



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Our Mission:

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

### Our Vision:

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

### Our Motto:

"Small schools make a difference".

### Our Values:

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

### Regular Board Meeting 2020/06

### A G E N D A

Monday, May 25, 2020 – 6:30 p.m.

#### Videoconference & Teleconference

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

VC Sites: Closed. Skype and Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

### 1.0 Roll Call

<u><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
Cormier, Dr. Paul						Nesbitt, Jason					
Groulx, Michael						Pelletier, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Rathwell, Stephanie (Student)					
McIntyre, Margaret						Schwantz, Sydney (Student)					
McRae, Pauline (Pinky)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

PART I: Regular Board Meeting

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

## **2.0 Regular Meeting Call to Order**

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 25, 2020 be called to order at \_\_\_\_\_ p.m.

## **3.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB 2020/06 Regular Board Meeting, May 25, 2020 be accepted and approved.

[\(Attached\)](#)

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

## **5.0 Minutes: Board Meetings and Board Committee Meetings**

### **5.1 Board Meetings**

✓ **That**, the minutes of the following Board meeting be adopted:  
1. Regular Board Meeting 2020/05: April 20, 2020  
2. Special Board Meeting 2020/01: May 7, 2020

(To Follow Under Separate Cover)

[\(Attached\)](#)

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

## **7.0 Delegations and/or Presentations**

7.1 Showcasing Learning: The Importance of Play in SGDSB (Video Presentation - N. Morden Cormier)

7.2 Excellence in Education: Marjorie Mills Public School Presentation Titled: A Story of Hope (Presentation – Principal Bev Vachon)

7.3 Report No. 33 Update – Student Trustees ([Attached](#) - Trustees, S. Rathwell & S. Schwantz)

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

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

8.1.1 Parent Involvement Committee (PIC) (A. Pelletier/ N. Morden Cormier)

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

8.1.3 Board Audit Committee (C. Tsubouchi)

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

Superintendent of Business: Cathy Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

9.1 Report No. 34: Enrollment Projection for 2020/2021 ([Attached](#) - C. Tsubouchi)

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

Director of Education: Nicole Morden Cormier

10.1 Report No. 35: Director's Monthly Report: May 2020 ([Attached](#) - N. Morden Cormier)

- 10.2 Report No. 36:  
Operationalizing the Multi-Year Strategic Plan:  
Well-Being Pillar Goals ([Attached](#) - N. Morden Cormier)

- 10.3 2020-2022 Student Trustee Appointment (N. Morden Cormier)  
✓ **That**, the Superior-Greenstone DSB accept the appointment of Erin Couture from Nipigon-Red Rock District High School to serve as the 2020-2022 Student Trustee, effective for the period August 1, 2020 to July 31, 2022.

**11.0 Reports of the Education Committee**

Superintendent of Education: Charlie Bishop  
Superintendent of Education: Will Goodman  
Education Chair: Margaret McIntyre

- 11.1 Report No. 37:  
2020-2021 Proposed Secondary Staffing ([Attached](#) – W. Goodman)
- 11.2 Report No. 38:  
Cooperative Education/Ontario Youth Apprenticeship  
Program/ Experiential Learning Initiatives ([Attached](#) – Shawna Grouette, OYAP & Experiential Learning System Lead/ C. Bishop)
- 11.3 Report No. 39:  
Pride Flags ([Attached](#) – Carole Leroux, Student Success Lead/ W. Goodman)

**12.0 New Business**

Board Chair: Pinky McRae

- 12.1 Board Chair  
12.1.1 Regulation Change RE: Meeting Attendance (P. McRae)
- 12.2 Trustee Associations and Other Boards
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation Reminder

**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 2020/05: April 20, 2020
2. Special Board 2020/01: May 7, 2020

[\(Attached\)](#)[\(Attached\)](#)

- 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 2020/06 Regular Board Meeting, Monday, May 25, 2020 adjourn at \_\_\_\_\_, p.m.

<b><u>2020 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Monday, June 8, 2020 <i>*Special Board Meeting</i>		
Monday, June 22, 2020	Monday, July 20, 2020	Monday, August 24, 2020
Monday, September 28, 2020	Monday, October 19, 2020 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, November 16, 2020
Monday, November 30, 2020 (1:00 p.m.) <i>*Designate Site: Board Office with tour of Marathon High School</i>		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2020/06**

Committee of the Whole Board: Closed Session.

Monday, May 25, 2020

Videoconference and Teleconference

**A G E N D A**

**Board Chair:** Pinky McRae

VC Sites: *Closed*

**Director:** Nicole Morden Cormier

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 2020-05: April 20, 2020 [\(Attached\)](#)
  2. Special Board Meeting 2020-01: May 7, 2020 [\(Attached\)](#)
- 4.0 Personnel Item A (W. Goodman)
- 5.0 Personnel Item B (N. Morden Cormier)



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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## Special Board Meeting 2020/01

## MINUTES

Thursday, May 7, 2020 – 6:30 p.m.

### Videoconference & Teleconference

Toll Number: (807) 701-5980, Access Code: 9 6 0 2 8 8 0 0 4 → [Join Skype Meeting](#)

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

VC Sites: Closed. Skype and Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART I: Special Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 6:52 p.m.

### 1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Tsubouchi, Cathy: <i>Superintendent of Business</i>			x		
Bishop, Charlie: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Superintendent of Education</i>			x		
Harris, Brent: <i>Manager of Financial Services</i>			x		
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					x
Demers, Linda: <i>Coordinator of Business Services</i>					x
Nault, Denis: <i>Manager of Human Resources</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					x
Renaud, Deana: <i>Mental Health Manager</i>					x
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>			x		

PART I: Special Board Meeting

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

The meeting was opened with the statement of acknowledgement for the traditional lands of the Ojibway people. We acknowledge the Ojibway people as the custodians of the land and their cultural and heritage beliefs of the elders both past and present.

