of paramount concern.

From time to time in our northern communities, inclement weather presents difficulties for students and employees in getting to school or work. Inclement weather ~~means the existence of~~ refers to extreme ~~climatic~~ conditions (i.e. heavy rain, hail, snow, high winds, extreme cold, etc.) that may present unsafe travel conditions (road conditions, etc.).

~~When these difficulties occur~~ Under these conditions, everyone has certain responsibilities ~~the following responsibilities apply.~~

**1.0 Parents / Students**

Parents ~~and guardians have the primary~~ are responsibility ~~responsible~~ for determining ~~assessing~~ the safety of sending children to school. ~~In~~ During inclement weather, the Board does not assume ~~this responsibility~~ responsibility for determining when it is safe for children to travel to school. ~~During particularly inclement weather, the Principal or designate shall advise parents when buses are not running.~~ Parents and guardians are encouraged to download the Bus Planner app and monitor school social media channels.

**2.0 East of Thunder Bay Transportation Consortia (ETBTC)**

The area school bus operators, in conjunction with the East of Thunder Bay Transportation Coordinator, may cancel student transportation services (by route, by area or by entire jurisdiction) after consultation with:

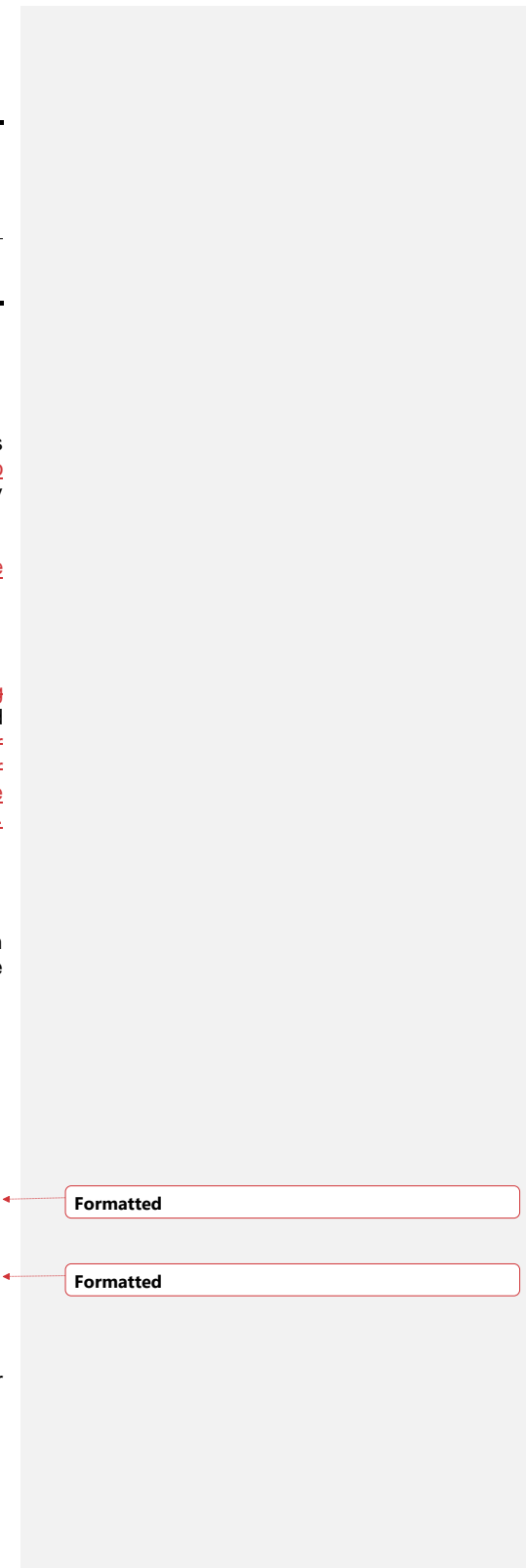
- Environment Canada
- Ministry of Transportation
- Ontario Provincial Police
- Area school principals, if required.

The Transportation Coordinator will communicate the decision in the following manner:

- Via the Bus Planner app, the following groups will receive notifications:
  - Board of Directors of the Consortium
  - School Board Directors of Education
  - School Principals
  - Parents and guardians
- Local radio stations ~~(CFNO, CBC English and French)~~
- Consortium website ~~update-~~ [www.etbtc.on.ca](http://www.etbtc.on.ca) and social media

When buses are cancelled before the morning runs, generally, they will be cancelled for the entire day.

**3.0 Principals**



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The ~~Principal~~principal will be notified by the East of Thunder Bay Transportation Consortium Coordinator via the Bus Planner app, at the earliest possible time, generally between 6:00 am and 6:30 am, but no later than 7:30 a.m.

The principal or designate will advise the staff, students and the community of the bussing situation. The school principal will provide ~~Ongoing, clear, and informed communication to the community must be ensured by the school principal.~~

3.1 If students are not yet in attendance, the principal or designate will:

- a) advise teaching staff and ~~institute-implem~~ent predetermined procedures to advise students and parents of the school situation (i.e., telephoning from class lists, School Messenger);

3.2 If students are already in attendance, the principal or designate will:

- a) inform the teaching staff who in turn advise students based on the school's emergency predetermined procedures as approved by ~~Director;~~Director.
- b) ~~institute-implem~~ent procedures to advise ~~parents;~~parents.
- c) ensure with cooperation of staff, and arrangements to ~~cover support~~ students where no one is present to receive the students at their homes.

#### 4.0 Employees

Each employee has a responsibility to assess the situation and determine if it is safe to travel to work and assume their duties for the full day. The Board ~~does not expect, expect~~ employees to travel in unsafe conditions. However, if an employee chooses not to report for work, then this absence, as in the case of all absences, must be covered under the appropriate Collective Agreement, and their leave will be recorded and charged in ~~conformance-accordance~~ with the appropriate section of said Collective Agreement.

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#### 5.0 Cancellation of Classes/School Closure

In rare occasions, the Director of Education (in consultation with the Board Chair) may cancel classes for students (schools remain open) or close schools for a temporary period due to inclement weather or transportation failures (as per the Education Act (R.S.O. 1990, c. E.2, s. 19). To ensure consistency for transportation, the decision to close a school is done in consultation with the Directors of Education for other affected School Boards.

Where a school is closed by the Director of Education, employees (not including custodial staff) are required to attend a work location or alternate location determined by the Director of Education in consultation with members of Senior Administration. Consideration will be given to safety, undue hardship and/or reasonableness of the assignment. When an employee reports to an alternative work location, they are under the authority of the ~~Principal~~principal and/or Supervisor of that school or facility for their normal hours of duty.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS	<b>546</b>
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<i>Policy Name</i>	SERVICE ANIMALS IN SCHOOLS POLICY <i>Management Guideline Applies</i>
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Board Approved: June 23, 2020

Review Prior To: December ~~2030~~  
2025**1.0 Policy**

- 1.1 Superior-Greenstone District School Board (referred to as “SGDSB” in this Policy and the Management Guidelines 546) is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the Superior-Greenstone District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent, student, or an employee requests to have the student’s Guide Dog/Service Dog or Service Animal accompany the student, while attending school or a school-related event, each request shall be reviewed individually by Superior-Greenstone District School Board. Each review will take into consideration the student’s dignity, integration, independence and disability-related learning needs, and the accommodations available to enable meaningful access to education.
- 1.3 The process of accommodation shall also consider the competing human rights of other students and staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.4 SGDSB shall retain data regarding the requests for Guide Dogs/Service Dogs or Service Animals as outlined in its Service Animals in Schools Management Guideline.
- 1.5 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted, and pursuant to the Ontario Regulation 474/00 *Access to School Premises*, Superior-Greenstone District School Board requires each school to have a process for visitors

**2.0 Policy Review**

This policy shall be reviewed in accordance with SGDSB’s Policy Development and Review Policy.