In recognition of Staff Appreciation day for Superior-Greenstone District School Board, Pinky McRae, Board Chair, expressed gratitude to the Staff, Director of Education and the Senior Administration team for their dedication to student learning and outstanding work.

**2.0 Special Board Meeting Call to Order**

**52/20**

Moved by: Trustee J. Nesbitt

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Thursday, May 7, 2020 be called to order at 6:34 p.m.

Carried

**3.0 Approval of Agenda**

Board Chair Pinky McRae advised that due to information delays from the Ministry of Education, item 6.1 will be removed from the agenda and postponed until a future meeting.

**53/20**

Moved by: Trustee M. Groulx

Second: Trustee A. Pelletier

✓ **That**, the agenda for the Superior-Greenstone DSB 2020/01 Special Board Meeting, May 7, 2020 be accepted and approved as amended.

Carried

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

There were no disclosures offered at this time.

**5.0 Reports of the Education Committee**

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Margaret McIntyre

**5.1 Special Board Report No. 32: Elementary Teaching Staff for September 2020 (Final)**

Superintendent of Education Charlie Bishop provided a detailed review of the report and outlined the revisions made from the report received by Trustees at the April 20, 2020 Board report. He noted that the final report was developed in consultation with the school principals, senior administration and Elementary Teachers representatives to determine the adjustments illustrated.

**54/20**

Moved by: Trustee M. Groulx

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Special Board Report No. 32: Elementary Teaching Staff for September 2020 (Final), approves the Elementary staffing as presented.

Carried

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

Superintendent of Business: Cathy Tsubouchi

Business /Negotiations Chair: Mark Mannisto

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 6:52 p.m.

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

**7.1 Agenda: Committee of the Whole Board – Closed**

**55/20**

Moved by: Trustee J. Nesbitt

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 6:50 p.m. and that this portion be closed to the public.

Carried

7.2 Rise and Report from Closed Session**56/20***Moved by: Trustee C. Major**Second: Trustee A. Pelletier*

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 6:59 p.m. and that this portion be open to the public.

Carried**8.0 Report of the Committee of the Whole Closed Section B**8.1 Other Recommendations from Committee of the Whole Closed Session

Nil.

**9.0 Adjournment**

- 9.1 Prior to adjourning the meeting, Board Chair P. McRae advised that due to the current circumstances of the pandemic, the Regular Board Meeting scheduled for May 25, 2020 would take place through virtual platform opposed to the previously designated site of Marjorie Mills Public School.

**57/20***Moved by: Trustee J. Nesbitt**Second: Trustee M. Mannisto*

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 01-2020 on Thursday, May 7, 2020 adjourn at 7:00, p.m.

Carried

<b><u>2020 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Monday, May 25, 2020	Monday, June 8, 2020 <i>*Special Board Meeting</i>	
Monday, June 22, 2020	Monday, July 20, 2020	Monday, August 24, 2020
Monday, September 28, 2020	Monday, October 19, 2020 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, November 16, 2020
Monday, November 30, 2020 (1:00 p.m.) <i>*Designate Site: Board Office with tour of Marathon High School</i>		



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Special Board Meeting 2020/01**

Committee of the Whole Board: Closed Session.

Thursday, May 7, 2020

Videoconference and Teleconference

**TOPICS**

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

VC Sites: Closed. Skype and Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 6:52.

1.0 Disclosure of Interest: re Closed Session

2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)

3.0 Update:

**Special Board Meeting 2020-01**

Thursday, May 7, 2020

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2020

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

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

**Report No:** 33  
**Date:** May 25, 2020

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

**FROM:** Stephanie Rathwell and Sydney Schwantz

**SUBJECT:** Student Trustee Report: May 2020

**STRATEGIC  
PRIORITY:** Stewardship

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**Background Information**

Over the school year, we have been pushing the use of the Edsby leadership group. Since the start of distance learning, we have been committed to posting multiple times a week. The use of the group has spiked tremendously since the students have been learning from home. We have been encouraging them to continue developing their leadership skills and our challenges have been based on skills they can foster at home.

Our hunt for a new Student Trustee came to an end on April 22nd. We introduced Erin Couture as our next SGDSB Student Trustee for the 2020-22 school years. Erin defines herself as a hardworking and determined person who isn't afraid to face a challenge. We have great confidence that Erin will bring a new and unique voice to the Board. We can't wait to see what she will do as a Student Trustee in the next two years!

We also had the chance to reconnect with the students in a Student Senate meeting on May 12th. We are pleased to report that we had 44 participants who were all active, engaged, and excited to learn. The students were positive and encouraging which made us more confident in what we were presenting to them. Deana Renaud gave a presentation on mental health. She provided the Senators with tools to cope with any unpleasant feelings they may be experiencing during this challenging period of time. In addition to that, we asked the students to fill in an anonymous Padlet with responses to the questions 'What are the advantages to distance learning?' 'What are the disadvantages to distance learning?' and "How can we make distance learning better?" The Padlet received various responses in each category and we picked out a few answers to discuss with the Senators.

**Current Situation**

After we collected the responses from the Padlet program, we created a presentation to give to the Parent Involvement Committee. Here is some of our data;

"The advantages of distance learning are; being able to learn at our own pace, being able to choose what we want to learn each day, working quietly, working independently with flexible due dates, we don't have to wait around (for other students) when we are done our work, we can focus on things we find difficult, we get to try new ways of learning, we are learning to self-regulate, eating while doing work, and being

more comfortable while working.” The majority of the responses were about the amount of independence students are receiving because of distance learning.

“The disadvantages of distance learning are; no one-on-one time with the teacher, harder to cooperate with group members, easy distractions at home, more difficult to access materials, if we don’t keep up with our work we can fall behind easily, many interruptions, procrastination, no discussion time after lessons, we are relying on our parents to teach us which stresses them out, very hard to stay motivated, and difficult navigating online platforms.” Our most frequent response was procrastination and lack of motivation.

When we asked, “How can we improve distance learning?” we received these responses; “Assign less work, more light weight work, more time online with our teachers and friends, and spend more time on the google meets”.