**Notes:**

For definitions of terms used in this Policy, refer to Service Animals in Schools Procedure. A copy of this Policy shall be available on the Board’s website and can be requested in accessible formats.

**Legal References**

*Ontario Human Rights Code, RSO 1990, c.H.19*

*Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*

[PPM 163 – School Board Policies on Service Animals](#)

[Accessibility for Ontarians with Disabilities Act, 2005, c.11](#)

[Blind Persons' Rights Act, RSO 1990 c. B.7](#)  
[Dog Owners' Liability Act, RSO 1990, c. D.16](#)

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

<i>Section</i>	PROGRAM	
<i>Policy Name</i>	STUDENTS' ACCEPTABLE USE OF TECHNOLOGY <i>Management Guideline Applies</i>	602.1
<hr/>		
<i>Board Approved:</i>	<i>February 19, 2020</i>	<i>Reviewed: November 11, 2024</i>
	<i>June 26, 2018</i>	<i>February 4, 2020</i>
	<i>May 23, 2012</i>	<i>June 5, 2018</i>
	<i>April 28, 2003</i>	<i>May 1, 2012</i>
		<i>Review by: December <del>2030</del> 2026</i>
<hr/>		

### **POLICY**

It is the policy of the Superior-Greenstone District School Board to ensure that the Internet and Information Technology are used to support learning in a manner that is consistent with the Board mission statement, vision statement, and education goals. The Superior-Greenstone District School Board (the "Board") is committed to establishing guidelines and expectations regarding the ethical and responsible use of the Internet and Information Technology

### **DEFINITIONS**

**"information technology"** refers to all forms of technology used to create, store, exchange, and use information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

**"internet"** means an electronic communications system, including generative artificial intelligence platforms, connecting computers all over the world through which individual subscribers can interact and share information.

**"unlawful activity"** see Appendix A

### **GUIDELINES**

- 1.0 Teachers shall provide students with instruction on the appropriate use of the internet and the protocols for the use of electronic mail and instant messaging. If other electronic communications methods are to be used, they shall be accompanied by instruction on appropriate use and associated risks. Teachers shall advise students that the Board will, from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.
- 2.0 Teachers shall ensure that students accessing the internet do so as part of an instructional plan.
- 3.0 The Board reserves the right to monitor the Board's electronic information systems. The Board may access and/or monitor these systems at any time without prior notice.
- 4.0 Failure to comply with the Student Acceptable Use of Technology Agreement may result in the loss of computer/network privileges, financial compensation to the Board, pursuance of criminal charges, and/or other disciplinary action consistent with the School Code of Behaviour, Board Code of Conduct, Board Policy, and/or the Education Act.

- 5.0 The Board shall use technology to further educational goals and infuse technology into the classroom.
- 6.0 All users shall respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs in accordance with PPM 128.-

## **APPENDICES**

Appendix A: Unlawful Activity

### **References:**

Policy 520 Safe Schools Code of Conduct  
Policy 520 Safe Schools Code of Conduct/Police & School Protocol Management Guideline  
Policy 535 Progressive Discipline and School Safety  
Policy 535 Progressive Discipline and School Safety Management Guideline  
Policy 607, Electronic Communications System  
Policy 608, Computer Network Security  
The Education Act  
The Libel and Slander Act, RSO 1990, Chapter L.12.  
The Municipal Freedom of Information and Protection of Privacy Act  
PPM 128



**Unlawful Activity**

For the purpose of this policy, “**unlawful activity**” is interpreted broadly and includes any criminal activity or other illegal activity.

The following are examples of “**unlawful activity**” for the purpose of the policy:

<b>Child Pornography</b>	Possessing, downloading or distributing any child pornography.
<b>Intellectual Property</b>	Infringing on another person’s copyright, trademark, trade secret of any other property without lawful permission.
<b>Other Criminal Activity</b>	Using electronic transmission as a means to commit criminal activity (examples include but are not limited to fraud, extortion, sale and/or purchase of restricted goods)
<b>Defamatory Libel</b>	A matter published without lawful justification or excuse, that is likely to injure the reputation of any person by exposing that person to hatred, contempt or ridicule, or that is designed to insult the person. <i>The Libel and Slander Act, RSO 1990, Chapter L.12.</i>
<b>Disclosing or Gathering Personal Information</b>	Disclosing personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
<b>Hacking and Other Crimes Related to Computer System</b>	Examples include (but are not limited to): <ul style="list-style-type: none"> <li>• gaining unauthorized access to a computer system</li> <li>• trying to defeat the security features of network connected devices</li> <li>• use of software and/or hardware designed to intercept, capture and/or decrypt passwords</li> <li>• intentionally spreading a computer virus</li> <li>• destroying or encrypting data without authorization and with the intent of making it inaccessible to others with a lawful need to access it.</li> <li>• interfering with other’s lawful use of data and technology</li> </ul>
<b>Harassment</b>	Sending electronic messages, without lawful authority, that causes people to fear for their safety or the safety of anyone known to them.
<b>Hate Propaganda</b>	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace.
<b>Interception of Private Communications or Electronic Mail (in transit)</b>	Unlawfully intercepting someone’s private communications or unlawfully intercepting someone’s electronic mail.
<b>Obscenity</b>	Distributing, publishing or possessing for the purpose of distributing or publicly displaying any obscene material.



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	PROGRAM	
Policy Name	EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY Management Guideline Applies	602.2
Board Approved:	February 19, 2020 June 26, 2018 May 23, 2012	Reviewed: <u>November 12, 2024</u> February 4, 2020 June 5, 2018 May 1, 2012
		Review by: December <u>2030-20264</u>

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**POLICY**

It is the policy of the Superior-Greenstone District School Board to provide authorized employees and service providers with access to the Board’s Information Technology systems, including its electronic mail, internet, and voice mail systems when deemed appropriate for educational use. The Superior-Greenstone District School Board is committed to ensuring that Information Technology is used for proper work-related purposes and in a manner that is not detrimental or harmful to the interests of others or that compromise the confidentiality or proprietary nature of information belonging to the Board. Employees will work in an ethical, professional and responsible manner when dealing with technology.

**DEFINITIONS**

“**approved service provider**” is an organization that provides educational or ancillary services to the Board, for example, a transportation consortium.

“**employee**” is a person who performs any work for, or supplies any services to, an employer for wages (excluding honoraria).

“**information technology**” refers to all forms of technology used to create, store, exchange, and use information in its various forms (data, audio, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

“**internet**” means an electronic communications system-, including generative artificial intelligence platforms, connecting computers all over the world through which individual subscribers can interact and share information.