We are pleased to say that most of the comments made about distance learning were positive.

### **Next Steps**

We are going to continue with our Edsby posts every week in order to keep the senators engaged for the remainder of the school year. We recently made a post introducing our new project “How the SGDSB Student Senate Stays Positive”. This project consists of the various ways our Senators (or Senate Staff Advisors) are staying positive during quarantine. We are encouraging everyone to create a poster stating how they are staying positive. This could be done online, it could be painted, drawn, or whichever way they decide. Once we receive all the submitted posters, we will compile them into a video presentation and share it on our Facebook page and Edsby group.

Lastly, we have discussed having a virtual June celebration with the Student Senate. This will hopefully include games, discussions about the school year, and an opportunity for future Senators to attend. With the strong turnout we received from the May senate meeting, we are confident the June celebration will spark an interest in the Senators.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 33, Student Trustee Report: May 2020, for information.*

Respectfully submitted by:

Stephanie Rathwell  
Student Trustee

Sydney Schwantz  
Student Trustee

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

**Report No: 34**  
**Date: May 25, 2020**

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

**FROM:** Cathy Tsubouchi, Superintendent of Business

**SUBJECT:** Enrolment Projection for 2020/2021

**STRATEGIC PRIORITY:** Stewardship

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**Current Situation**

For 2020/21, we are projecting an overall decrease in enrolment of 34.43 ADE (Average Daily Enrolment) from this year. The projection by school is illustrated below.

<b>ELEMENTARY SCHOOLS</b>	<b>2020/21 BUDGETED ADE</b>	<b>2019/20 ADE</b>	<b>CHANGE</b>
B.A. Parker PS	103.00	112.00	(9.00)
Beardmore PS	24.00	23.00	1.00
Dorion PS	45.00	46.00	(1.00)
George O'Neil PS	142.00	149.57	(7.57)
Manitouwadge PS	41.00	43.00	(2.00)
Margaret Twomey PS	168.00	171.50	(3.50)
Marjorie Mills PS	42.00	47.50	(5.50)
Nakina PS	14.00	15.00	(1.00)
Schreiber PS	54.00	50.15	3.85
Terrace Bay PS	106.00	104.05	1.95
<b>Total Elementary Enrolment</b>	<b>739.00</b>	<b>761.77</b>	<b>(22.77)</b>
<b>SECONDARY SCHOOLS</b>	<b>2020/21 BUDGETED ADE</b>	<b>2019/20 ADE</b>	<b>CHANGE</b>
Geraldton Composite HS	189.12	185.38	3.74
Lake Superior HS	92.25	87.50	4.75
Manitouwadge HS	53.25	62.25	(9.00)
Marathon HS	158.23	161.50	(3.27)
Nipigon Red Rock HS	127.50	135.38	(7.88)
<b>Total Secondary Enrolment</b>	<b>620.35</b>	<b>632.01</b>	<b>(11.66)</b>
<b>Board Totals</b>	<b>1,359.35</b>	<b>1,393.78</b>	<b>(34.43)</b>

NOTE: The above numbers include pupils of the board, other pupils, high credit pupils and pupils over 21.

**Administrative Summary**

*That, the report No. 34 entitled, Enrolment Projection for 2020-2021, be received by the Board for information.*

Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No: 35**

**Date: May 25, 2020**






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



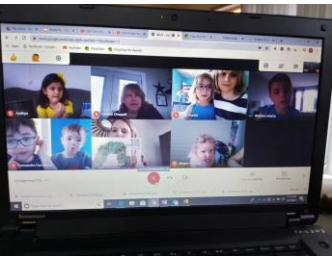









**FROM:** Nicole Morden Cormier, Director of Education

**SUBJECT:** Director's Monthly Report: May









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







The following report provides examples of success stories from our schools and system that have taken place during Distance Learning and that continue to demonstrate our commitment to operationalizing the Objectives in our Multi-Year Strategic Plan.

	<p>As a staff we have been building on our strong relationships with the students and families in our building. Staff have been growing their understanding and skills around the various approved platforms and have been supporting the students in their growth around the use of these as well. It has been wonderful to see the innovative ways teachers have engaged the students and how quickly all of the changes have happened. We have been able to support all students with technology so that they can take part in all of the learning options, as they are able. Things like author visits, online cooking classes, geocaching, photo assignments and/or reflections on local environmental/seasonal changes have become part of the repertoires of our teachers and students. This has allowed the learning to continue in deep and authentic ways for all of our students.</p>
	<p>As we continue to find innovative ways to engage our Wildcat community, MNPS has worked hard to welcome our newest Wildcat members into our learning community. This month, MNPS staff and occasional staff within the community came together to engage in a parade. Included in this activity were the Kindergarten students that would be joining us in the fall. One car, coined the "Kinder Bus" was brightly decorated to welcome our new families. Our new kinder students were able to "see" the staff and begin developing their own sense of identity within our learning community. This activity lives within our school and system work where we are relentless in the actions that we take to continue to strengthen our existing relationships within school and community, while also working to foster new partnerships with our new families, so as to ensure we begin developing the foundations for positive, strong, and learner-centered bonds with our new families.</p> 
	<p>Within the Learning pillar, a major success at Marathon High School has been our educators' implementation of the Student-Centred, Well-Being Theory of Action through their work with parents and students to create distance learning programs that balance instruction and well-being. Staff continue to reach out to students and families for well-being checks and teachers have structured their learning environments to focus on key competencies while also allowing students to benefit from socialization through tools like Google Meet. This has led to courses like Grade 9 Academic Math and Grade 11/12 Outdoor Education to have extremely high engagement. Staff have created responsive, caring environments using a variety of platforms and have worked together to support our students and families. This has resulted in positive school engagement with many of our students taking ownership of their learning during some challenging times.</p>
	<p>Educators at Margaret Twomey have quickly adapted to teaching via Distance Learning. Educators have adjusted their practice to connect with students through Google Meets to deliver learning and connect with students. Parents have valued the distance learning and the connection with educators. Student well-being has been enhanced through these connections!</p>







	<p>Lake Superior High School is working to be responsive to the needs of their students and families during this time. In order to enhance their distance learning programming, they have created a caregiver and student survey that is currently in circulation. This data will provide important information on how they can enhance family/caregiver engagement across the school.</p>
	<div data-bbox="430 352 760 609">  </div> <p>Our TBPS Teachers and Educator Teams have been committed to supporting students in a variety of ways during our school closure. Each Educator has engaged in additional Professional Development that supports the distance learning platforms and considers the needs and well-being of each student. We are striving to stay current in our professional knowledge and practice in order to best meet the needs of our students while also learning from them!</p>
	<div data-bbox="430 630 678 819">  </div> <div data-bbox="701 630 1234 877"> <p>The educators at SPS have demonstrated a commitment to learning through their responsive approach in adjusting their teaching practices for distance learning. Teachers are supporting students by using interactive tools through regular Google Meets and are providing independent practice to reinforce learning competencies. Our students are beginning to take responsibility for their learning and are adjusting and collaborating using this platform for academic learning and socializing with their friends.</p> </div> <div data-bbox="1263 630 1518 819">  </div>
	<p>The BEPS Team has been relentless in their efforts to support students beginning with the Relationship pillar. We reached out to our families to engage in one-to-one conversations about how to connect their children to learning in a new way. We have all engaged in new learning including Google Meet and Google Classroom as a means to provide families with easy access to learning. All of our families are connected by Internet. Our learning continues alongside our students as we engage in synchronous learning. Students are learning about time (morning, afternoon and night). One activity was to take a toy outside on a piece of paper and take a photo in the morning, afternoon and night. Students then discussed what they noticed in the photos as it relates to time.</p> <div data-bbox="1161 903 1490 1207">  </div>
	<div data-bbox="430 1281 760 1606">  </div> <div data-bbox="776 1281 1161 1612"> <p>At NAPS we have 100% engagement in distance learning - synchronous and asynchronous. As a Wolfpack, we have navigated parental concerns and requests in order to provide learning in the synchronous world that best supports the needs of our families. The successes that have been achieved are evident through the task engagements (with both students and families) as well as in seeing our students' smiles, especially through our Wellness Wednesday connections.</p> </div> <div data-bbox="1182 1281 1518 1528">  </div> <p>This connects to the partners objective within the Relationship pillar, developing strategies to enhance communication among staff, students and families to foster a positive sense of belonging.</p>
	<p>MMPS staff have worked very hard at being responsive to the needs of our community, with our primary focus on connecting and wellbeing. Educators reach out regularly to families and are available daily in a variety of platforms that meet parents and students where they are most familiar and comfortable. Learning/ Wellbeing packages are delivered each week to 29 of our students and include</p>






		<p>items to support the continuation of learning and wellbeing. We can tell from the smiles on everyone's faces that they are truly appreciated!</p>	
	<p>BAPS have been focusing on the Well-Being Pillar of the strategic plan this year. This has become a very important area during this time of distance learning. As a staff we have formed teams for each grade so that multiple teachers can support our students. We have the teacher who checks in with our students and we have at least two other adults who also check in on the students and their family members. We have created tech support for parents so that they don't struggle through this aspect of distance learning. Teachers have given students the opportunity to have "recess" time with each other through Google Meets. This is important for them to continue their relationships with one another. Another teacher holds a mindfulness activity every Friday for her students. BAPS have also partnered with the Thunder Bird Friendship Center to ensure that families can receive food hampers if it is necessary. As we continue to navigate this period of education, we will remain focused on the well-being of our students and their families and strengthen our connection with them.</p>		
	<p>Our GCHS success during this pandemic has come to us through the hard work our staff have done through the relationships we foster with our parents and students. Our team has been checking in with students and their families to ensure that their wellness needs have been addressed and have been making themselves available to assist with food hampers and technology. Our teachers have adjusted their teaching to support students through online platforms to support at home learning.</p>		
	<p>The staff at Dorion Public School wanted to strengthen our relationships with students and staff in this time of social distancing. On Friday April 24th, staff created a parade that drove through the Dorion Loop as well as the Hurkett Loop. Entire families came out wearing their wolverine gear and having made incredible signs. Together we celebrated the community spirit that Dorion Public School is known for!</p>		
		<p>Strong student and school community relationships and maintaining meaningful connection continue to be a focus at GOPS during Distance Learning. Staff have been nurturing quality thinking and learning opportunities that provide students a chance to not only engage and inquire daily but to also make a difference in the lives of others through connection. From painting pussy willows and rocks together over a Google Meet that were then shared with the residents of the Long-Term Care Unit of the Nipigon Hospital, to creating obstacle</p>	
<p>courses with chalk outside of their homes and having all their classmates and staff members stop by at different times to try them out, these are just two examples of how our connections and relationships remain strong.</p>			