Commented [AM1]: update to include AI per my note in Student Acceptable use MG. Also in Student Acceptable use Policy.

“**spamming**” refers to sending an annoying or unnecessary message to a large number of users.

“**unlawful activity**” see Appendix A

**GUIDELINES**

- 1.0 The Board shall maintain electronic mail, internet, and voice mail systems as part of its technology platform. These systems are provided to assist in the conduct of Board business and may be utilized only as directed or outlined by the Board.
- 2.0 All e-mail and internet communications sent and received by employees shall remain the property of the Board. Employee e-mail, internet, or voice mail communications are not private or personal despite any such designation by the sender or the recipient. Personal or private communications transmitted on the Board’s electronic information system may be accessed, reviewed, copied, deleted, retained, or disclosed by the Board at any time and without notice.

- 3.0 The Board reserves the right, without prior notice to the employee, to monitor the Information Technology systems at the work site or in the cloud. The Board may access these systems at any time without prior notice to the employee or service provider.
- 4.0 All users of e-mail, voice mail, and the internet shall abide by generally accepted rules of etiquette, including the following:
- Be polite. Do not be abusive in your exchanges with others
  - Use appropriate language. The use of abusive, harassing, or profane language is prohibited.
  - Do not post chain letters or engage in "spamming".
- 5.0 All users shall respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.

**APPENDICES**

Appendix A: Unlawful Activity

**References:**

Policy 102: Mission Statement  
Policy 607: Electronic Communications System  
Policy 608: Computer Network Security  
Policy 707: Employee Code of Conduct  
The Education Act  
The Libel and Slander Act, RSO 1990, Chapter L.12.  
The Municipal Freedom of Information and Protection of Privacy Act

## Appendix A

<b>Unlawful Activity</b>
--------------------------

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<b>Intellectual Property</b>	Infringing on another person’s copyright, trade mark, trade secret of any other property without lawful permission.
<b>Other Criminal Activity</b>	Using electronic transmission as a means to commit criminal activity (examples include but are not limited to fraud, extortion, sale and/or purchase of restricted goods)
<b>Defamatory Libel</b>	A matter published without lawful justification or excuse, that is likely to injure the reputation of any person by exposing that person to hatred, contempt or ridicule, or that is designed to insult the person. - <i>The Libel and Slander Act, RSO 1990, Chapter L. 12.</i>
<b>Disclosing or Gathering Personal Information</b>	Disclosing personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act.</i>
<b>Hacking and Other Crimes Related to Computer System</b>	Examples include (but are not limited to): <ul style="list-style-type: none"> <li>• gaining unauthorized access to a computer system</li> <li>• trying to defeat the security features of network connected devices</li> <li>• use of software and/or hardware designed to intercept, capture and/or decrypt passwords</li> <li>• intentionally spreading a computer virus</li> <li>• destroying or encrypting data without authorization and with the intent of making it inaccessible to others with a lawful need to access it.</li> <li>• interfering with other’s lawful use of data and technology</li> </ul>
<b>Harassment</b>	Sending electronic messages, without lawful authority, that causes people to fear for their safety or the safety of anyone known to them.
<b>Hate Propaganda</b>	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace.
<b>Interception of Private Communications or Electronic Mail (in transit)</b>	Unlawfully intercepting someone’s private communications or unlawfully intercepting someone’s electronic mail.
<b>Obscenity</b>	Distributing, publishing or possessing for the purpose of distributing or publicly displaying any obscene material.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	BOARD AND ADMINISTRATION	
Policy Name	ELECTRONIC <u>MEETINGS</u> and <u>MEETING</u> ATTENDANCE	211
Board Approved: <u>September 1, 2025</u>	Reviewed: <u>February 4, 2025</u>	
January 22, 2019	November 6, 2018	
December 5, 2011	September 26, 2011	Review By: December <u>20302024</u>
March 12, 1999	November 22, 2004	
	February 22, 2005	

**POLICY**

In compliance with Ontario Regulation 313/24463/97-Electronic Meetings and Meeting Attendance, ~~all trustees will be required to be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office.~~ Student Trustees are exempt from the requirement to attend meetings in person. Failure to attend in person as required would result in the trustee's seat being vacated pursuant to clause 228(1)(e) of the Education Act.

The Superior-Greenstone District School Board will make provision for participation in meetings of the Board electronically. Members who participate electronically shall be deemed to be present at the meeting.

**RATIONALE**

The Superior-Greenstone District School Board is a large geographic area where, under certain circumstances, Board ~~and committee~~ members are unable to physically attend Board ~~or committee~~ meetings. Therefore, electronic access to regular ~~and committee~~ meetings of the Board are provided.

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**PROCEDURES**

**1.0 Definitions**

- 1.1 Electronic Attendance  
Electronic attendance shall imply participation through tele-conferencing and/or video-conferencing.
- 1.2 Member  
When the reference herein is "~~m~~Member" it is understood to include elected and appointed Trustees and the Student Representatives.
- 1.3 Meeting Room  
When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board ~~and its committees~~. The following persons shall be physically present in the meeting room of the board:

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- a) The Chair of the board or their his/her designate
- b) At least one additional member of the board,
- c) The Director of Education or their his/her designate.

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**2.0 Requirements**

Under provincial regulation the following shall apply:

**2.1 Physical Attendance**

**2.1.1 Board Meetings**

It is required that at meetings of the Board and the Committee of the Whole Board that the following persons be physically present in the meeting room:

- the Chair of the Board or designate, 1 Person
- and,
- at least one additional Member of the Board, and, 1 Person
- the Director of Education or designate 1 Person

3 Persons

~~2.1.2 Committee Meetings~~

~~It is required that at committee meetings of the Board, except Committee of the Whole Board, the following persons must be physically present in the meeting room:~~

- ~~the Committee Chair or designate, 1 Person~~
- ~~and,~~
- ~~the Director of Education or designate 1 Person~~

~~2~~ Persons

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**2.2 Exception to the Above**

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

Members of the board may participate in a board meeting by electronic means if the member receives written approval before the meeting begins. The member may make a request to the Chair or designate based only on the following circumstances:

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~~2.2.1 The distance from the Chair's current member's current residence to the meeting location is 125 200 km or greater (one way);~~

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~~2.2.2 Weather conditions do not allow the chair member to travel to the meeting location safely;~~

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~~2.2.3 The Chair member cannot be physically present at a meeting due to health related issues.~~

2.2.4 The member has a disability that makes it challenging to be physically present at a meeting.

2.2.5 The member cannot be physically present due to family responsibilities in respect of,

- i. The member's spouse
- ii. A parent, stepparent or foster parent of the member or member's spouse.
- iii. A child, stepchild, foster child or child who is under legal guardianship of the member or member's spouse.

iv. A relative of the member who is dependent on the member for care or assistance, or

v. A person who is dependent on the member for care or assistance and who considers the member to be like a family member.

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2.3 The Chair shall not approve a request under Section 2.2 if approving the request would result in fewer than one member of the board, in addition to the Chair or their delegate, being physically present in the meeting room.

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

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2.4 Minimum Attendance

A board member trustee is automatically removed from the Board if he or she fails to be physically present in the meeting room of the Board for at least three (3) regular meetings of the Board in each twelve (12)-month period beginning November 15, 2022. December 1 (Education Act, Section 228 (1) (e)). If a board member is elected to fill a vacancy after November 15, 2022, 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 on the day the member is elected or appointed and ending the following November 14.

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2.5 Closures

If all schools of the board are closed under an order made in accordance with Ontario Regulation 463/97 then the requirement for the physical attendance at any meetings by a trustee or the Director of Education is not required in accordance with that Regulation and all trustees and student trustees may participate electronically as of right and without complying with ~~6-4, 2.2~~ above. In those circumstances, the meeting room of the board or a committee of the board will not be open to permit physical attendance by members of the public.

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2.6~~5~~ Effectiveness

Electronic meetings must be designed and deemed to make positive contributions to the work of the Board. Their design must conform to the requirements of Reg. 313/24, including the ability for all persons who are participating in the meeting to communicate with each other simultaneously and instantaneously. 463/97

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2.7~~6~~ Conditions for Access

Conditions for access to meeting electronically are to be governed by:

- a) the purpose and nature of the meeting, and,
- b) the composition of participants in the meeting.

2.8~~7~~ Accessibility

Generally, All scheduled Regular Board meetings, including meetings of the Committee of the Whole, and meetings of Standing Committees are accessible, upon request, via electronic means for all ~~m~~Members and the general public at designated sites.

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2.9 Conflict of Interest

At all meetings at which a trustee, including a student trustee, participates by electronic means, it is the responsibility of those trustees to comply with the requirements of the *Municipal Conflict of Interest Act, and Board Policies* including, in the case of a meeting that is closed to the public, to disconnect from the electronic participation for so long as is necessary in order to so comply.

The Board shall ensure that appropriate processes are put in place to ensure the security and confidentiality of electronic participation in proceedings held during meetings that are closed to the public, including ensuring student trustees who participate through electronic means do not participate in any proceedings that are closed to the public under clause 207(2)(b) of the *Education Act (subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a trustee of the board or member of a committee, an employee or prospective employee of the board or a pupil or their parent or guardian)*.

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### **3.0 Attendance**

#### **3.1 Deemed Present**

A mMember who participates in any meeting through electronic means as defined and described herein shall be deemed to be present at the meeting for the purpose of the Education Act and regulations.

#### **3.2 Verbal Roll Call**

When one or more mMembers are in attendance electronically, the Roll Call shall be verbally taken and duly recorded.

#### **3.3 Ensuring a Quorum**

Members participating electronically shall notify the Chair of their departures, either temporary or permanent, from the meeting before absenting themselves in order that the Chair may ensure a quorum is maintained.



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No.:** 14

**Date:** February 24, 2025

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

**FROM:** Zoey Krause and Miley Anthony

**SUBJECT:** Student Trustee Report: February 2025

**STRATEGIC**

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

### **Background**

Student Trustees Miley and Zoey have been actively planning for the second half of the school year, focusing on initiatives for the Senate and other projects. On February 11th, our senators gathered for their monthly meeting, providing an opportunity to share updates on activities within their schools.

Among the projects discussed were a 'safe space' board game designed to promote inclusivity, various spirit days aimed at boosting school morale, and a range of activities to ensure all students feel welcomed and included. These initiatives not only enhance school communities but also help senators develop leadership skills and build meaningful connections. Miley and Zoey continue to support and encourage senators as they bring these projects to life.

### **Current Situation**

Senators will continue to work on their passion projects throughout February with support and opportunities to meet with Zoey and Miley to share their progress, with a goal of being able to showcase the senator projects by March. Along with this in March we will be launching a "senate pen pals" initiative which will promote more participation by fostering a safe and smaller space for senators to use their voice and grow their leadership skills. Two schools will meet with moderation from a student trustee, rather than the usually large group of schools which will promote more conversations between school senate groups.

### **Next Steps**

In the upcoming months many exciting learning opportunities have been presented to the student trustees. Anna will be representing the board at OSTA-AECO Education action conference February 13th, where she will learn skills to bring back to IYC as well as start to build connections with other trustees across Ontario. Zoey, Miley, and Anna have also been given the opportunity to attend SEEDS connections conference in Calgary in April, a program that empowers Canadian youth through diversity environmental experiential learning. With all of these professional development opportunities there will be plenty of great ideas and action plans brought back to our schools.



**Administrative Recommendations/Summary**

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

Respectfully submitted by:

Zoey Krause And Miley Anthony  
Student Trustees



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No.:** 15

**Date:** February 24, 2025

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

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

**SUBJECT:** Board Estimates Process for 2025-2026

**STRATEGIC**

**PRIORITY:** Culture of High Expectations & Inclusivity

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### **Background**

The Education Act (“The Act”) outlines the financial reporting requirements assigned to a school board. Every board, prior to the beginning of each fiscal year, shall prepare and adopt estimates of its revenues and expenditures for the fiscal year.

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

### **Current Situation**

The estimates adopted by the Board are to be submitted to the Ministry of Education no later than June 30, 2025. Failure to meet this deadline may result in the disruption of grant cash flow to the school board.

Input to the budget will be sought from several sources to identify the needs of the district:

- Parent Involvement Committee
- Special Education Advisory Committee
- Indigenous Education Advisory Committee
- School Councils
- Department and school consultation
- Facility Conditions Index
- Budget Survey

The Budget Survey captures direct input from parents, staff, students, and community stakeholders on priority areas.

School Administrators and Department Managers are expected to monitor their budgets during the fiscal year. In addition, interim reports are presented to the Board throughout the 2025-26 year. Finally, the Board will be updated on actual enrolment in January and April.

**Next Steps**

The estimates process is outlined below for your information. While every effort will be made to adhere to the attached schedule, adjustments may be required.

DATE	TASK
February	<ul style="list-style-type: none"> <li>Principals submit kindergarten enrolment estimates to Superintendents (SOEs)</li> <li>Business Services sends enrolment projections for Principal review</li> <li>Superintendent of Business provides Managers with draft department budget forms</li> <li>Budget Survey is released</li> </ul>
March	<ul style="list-style-type: none"> <li>Principals finalize enrolment projections with Business Services</li> <li>Facilities, IT and Special Education leaders meet with Principals to prepare Capital Budget</li> <li>Department budgets submitted to the Superintendent of Business</li> <li>Ministry of Education releases the Core Ed Report 2025-26</li> </ul>
March/April Board Meeting	<ul style="list-style-type: none"> <li>Superintendent of Business presents Core Ed Update Report</li> </ul>
April	<ul style="list-style-type: none"> <li>Senior Team prepares a list of priorities for budget consideration</li> <li>Superintendent of Business presents budget update to PEC, SEAC</li> <li>Superintendent of Business compiles the budget survey responses</li> <li>Enrolment projections verified by Superintendent of Business</li> <li>Facilities presents Capital budget to Senior Administration for review</li> <li>Superintendent of Business provides Principals with school operational budgets</li> <li>Senior Team assigns Priorities and Partnership Fund grants</li> <li>Senior Team reviews non-union and PVP staffing</li> </ul>
April Special Board Meeting	<ul style="list-style-type: none"> <li>SOEs present Preliminary Elementary and Secondary Teacher Staffing Reports</li> </ul>
April Board Meeting	<ul style="list-style-type: none"> <li>Superintendent of Business presents Preliminary Enrolment Report</li> <li>SOEs present Elementary and Secondary Teacher Staffing Reports</li> </ul>
May	<ul style="list-style-type: none"> <li>Senior Administration reviews system priorities and reviews draft budget</li> </ul>
May Board Meeting	<ul style="list-style-type: none"> <li>SOE presents ESS Staffing Report</li> </ul>
June Board Meeting	<ul style="list-style-type: none"> <li>Superintendent of Business presents Budget Report for approval</li> </ul>