	<p>As part of our school's ability to intentionally plan and implement the principles of our student-centered, well-being theory of action, our staff has worked together to provide food and hygiene products to our students. We successfully applied for additional funding for hygiene products from TBDSSAB, our staff connected with students so we could identify who is in need, and members of our staff purchase items locally and distribute them. This week, when we asked about the food and hygiene program in our family survey, one family responded, "We get the Laker bag Sara brings. 😊 thanks."</p>
<p>Student Senate</p> 	<p>The Student Senate continues to provide opportunities for students from across SGDSB to interact with each other, which evidence suggests is a relationships strategy that can support well-being through connection. On May 12, 31 Student Senators and 10 Staff Advisors from across SGDSB met with a full agenda. Deana Renaud, the Mental Health Manager launched the meeting with some encouraging words and reminders for the students as they take care of themselves during this shut down. The Senate were introduced to Erin Couture, the upcoming Student Trustee from Nipigon-Red Rock District High School who spoke about her vision of "speaking on behalf of students and encouraging younger students to get involved". The Senators engaged in a task to provide feedback about their experiences with Distance Learning and were provided with some excellent guidance from the Student Trustees, who reminded Senators to ensure that they are emailing their teachers to receive assistance. The next steps for the Student Trustees is to present to the Parental Involvement Committee.</p>
<p>Children's Mental Health District Working Group</p> 	<p>SGDSB has been instrumental in initiating and participating in a District Working Group working to coordinate children's mental health and wellbeing in the District. The working group members include SGDSB, Dilico, NOSP, SNCDSB, CSDCAB and the MHAN's. This working group has co-created a substance use tip sheet and has worked in collaboration to provide activities and resources for Children's Mental Health Week. This working group is a beautiful example of building the essential working relationships with community partners and engaging in essential collaboration to meet the needs of all our learners and families during COVID 19 Pandemic.</p>
<p>Technology Enabled Learning and Teaching (TELTC)</p> 	<p>With our expectation that all educators provide rich, online learning tasks during the school closure, our educators demonstrated commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.</p> <p>Edsby is now our main source of communication with our students and families and it provides consistency in these challenging times. Educators sought out, and continue to seek, professional development opportunities to learn how to move beyond the basic attendance tool in Edsby to communicate effectively and efficiently with our families. Educators attended PD to learn how to use various tools to enhance their online, teaching practices, and to learn how to connect virtually to maintain relationships with their students. Our educators have had to navigate a significant shift in their professional practice and they have sought out all means necessary to pivot successfully to ensure our students' academic and well-being needs are being met in the virtual learning space.</p>
<p>Numeracy</p> 	<p>In an effort to continue to enhance our culture of professional, collaborative learning through a job-embedded approach, the Numeracy team coordinated a platform for both elementary and secondary teachers to share best pedagogical practices. During the first week in May, a Google Meet platform was used to reach out to teachers within specific divisions to collaborate on successes and challenges teaching math during this challenging time. As well, resources to support instruction and further professional learning opportunities were shared, (3/5 Secondary schools were represented and 5/10 elementary schools).</p>
<p>Superintendent of Secondary</p> 	<p>SGDSB secondary staff have adopted and exceeded the approach of "all hands-on deck". Through our approaches to connect with families and students we have seen the dividends pay off for the relationships that have been previously established. Our staff has worked hard during the launch of the SGDSB Continuity of Learning Plan to foster a collaborative, creative, solution-oriented work environments that meet the needs of all learners. During times of uncertainty our students have found familiarity and comfort connecting with their peers and education team.</p>



<p>Early Years</p> 	<p>As our ongoing endeavor to be responsive to professional learning in the early years and to support our educators, support staff, administrators, First Nation education partners, childcare and EarlyON staff, weekly sessions have been held virtually. To date, we have discussed working collaboratively with families in a supportive way, play-based learning and Self-Regulation. To celebrate the play and learning our families have been engaged in we created a slide show of our students and their families engaged in play that has been shared on the SGDSB Facebook page.</p>
<p>Indigenous Education</p> 	<p>As part of the Well-Being Pillar, staff will strive to ensure a safe, welcoming environment for all students, staff, families and communities. This objective has been exemplified through the continued work of the Native Language teachers and Indigenous Graduation coaches during this time of distance learning. The Indigenous Graduation coaches have been communicating with students and families, delivering food packages, delivering and mailing laptops, supporting academic learning and doing their best to ensure every student is connected to the school. Native Language teachers have also been supporting students and families through on-line learning opportunities which involve curriculum and cultural supports. The following picture is a gift that was given to Anjie Ice, Native Language instructor at GCHS, and she wanted to share this beautiful connection to spiritual ceremony that her student created. The picture shows Ms. Ice standing near a sweat lodge. Miigwech.</p> 
<p>Student Success</p> 	<p>As we continue to enhance Our Superior Approach to Transitions, we have had to recalibrate given our COVID context and further enhance our Transition plans that were co-planned this Fall. The enhancements include many virtual options such as Parent Information Sessions, Q &amp; A Sessions with students, Educational Team Meet &amp; Greets, and also opportunities to engage in Student Council meetings, social media challenges and contests. This work directly impacts and supports the well-being of our students and families through the intentional planning and implementation of the principles of our Student Centered, Well-Being Theory of Action, through environments that foster conditions of safety, regulation, belonging, positivity, engagement, identity, mastery, and meaning.</p>
<p>Student Success</p> 	<p>In our new reality, our Student Success Teams have increased their support and interventions to ensure we are meeting the Ministry's expectation that no student will experience a lack of success resulting from this COVID-19 Pandemic. The team members are connecting weekly with educators to support and monitor student progress and have also been relentlessly reaching out to students and families through a variety of means to create connections with educators and ensure well-being supports are in place. While this work directly impacts the well-being of our students and it has also created learning opportunities for our educational teams to enhance our culture of professional, collaborative learning through a job-embedded approach.</p>
<p>SEF &amp; SSL</p> 	<p>The need to enhance our practices and be responsive based on current data/evidence has proven to be imperative during COVID times. Our own (educational leaders) return to learning launched last week with two half-day sessions with Sandra Herbst and one 1/2 day with Usha James. Sandra's wisdom in instructional leadership was messaged through the theme of Leading in Uncertain Times and Usha's purposeful planning framework and deep-thinking strategies effectively aligned the unique work of each leader in their context. These deliberate opportunities to reflect on our practices were extremely impactful as we demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.</p>
<p>Cooperative Education/OYAP</p> 	<p>Within the Well-being and Learning pillars, Co-op educators have intentionally planned and implemented the principles of our Student Centered, Well-Being Theory of action by collaborating with students to ensure that the learning is personalized, authentic, dynamic and relevant to their educational and life needs. Students are engaging in activities that stimulate academic inquiry and learning that is meaningful to them during this difficult time. The key drivers of this learning are global competencies, education and career/life planning, well-being and pathways. In demonstrating a commitment to innovative approaches to learning and promoting a sense of identity and belonging, students engaged in some post-secondary pathways virtual tour activities, and some students/educators/parents participated in the Women's and FNMI Trades and Technology Virtual Symposiums. During these events, students were empowered to do research, follow their passion and pursue a career that provides stability, ongoing learning, skill development, and diversity.</p>