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No.15, Board Estimates Process for 2025-2026 for information.*

Respectfully submitted by:

Alex Marton, Superintendent of Business



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No.:** 16

**Date:** February 24, 2025

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

**FROM:** Will Goodman, Director of Education

**SUBJECT:** Director's Monthly Report: February 2025

### **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.

The Director's Monthly Report for February 2025, focuses on Mental Health and Well-being. In Superior-Greenstone District School Board, fostering meaningful community connections and partnerships is essential to supporting the mental health and well-being of our students, staff, and families.

Aligned with our strategic pillar of "Meaningful Community Connections & Partnerships," we recognize that strong, collaborative relationships with local organizations, mental health agencies, First Nations communities, and families create a network of support that extends beyond the classroom. These partnerships enable us to provide culturally responsive, accessible, and comprehensive mental health resources, ensuring that every student feels valued, supported, and safe. By working together, we can create environments where mental well-being is prioritized, stigma is reduced, and students are empowered to thrive both academically and personally.

### **Current Situation**

Please click on the following link to read the *Director's Monthly Report: February 2025* to read about explicit examples of how SGDSB is accomplishing the work of the Multi-Year Strategic Plan.



+Director's Monthly Report: February 2025

[Go to this Sway](#)

<https://sway.cloud.microsoft/AEWQ9CVYYkqTYYXG?ref=Link>

**Administrative Summary**

*That the Superior-Greenstone DSB receive Report No. 16, Director's Monthly Report: February 2025, for information.*

Respectfully submitted by:

William Goodman,  
Director of Education



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No.:** 17

**Date:** February 24, 2025

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

**FROM:** Will Goodman, Director of Education

**SUBJECT:** Proposed School Year Calendar 2025-2026

**STRATEGIC**

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

**Background:**

The Board Administration, in consultation with its constituent stakeholders including parents, School Councils, Parent Involvement Committee, local branch affiliates of teachers' federations, unions, ratepayers, other members of the community and coterminous, and neighboring boards, have developed its 2025-2026 School Year Calendar.

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

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

**Current Situation:**

In January 2025, after initial consultation with representatives for school administrators and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from members of the school communities, including teachers and staff,

parents, local branch affiliates of teachers' federations, unions, School Councils, and Parent Involvement Committee members. The calendar feedback survey was communicated through various school board communication platforms including Edsby, Facebook, Instagram, and emailed to the stakeholder groups. The survey included calendar option A with students beginning school on September 2, 2025, and ending the school year on June 24, 2026, and calendar option B with Students beginning school on September 3, 2025 and ending the school year on June 25, 2026. The feedback survey received a total of 153 responses with 51% of the votes in favour of options A and 49% of the votes in favour calendar option B. Our coterminous school boards survey results indicated a preference for Calendar option B as presented in the attached proposed 2025-2026 School Year Calendar.

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

- Shared busing with coterminous boards
- A balanced number of days in each semester
- A consistent school year calendar with coterminous boards
- Scheduling of co-curricular activities
- Increased opportunities for professional learning
- Supporting negotiated items in the collective agreement

### **Administrative Recommendations**

*That the Superior-Greenstone DSB having received Report No. 17: 2025-2026 School Year Calendar accepts the proposed Calendar, and That, Administration is directed to forward the proposed 2025-2026 Modified School Year Calendar to the Ministry of Education for its approval.*

Respectfully submitted by:

Will Goodman  
Director of Education



# Superior-Greenstone DISTRICT SCHOOL BOARD

## OPTION B – Proposed for Approval 2025-2026 SCHOOL YEAR CALENDAR (ELEMENTARY & SECONDARY)

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Holidays  Professional Activity Days  Examination Days (Secondary)

**First day of School for students:**  
September 3, 2025

**Last day of School:**  
June 25, 2026

**SCHOOL HOLIDAYS**

September 1, 2025 October 13, 2025 December 22, 2025 to January 2, 2026 February 16, 2026	<b>Labour Day</b> <b>Thanksgiving Day</b>  <b>Holiday Break</b> <b>Family Day</b>	March 16-20, 2026 April 3, 2026 April 6, 2026 May 18, 2026
<b>March Break</b> <b>Good Friday</b> <b>Easter Monday</b> <b>Victoria Day</b>		

[sgdsb.on.ca](http://sgdsb.on.ca)







## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No: 18**

**Date:** February 24, 2025

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

**FROM:** Carole Leroux, Superintendent of Education

**SUBJECT:** Student Achievement

**STRATEGIC  
PILLAR:** Culture of High Expectations

### **Background**

Within the pillar of Culture of High Expectations, our student achievement growth objective is to have a 5% decrease in the discrepancy between Board and Provincial Achievement in Reading, Writing and Math across Grades 3, 6, and 9, in the EQAO Assessments.

### **Current Situation**

From 2022-2023 to 2023-2024 we have seen a positive trend in closing this gap. Specifically, Primary (Grade 3) Writing is showing an increase for students achieving at provincial standard as well as for students achieving above provincial standard in Primary Reading. In Primary (Grade 3) Mathematics, there is a 3% increase in students achieving above provincial standard. In Junior (Grade 6) Math, there is also an increase of 7% in students achieving at provincial standard. In Junior (Grade 6) Reading we have seen an increase of 14.2% in students achieving provincial standard, putting SGDSB ahead of the Province in Grade 6 Reading.

At the secondary level, we noted a 13.3% increase in the Grade 9 Math compared to the previous year for student achieving at or above provincial standard. We are growth in the number of first-time eligible students that are challenging the OSSLT, as well as an increase in first-time eligible students being successful on the OSSLT.

As we are working towards achieving our goal of decreasing the discrepancy between the Board and Provincial Results, we have been implementing the following strategies:

- Literacy
  - o Implementation of the Science of Reading,
  - o Multi-Tiered systems of support and intervention programs,
  - o progress monitoring to track and monitor student growth
  - o evidence-based reading assessments (screener and diagnostics)
  - o Educator Development and support through the Literacy Coach K-2
  - o Educator development and support through the Early Year's Lead
  - o Literacy preparation strategies such as providing timely feedback to improve skills, identifying skill gaps and providing targeted intervention for students in grades 9 and 10
  
- Mathematics
  - o Implementation of Math strategies to support achievement

- Supporting differentiated instruction practices in lesson design/learning
- incorporating digital tools into Math learning opportunities
- Deepening math content knowledge in educators through science of Math
- Coaching from the Math Coaches who are working alongside teachers in grades 3, 6, and 9.