<p>Positive Behaviour Support</p> 	<p>During the COVID-19 shut down period, SGDSB has restructured the After-School program to provide online support to families who have children with Autism Spectrum Disorders. SGDSB continues to work closely with Child and Community Resources, Autism Ontario, and other supporting agencies to ensure timely supports, resources, and connections for families during this time. The program continues to offer weekly support for family/child chosen goals, resource, supports, and services navigation, learning opportunities with agency professionals, and bi-weekly coffee chats with families in the district.</p>
<p>Food Security</p> 	<p>Even while on March break, a team of school administrators and system leads met to plan how to continue providing breakfast and snack programs to those families in need during the closure of schools. Within a week, school administrators and team members had contacted funding providers, community partners, social service agencies, food banks, and local grocery stores to make arrangements for the continuation of the breakfast and snack programs in various forms. Enlisting the help of school staff who willingly volunteered, school administrators led the distribution process, and in some cases even physically delivered food hampers to families. Ever resilient and steadfast, these administrators have responded to changes in funding procedures, sources, and allowances to continue providing this food security program throughout the school closure.</p>
<p>Stewardship</p> 	<p>Our Office Team at the Board Office and Learning Centre quickly transitioned to working from home. While this has meant overcoming some challenges, they have successfully provided uninterrupted support to our system while adapting to new processes. Our Plant Department has also been working tirelessly in developing new systems for dealing with the demands of COVID-19 in order to keep our buildings safe for staff and students.</p>

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 35, Director's Monthly Report: May 2020, for information.*

Respectfully submitted by:

Nicole Morden Cormier  
Director of Education



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

**Report No: 36**

**Date:** May 25, 2020

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

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

**SUBJECT:** Operationalizing the Multi-Year Strategic Plan: The Well-Being Pillar Goals

**STRATEGIC PRIORITY:** Well-Being

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**Background**

**Well-Being Strategic Priority Aim:**

***We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths (SGDSB Strategic Plan, pg. 14).***

The Multi-Year Strategic Plan (MYSP) contains Aims that SGDSB is attempting to reach by June of 2023. These Aims were identified by stakeholders during the consultation phase of the MYSP creation (in 2018). The degree to which these Aims will be achieved will be determined through the measure of the Metrics (using each of the Indicators) that have been identified as contributing to individual pillars of the MYSP. During the implementation phase of the MYSP, each Objective is being operationalized through various strategies implemented by system staff. The success of the strategy is measured by a SMART Goal.

**Current Situation**

***Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive (SGDSB Strategic Plan, pg. 14).***

The Strategic Plan consultation indicated a greater need to “foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met” in specific areas of our system (SDGSB Strategic Plan Aim, pg. 14). Each Objective in this Pillar reflect those identified areas for growth and are necessary to meet the desired stated articulated by the Aim of this pillar. The Objectives represent the need to increasingly recognize and celebrate identity, engage in intercultural understanding, foster our own work-life balance, and to further establish structures that ensure we are maximizing partnerships with agencies who support well-being and mental health.

It is important to note that, while strategies and environments can continue to be enhanced to foster the development of positive well-being for both students and staff, the ultimate responsibility for personal well-being rests with the individual.

The following table outlines how we are operationalizing and monitoring selected objectives of the Well-Being Pillar during this first cycle of implementation at the system level.

Table One: Cycle One Implementation Plans

Students Objective: To meet our aim, we will <b>recognize and celebrate the importance of identity, individually and collectively, as a process of creating individual uniqueness and collective belonging.</b>	
Department/Lead	SMART Goal
Mental Health Manager	By June 2021, 50% of grade 7/8 educators will be equipped and understand the assessment data to guide their implementation of the Emotional Intelligence Tools in their classrooms, as measured by an Emotional Intelligence Effectiveness tool.

Students Objective: To meet our aim, we will <b>build capacity for intercultural understanding, empathy, and mutual respect.</b>	
Department/Lead	SMART Goal
Indigenous Education Lead	By June 2020, 25% of schools will have engaged in authentic learning within local First nation communities.

Staff Objective: To meet our aim, we will <b>promote everyday work-life balance and an understanding of the importance of assuming responsibility for our own well-being.</b>	
Department/Lead	SMART Goal
Disability and Wellness Administrator	By June 2020, communication of wellness tools and strategies will be improved by 20% as measured by increased responses of agreement answers in the AWE committee survey.
Superintendent of Education responsible for the Achievement, Well-Being and Equity Committee	By June 2020, 100% of schools and Board Office will co-construct success criteria with staff around what counts, what matters, what is important in effective communication with, from, and between staff, and meet regularly for an ongoing review and re-evaluation of the success criteria, as a way in improve staff well-being.
Superintendent of Education responsible for the Achievement, Well-Being and Equity Committee	By June 2020, the staff Well-Being survey will indicate a 10% increase in the participants selecting the two highest Likert scale choices when the survey is done again.
Mental Health Manager Disability and Wellness Administrator Human Resources Department	By June 2021, the SGDSB 3-year "Staff Well-Being Strategy" will be developed and communicated.

Staff Objective: To meet our aim, we will <b>intentionally plan and implement the principles of our Student Centered, Well-Being Theory of Action, through environments that foster conditions of safety, regulation, belonging, positivity, engagement, identity, mastery and meaning.</b>	
Department/Lead	SMART Goal
Numeracy Lead	By June 2020, 100% of students in the school-based target groups will show an increase in the math attitude and strategy data as measured by school-based surveys.
Early Years Lead	By June 2021, 70% of SGDSB schools (K-3 focus) will demonstrate an increase of one level on the Self-Reg Competencies rubric (emerging, developing, applying, extending) indicating a deeper understanding of Self-Regulation and the impact of stress on relationships
Positive Behaviour Support Team	By June 2021, 100% of identified school teams (GONPS, MMPS, MTPS) will be utilizing ABA methods within programming for identified students across home, school and community.