**Next Steps**

As we are continuing to implement strategies with educators, we will be reviewing the data from the screeners, and report cards to determine where we need to adjust. Preliminary results do show that students are making progress in their ability to read.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 18, Student Achievement, for information.*

Respectfully submitted by:

Carole Leroux, Superintendent of Education

Annick Brewster, Assistant Superintendent of Education



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No.:** 19

**Date:** February 24, 2025

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

**FROM:**

**SUBJECT:** Indigenous Education Funding Allocation (2024-2025)

### **STRATEGIC**

**PRIORITY:** Culture of High Expectations & Inclusivity; Meaningful Community Connections & Partnerships

### **Background**

The Superior-Greenstone District School Board (SGDSB) is committed to advancing Truth and Reconciliation through the implementation of policies such as Policy 105 and through alignment with the Ministry of Education's guidelines for Indigenous education funding. This commitment is further embedded within SGDSB's new strategic plan, particularly under the pillar of "Meaningful Community Connections and Partnerships." Our approach ensures that all students benefit from a rich and inclusive educational experience while promoting equity and respect for Indigenous ways of knowing and learning.

The Ministry of Education supports this work by providing enveloped funding through the Indigenous Education Board Action Plan (BAP), which is informed by continuous engagement with the Indigenous Education Advisory Committee (IEAC) and First Nations partners. The BAP serves as a critical tool to allocate resources for initiatives that enhance Indigenous student success, well-being, and cultural engagement.

This report provides an overview of the allocation process and funding allotments for the 2024-2025 school year, in alignment with Ministry guidelines outlined in Technical Papers B06 and B05.

### **Process Overview**

The creation of the BAP involves open dialogue and collaboration with IEAC members, respecting their capacity to participate in the process. The Manager of Indigenous Education gathers input through meetings and consultations, ensuring that the perspectives of all IEAC members are represented. Feedback is incorporated iteratively to reach a consensus on initiatives and funding priorities. Once finalized, the allocations are submitted to the Ministry of Education.

### **Current Situation**

For the 2024-2025 school year, the total available funding under the BAP is \$330,000. Commitments carried over from the previous school year account for a portion of this funding. These commitments and current allocations are outlined below:

Funds Committed from the Previous School Year:

- \$20,000 for Grad Coach Spending Budgets
- \$24,600 for the Education and Knowledge Advancement Network (Ezhi Kendmang Anishnaabe Naadziwin - EKAN)
- \$40,000 for Elders in Residence (High Schools with Education Service Agreements - ESA)
- \$34,000 for the Anishnaabemowin Boodawe Committee (ABC)

- \$85,000 for Grad Coach Positions

The following allocations were made for 2024-2025 BAP initiatives:

- \$18,200 for Educator Support (professional learning opportunities)
- \$12,000 for Indigenous Youth Council (IYC) and Youth Gatherings
- \$5,000 for Indigenous Special Education Facilitator Work (district-wide support)
- \$24,600 for EKAN and KAIROS Cultural Professional Development
- \$13,500 for Days of Significance, including Truth and Reconciliation events
- \$19,000 for Transition Support (focusing on transitions from federal to provincial schools)
- \$12,300 for Community Engagement (IEAC, FNAC, and community visits)
- \$20,000 for Anishinaabemowin Immersion Summer Camps

These initiatives support the goals outlined in SGDSB's strategic plan by fostering cultural understanding, enhancing transitions for Indigenous students, and building capacity among staff to integrate Indigenous perspectives into education.

### **Next Steps**

SGDSB will continue to monitor the implementation and impact of these initiatives. Data collection and analysis will help assess progress and inform future planning. The Board will provide updates to the IEAC and submit a detailed report to the Ministry of Education in the fall of 2025.

By adhering to Policy 105 and the Ministry's technical guidelines, SGDSB remains dedicated to strengthening partnerships with Indigenous communities and supporting Truth and Reconciliation through meaningful actions and sustained collaboration.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 19, Indigenous Education Funding Allocation, for information.*

Respectfully submitted by:

Shy-Anne Bartlett, Manager of Indigenous Education

Will Goodman, Director of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No.:** 20  
**Date:** February 24, 2025

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

**FROM:** Flora Love-Jedruch, Superintendent of Education

**SUBJECT:** Attendance Report

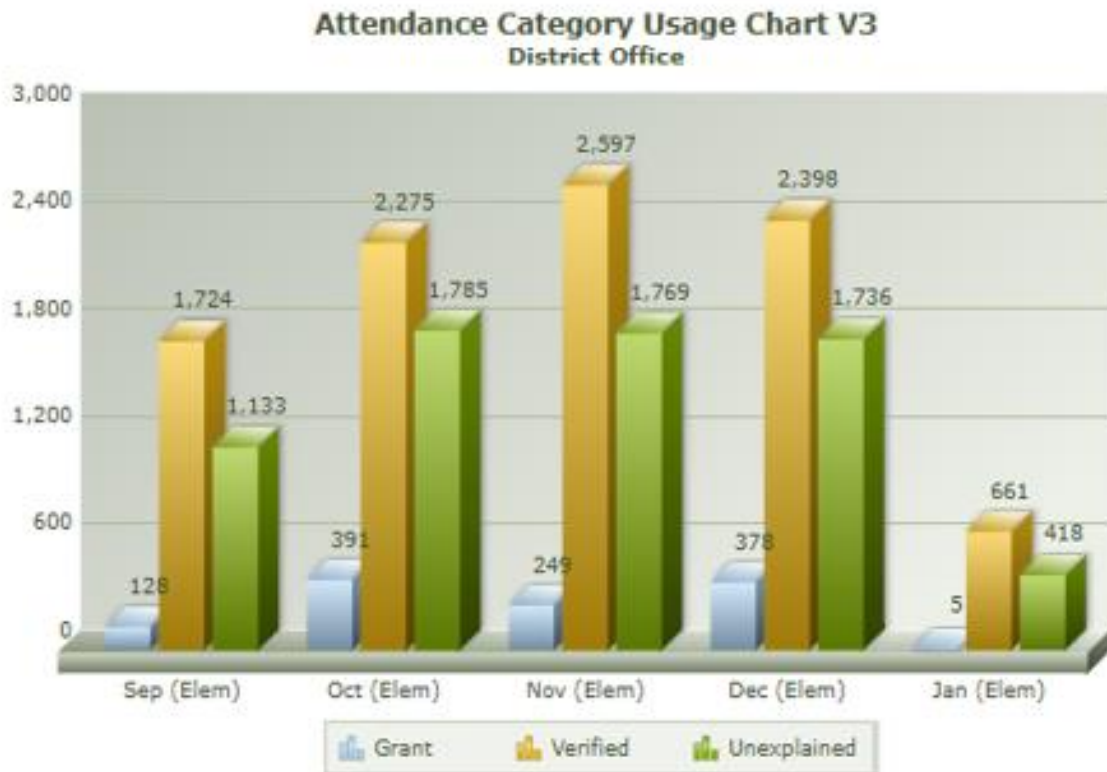
**STRATEGIC PRIORITY:** Culture of High Expectations & Inclusivity, Joy in Learning & Teaching