Staff Objective: To meet our aim, we will <b>strive to ensure a safe and welcoming environment for all students, staff, families and community members.</b>	
Department/Lead	SMART Goal
Positive Behaviour Support Lead	By June 2021, 60% of school teams will be functioning at level 3 (integrating) on the Behaviour Management System Training rubric.

### **Next Steps**

The 2019-2020 school year was defined as **Year One of Cycle One** of the implementation of our Strategic Plan; as such, communicating the specific goals for each pillar of the plan has occurred, with the goals for the Well-Being Pillar being articulated by this report. The 2020-2021 school year was identified as Year Two of Cycle One of implementation, meaning that this was to be the year where we would be providing reports on the progress in meeting these goals.

Adjustments have had to be made to the timelines for this reporting due to the loss of implementation time resulting from labour negotiations job action and the COVID-19 Pandemic which has closed school facilities. As the result, we will compress the reporting of our progress into a single report that will be brought at the end of the 2020-2021 school year. This report will provide quantitative measures of the degree to which we have met our SMART goals.

We have recognized that there are many goals that are operationalizing the Pillars of the Multi-Year Strategic Plan. As such, we will be working collaboratively to align the goals into a comprehensive strategy for each Pillar. These strategies will be communicated by new SGDSB Strategy Posters and will be presented to the Board of Trustees for information in October, November, January and February. This communication will also assist in keeping the Multi-Year Strategic Plan a priority during the months of intentional implementation.

We will then launch the 2021-2022 school year with a Strategic Plan Mid-Point Report that will provide a deeper analysis of the degree to which we have met the overall Aims of the Multi-Year Strategic Plan.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 36, Operationalizing the Multi-Year Strategic Plan: The Well-Being Pillar Goals, for information.*

Respectfully submitted by:

Nicole Morden Cormier,  
Director of Education

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

**Special Report No: 37**

**Date: May 25, 2020**

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

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

**SUBJECT:** 2020-2021 Proposed Secondary Staffing

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

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**Background**

A thorough consultation process has taken place between the Principals and the Superintendent regarding projected staffing needs for the 2020-2021 school year. Significant attention was given during this process to meeting the needs and maintaining pathways for students, while maintaining fiscal responsibility.

Table 1 illustrates the complete secondary staffing allocation based on enrolment across our school district since 2015. Enrolment across the board has remained consistent this year; however, individual schools have experienced declines or increases.

Base secondary staffing is calculated as per the new central agreement language in which maximum average class size will be 23 compared to the previous 16. The staffing is based on the average of the two count dates, October 31, 2019 and March 31, 2020 divided by 23. This generates the Classroom Teacher staffing allocations as shown below in Table 2, Part A.

Table 2, Part B outlines additional staffing over and above that is prescribed in the Central Agreement Memorandum of Understanding #7 RE: Protected Complement. The agreement requires SGDSB to maintain the Full Time Equivalent (FTE) Staffing numbers equal to the FTE from 2019-2020. These additional sections accommodate the needs of our students across our board while maintaining the core priorities of our multi-year strategic plan.

**Historical Context**

**Table 1: Staffing and Enrolment Trends since 2015-2016**

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Enrolment	Staff	Enrolment	Staff	Enrolment	Staff	Enrolment	Staff	Enrolment	Staff
<b>GCHS</b>	220.25	18.17	207.25	17.33	198.88	17.50	174.63	17.50	185.38	18.00
<b>LSHS</b>	113.25	13.00	94.00	12.17	83.63	12.33	79.25	12.17	87.50	10.83
<b>MNHS</b>	104.88	12.67	93.38	12.17	80.25	12.17	68.75	12.17	62.25	10.83
<b>MRHS</b>	192.00	17.33	174.13	14.50	164.38	14.83	169.38	15.17	161.50	14.00
<b>NRHS</b>	186.00	15.83	178.88	14.83	138.25	14.50	139.63	14.50	135.38	13.50

\*Note: Staffing is based on the previous year enrolment.

**Current Situation****Table 2: Below is the proposed Secondary Staffing for 2020-2021 school year:****Part A: Staffing According to Contractual Agreement**

	<b>GCHS</b>	<b>LSHS</b>	<b>MNHS</b>	<b>MRHS</b>	<b>NRHS</b>	<b>TOTAL</b>
<i>Oct 31/2019</i>	188.00	88.75	63.50	162.00	138.50	640.75
<i>Mar 31/2020</i>	182.75	86.25	61.00	161.00	132.25	622.75
<i>Average</i>	185.38	87.50	62.25	161.50	135.38	631.75
<i># classroom teachers based on 1/23 funding</i>	8.06	3.80	2.71	7.02	5.89	27.48
<i>Classroom teachers - rounded</i>	8.00	3.83	2.67	7.00	5.83	27.33
<i>Special Ed</i>	1.00	1.00	1.00	1.00	1.00	5.00
<i>Guidance</i>	1.00	1.00	1.00	1.00	1.00	5.00
<b>2020/2021 Proposed Base Contract teachers</b>	10.00	5.83	4.67	9.00	7.83	37.33
<b>2019-2020 Base Contract Teachers Including Spec Ed Enhancement</b>	13.00	7.00	6.33	12.50	10.67	49.50
<b>Total increase/decrease</b>	-3.00	-1.17	-1.67	-3.50	2.83	-12.17

\*\*Note: The decimals represent periods; therefore, columns and rows do not add mathematically.  
One period is 0.17, while 6 periods are 1.0

**Part B: Additional staffing funded to maintain and central agreement Memorandum of Understanding: Protected Complement**