**Background**

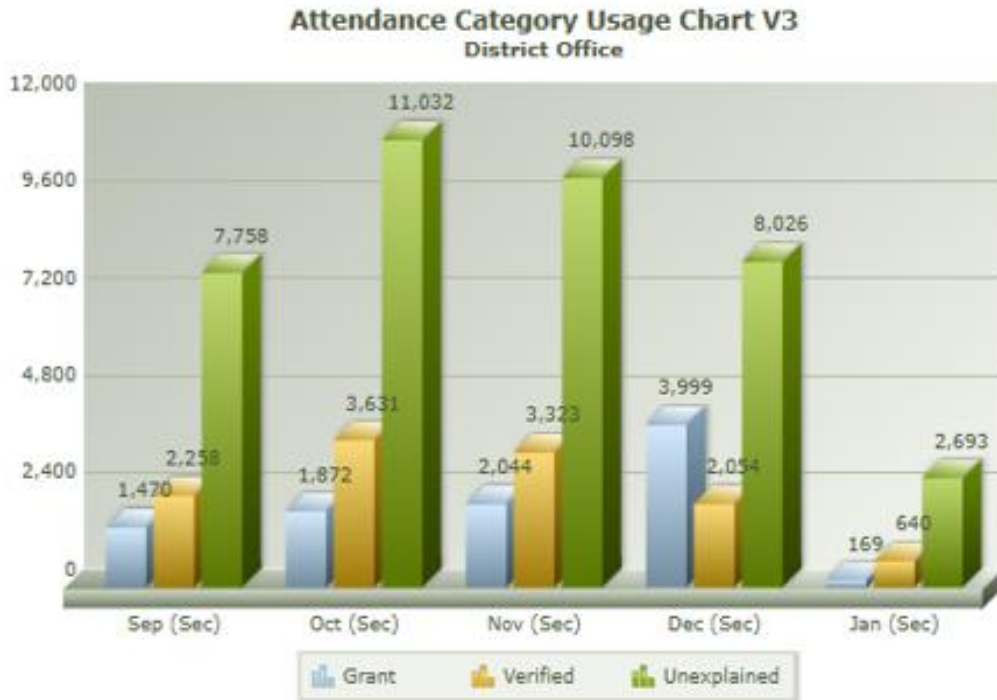
The Ministry of Education has a mandate that they want school boards to achieve 90% attendance and be able to speak to any unexcused absences. In an effort to better understand our absences; we wanted to look into our data as we are not currently reaching that 90% attendance goals.

**Current Situation**

Elementary Data Overall, to Date (attendance recorded twice daily)



## Secondary Schools Overall, to Date (attendance recorded for each class)



When this data was collected, there were a few ways for schools to know why students were/are away:

- Parents could put in a planned absence for when their child was away.
- Elementary schools reaching out for safe arrivals would speak to parents/guardians and be able to enter the absence as a verified absence.
- Returning students would bring a note and the secretary could go back in and change absence by entering the reason for the absence.

None of these options will make the absence one that is excused absence in the eyes of the ministry but would be considered verified by the school board and would allow schools to have a better sense of why students are not in attendance.

Currently it is not the practice of most families at the secondary level and to a lesser degree at elementary to send notes when students return to school after an absence. However, when a school does receive a note, secretaries are going back in and entering the reason for the absence.

In elementary, parents receive a school messenger call home at the start of the day, as part of the safe school arrivals protocol. At the time of the data collection, parents were expected to call the school and inform them of why their child was away; if they did not, school secretaries reached out if it was for more than one day and tried to verify the absences. They are often unable to reach families.

At secondary, parents receive a school messenger call at the end of the day if their child has been away with an unverified absence. Teachers reach out to families after 3 days of consecutive absences and student success reaches out after 6 consecutive days of whole-day absences (all of their classes).

### **Next Steps**

To address our number of unverified absences Stacey Wallwin and Kathleen Schram have been working with PowerSchool to enable parents to put in why their child is away when they receive the automated call home. The hope is that this will be taken up by parents, so that we will have

significantly less unverified absences and will decrease the number of calls that the schools must make for their safe arrivals' responsibilities.

To address the number of unverified absences at high school, we would like to see what difference putting in the verified absences after a student's return makes to our data. Manitowadge High School is going to work with the School Council and families to start back the habit of sending notes to school (either by EDSBY, email, handwritten or call to the school) when students are returning after an unverified absence. We will be starting with a School Messenger Message to all families to this affect and then we will be calling families after a student returns from whole day absences if they do not bring a note.

Deanna Renaud and Mackenzie St. Jean with the Lake Superior Hub Schools are piloting the "Building Connections Café program for Schreiber, Terrace Bay and Pays Plat SGDSB Families over four sessions this spring. The purpose of Building Connections Café is to foster a welcoming and supportive community for families, where meaningful relationships can be cultivated and strengthened. By providing a space for open dialogue and collaboration, we aim to support positive attendance, understand the unique experiences of children at school, and encourage active family engagement. Our goal is to create an inclusive environment where families feel empowered, heard, and connected, ultimately enhancing the well-being of students and the school community.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 20, Attendance Report, for information.*

Respectfully submitted by:

Jody Kuczynski,  
SGDSB Continuing Education School Board Principal (NTIP and Attendance)

Flora Love-Jedruch,  
Superintendent of Education



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 21

Date: February 24, 2025

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

**FROM:** Pinky McRae, Chair of the Board

**SUBJECT:** Professional Development Sanction: Trustee Learning Support Program  
Terms and Conditions

**STRATEGIC  
PRIORITY:** Culture of High Expectations and Inclusivity

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### Background

**Resolution No. 142/24**

**Moved by:** Trustee M. Brunskill

**Second:** Trustee A. Jarvis

✓ **Whereas**, it has been determined by board resolution at the November 12, 2024, Special Board Meeting that Trustee Dan Fairservice was in breach of the Code of Conduct.

✓ **Whereas**, the imposition of sanctions is required by Board resolution;

**Resolution No. 145/24**

**Moved by:** Trustee J. Michano

**Second:** Trustee J. Nesbitt

✓ **Be it Resolved**, that the Superior-Greenstone District School Board (SGDSB) of Trustees impose a sanction as outlined in the Education Act, Section 218.3 (3) and SGDSB Code of Conduct, by barring Trustee Dan Fairservice from attending all or part of a meeting of the Board or a meeting of a Committee of the Board, and by barring Trustee Dan Fairservice from sitting on one or more Committees of the Board, and that Trustee Dan Fairservice be barred from extracurricular activities at the Manitowadge High School, and that Trustee Dan Fairservice shall complete the Trustee Professional Learning Support Program, as determined by the Board of Trustees.

✓ **Be it Further Resolved**, that Trustee Dan Fairservice shall receive a formal issuance of censure; and

✓ **Be it Further Resolved**, that these sanctions shall remain in effect until the Trustee Professional Learning Support Program are successfully completed including recommendation from the facilitator of the completion.

A sanction, within the context of this document, refers to a restorative measure, imposed by the SGDSB Board of Trustees, specifically designed to enforce compliance with the SGDSB Trustee Code of Conduct, through the SGDSB Board identified Human Rights and Equity training requirements for Trustee Fairservice.

### Current Situation

#### **Purpose**

This document serves as a clarification of the terms and conditions governing the imposition and execution of the Professional Development sanction, delineating the obligations and responsibilities incumbent upon individuals subject to it, and the mechanisms by which the school board shall administer, monitor, and evaluate the prescribed training to ensure adherence to principles of Human Rights.



### **Rationale for Trustee Learning Support Program Design**

Trustee Daniel Fairservice has been the subject of three complaints in his role, as well as the respondent in three investigations of misconduct. While the situations of these investigations are all different, a few key elements appear to be commonalities:

- A need to differentiate the difference between a 'right' and an 'interest' in the human rights context;
- An understanding of the current sociopolitical contexts of human rights & equity; and
- An understanding of respectful workplace communication.

Trustee Fairservice is a retired educator with strong community involvement. In his interviews with investigators, the Trustee has shared that ongoing education is important for everyone, and as such, he would likely benefit from a learning experience instead of censure or punishment. The sessions outlined in this program are intended to facilitate dialogue and self-reflection using techniques from dialectical behavioral therapy (DBT) and motivational interviewing (MI). Ideally, Trustee Fairservice can explore concepts of human rights, respectful communication, and equity, in a way that honors his own lived experiences and ideas.

### **Professional Development Terms:**

#### **Format for Professional Development**

Trustee Fairservice will be able to participate in the Professional Development through a blend of face to face and virtual meetings.

#### **Technical Support**

Technical support will be provided by the Manager of Information Technology, when required. An email, in advance of the session, will be required to engage in support. Any sessions missed due to technology will be made up at a mutually agreed upon time. Every effort will be made to ensure that technology is working in advance of sessions.

#### **Cost**

Travel to the Marathon Board Office from Trustee Fairservice's home in Manitowadge will be reimbursed upon the completion and submission of the SGDSB Expense Report. No other expenses will be approved by the Board unless advanced approval is sought for such expense.

#### **Timelines**

Trustee Fairservice will complete all components of the training outlined below **no later than July 23, 2025**. Trustee Fairservice will cooperate with the facilitator to designate mutually agreeable dates/times for the required sessions.

#### **Confidentiality & Safety**

These sessions are intended to be spaces for learning, reflection, and growth. For the Trustee to feel confident in self-reflection, conversations as part of the synchronous sessions are closed and confidential as per the professional services contract with Diverse Solutions Strategy Firm Inc.

#### **Agreement**

Professional learning terms and conditions will be subject to the Diverse Solutions Strategy Firm Inc. contract agreement.

## Training Outline

Description
Twenty-five (25) hour learning program delivered 1:1. Includes introductory meeting and learner assessment, evaluation throughout the program using a reflective journal, and a conclusionary exit interview. Delivery through virtual programming and/or in-person.

Length	Content	
4 hours	<b>Introduction &amp; Setting Content</b>	
	Objective: To establish foundational knowledge of human rights legislation and set personal learning goals.	
	<b>Asynchronous Learning (2 hours)</b>	<b>Synchronous Learning (2 hours)</b>
	Review key human rights legislation (UN Declaration of Human Rights, Canadian Human Rights Act, Charter of Rights & Freedoms, Ontario Human Rights Code).	Discuss Trustee's current understanding of human rights and set goals.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Submission of a directed reflection on the reviewed legislation.	Active participation in the discussion and articulation of personal goals.
3 hours	<b>Protected Grounds &amp; Discrimination</b>	
	Objective: To understand the concept of discrimination and the protected grounds under human rights law.	
	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Reflect on personal experiences with discrimination or maltreatment.	Discuss the concept of “discrimination” and review protected grounds.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Submission of a reflection on a personal experience of discrimination and its connection to protected grounds.	Active participation in the discussion, demonstrating an understanding of key concepts.
3 hours	<b>Positionality &amp; Privilege</b>	
	Objective: To explore personal identity in relation to human rights and understand privilege and marginalization.	
	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Reflect on personal identity in the context of protected grounds.	Shared discussion on historical and systemic privilege and marginalization.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Identity mapping exercise submission.	Engagement in discussion, showcasing awareness of privilege and marginalization dynamics.
3 hours	<b>Systemic &amp; Ongoing Discrimination</b>	
	Objective: To analyze systemic discrimination and its impact on various groups in Canada.	

	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Review a resource (from selection) on systemic discrimination for an assigned group.	Discussion on systemic discrimination affected the selected group, making connections to the experiences of other groups. Explore actionable strategies to address systemic discrimination.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Submission of a resource analysis on systemic discrimination.	Contributions to discussions, including identifying and analyzing systemic patterns.
3 hours	<b>Understanding Bias &amp; Microaggressions</b>	
	Objective: To identify and address bias and microaggressions in workplace interactions.	
	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Reflect on personal biases and microaggressions observed or experienced.	Introduction to the concept of bias and microaggressions, including strategies to mitigate them.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Completion of a self-assessment tool on personal biases.	Participation in exercises to build skills for active listening and having tough discussions.
3 hours	<b>Boundaries</b>	
	Objective: To understand professional boundaries within the context of human rights and equity.	
	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Review the concept of boundaries, as defined by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and OCT standards on boundaries and reflect on connections to human rights principles.	Discuss case studies to analyze boundary-setting in various scenarios.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	Submission of a reflection on the relevance of OCT standards to human rights.	Case study analysis and contributions to a discussion on standards.
3 hours	<b>Governance</b>	
	Objective: To understand governance frameworks and their relationship to human rights and equity.	
	<b>Asynchronous Learning (1 hour)</b>	<b>Synchronous Learning (2 hours)</b>
	Reflect on governance principles relevant to the Trustee role.	Discuss power dynamics, decision-making structures, and ethical governance practices.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>

	Submission of a governance principles reflection.	Participation in discussions, demonstrating understanding of governance concepts.
2 hours	<b>Respectful Workplace Communication</b>	
	Objective: To enhance communication skills and address allegations of past workplace interactions.	
		<b>Synchronous Learning (2 hours)</b>
		Review previous allegations and explore strategies for improving interactions. Examine power dynamics in the Trustee role and practice conflict management.
		<b>Synchronous Assessment</b>
		Participation in scenario-based exercises addressing workplace communication. Submission of an action plan to implement respectful communication strategies in the Trustee role.
1 hour	<b>Exit Interview (1 hour)</b>	
	The participant will be asked questions about previous behaviours and situations, and to share how they would approach these situations now with their new learning.	
25 hours	<b>Asynchronous Learning</b>	<b>Synchronous Learning</b>
	Total of 8 hours.	Total of 17 hours.
	<b>Asynchronous Assessment</b>	<b>Synchronous Assessment</b>
	<ol style="list-style-type: none"> <li>Prompted reflections and analysis exercises per section (identity mapping, resource analysis, etc.).</li> <li>The participant will be expected to keep a journal of key insights and learning throughout the sessions.</li> </ol>	<ol style="list-style-type: none"> <li>Participation in discussions, scenarios, and case study activities.</li> <li>Following the sessions, the participant will engage in a 1-hour exit interview with the facilitator.</li> </ol>

### **Administrative Recommendations**

*That the Superior-Greenstone DSB having received Report No. 21, Professional Development Sanction: Trustee Learning Support Program Terms and Conditions, approve the Trustee Learning Support Program Terms and Conditions as presented.*

Respectfully submitted by:

Pinky McRae,  
Chair of the Board