	<b>GCHS</b>	<b>LSHS</b>	<b>MNHS</b>	<b>MRHS</b>	<b>NRHS</b>	<b>Board Information</b>
<b>Board Enhancement</b>	8.67	5.33	5.67	4.67	5.50	29.83
<b>Teaching Staff for 2020-21</b>	<b>18.67</b>	<b>11.17</b>	<b>10.33</b>	<b>13.67</b>	<b>13.33</b>	<b>67.17</b>
<b>Teaching Staff for 2019-20</b>	18.00	10.83	10.83	14.00	13.50	<b>67.17</b>
<b>Staffing Difference</b>	+0.67	+0.33	-0.50	-0.33	-0.17	0.00
<b>E-learning</b>						1.00
<b>Total Staffing for 2020-21</b>	<b>18.67</b>	<b>11.17</b>	<b>10.33</b>	<b>13.67</b>	<b>13.33</b>	<b>68.17</b>



	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
<b>Student Success</b> (Non-Credit Generating)	0.33	0.33	0.33	0.33	0.33	1.67
<b>Alternative Education</b> (Student Success)	0.67	0.33	0.33	0.67	0.67	2.67
<b>Board Enhancement</b> (School within a College)	0.33					0.33
<b>Board Enhancement</b> (Small Schools)	1.84	0.33	1.00	0.17	1.67	5.00
<b>MOU Enhancement</b> (Top Up)	3.50	4.33	4.00	2.83	2.17	16.83
<b>Special Education Central Agreement</b> (0.50 FTE)						
<b>Board Enhancement</b> (Spec Ed TVI)	1.0					1.0
<b>Board Enhancement</b> (Board Wide French Classes)				0.17	0.17	0.33
<b>Board Enhancement</b> (FNMI math) Support Applied grade 9 math				0.17	0.17	0.33
<b>Board Enhancement</b> (Native Language/Native Studies courses)	1.00			0.33	0.33	1.67
<b>Teaching Staff for 2020-21</b>	18.67	11.17	10.33	13.67	13.33	
<b>Teaching Staff for 2019-20</b>	18.00	10.83	10.83	14.00	13.50	67.17
<b>Staffing Difference</b>	+0.67	+0.33	-0.50	-0.33	-0.17	0.00
<b>E-learning</b>						1.00
<b>Support For Students Fund Central Agreement</b> (Special Education)						0.50
<b>Total Staffing for 2020-21</b>						<b>68.67</b>

### **Additional Information**

- It is expected that the allocated Student Success periods will be used to support programs in each of our secondary schools, which may be different in each school depending on their need.
- In order to provide a variety of courses for our graduating students, we continue to add 6 e-learning classes to the total staffing complement.
- Schools have been collaboratively building videoconferencing course options in order to create more opportunities for student learning and pathways.
- French as a Second Language will be offered from grade 10-12 using videoconference technology delivered from MRHS and NRHS.

### **Administrative Summary**

*That, the Report No. 37 entitled, 2020-2021 Proposed Secondary Staffing, be received by the Board for information.*

Will Goodman  
Superintendent of Education





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

**Report No: 38**

**Date: May 25, 2020**

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

**FROM:** Shawna Grouette, Ontario Youth Apprenticeship  
Program & Experiential Learning System Lead

**SUBJECT:** Cooperative Education/Ontario Youth Apprenticeship  
Program/Experiential Learning Initiatives

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

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**Background**

Guided by the 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Cooperative Education/OYAP/Experiential Learning Initiatives provide students an opportunity to engage in authentic experiences through school-wide activities in the community that support them in developing the knowledge, skills and characteristics, which will lead them to become personally successful, economically productive and actively engaged citizens. These experiential learning opportunities enhance relevance, promote engagement and contribute to improved achievement, and the promotion of well-being and equitable outcomes for all students. We work to achieve this vision through implementation of the *Pathways to Success* (2013), *Growing Success* (2010), *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014), *Community- Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12* (Winter 2016), *The Ontario Curriculum, Grades 11&12: Cooperative Education* (2018), and the SGDSB OYAP 2019-2020 Business Plan.

**Current Situation**

The main priorities of these initiatives are to:

- Create opportunities to build capacity and support new curriculum and experiential learning opportunities within Co-op/OYAP to meet the needs of all learners.
- Develop marketing and outreach activities targeted to students, educators, parents, and underrepresented groups, with emphasis on making these groups more aware of careers in the skilled trades, in-demand trades, and related educational requirements.
- Collaborate with community partners (including Indigenous communities and other underrepresented groups) to support the expansion of experiential learning related to the skilled trades.
- Identify, develop and recommend success-based strategies to align student expectations with OYAP and apprenticeship program processes, requirements to advance (if desired) in the selected trade beyond the OYAP program, and the continued promotion of skilled trades/apprenticeship as a valid pathway.
- Support Experiential Learning opportunities through professional collaboration and sharing of resources.
- Gather data through various methods to identify program information, challenges, and to be responsive to students needs and determine next steps.

**Next Steps**

- Continue to support educators with resources and learning networks to enhance Cooperative Education, OYAP and Experiential Learning opportunities.
- Continue to build on experiences to further explore and reflect on student interests, strengths, skills, education and career/life planning.
- Continue to promote skilled trades and apprenticeship as a valid pathway.
- Increase gender/cultural awareness training related to careers, with a focus on the trades, to students, teachers, guidance councillors, parents, and employers.
- Continue to collaborate with community partners to enhance learning opportunities and well-being for students.
- Create opportunities to build capacity and support collaborative, innovative and creative learning opportunities that meet the needs of all learners.
- Continue to gather data through various methods to identify program information, challenges, and student voice to be responsive to students needs and determine next steps.
- Ensure the ongoing evaluation of programs to guarantee efficiency and growth.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 38, Cooperative Education/ Ontario Youth Apprenticeship Program/ Experiential Learning Initiatives, for information.*

Respectfully submitted by:

Charlie Bishop,  
Superintendent of Education

Shawna Grouette,  
OYAP & Experiential Learning System Lead



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

**Report No: 39**

**Date:** May 25<sup>th</sup>, 2020

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

**FROM:** Carole Leroux: Student Success

**SUBJECT:** Pride Flags

**STRATEGIC  
PRIORITY:** Well-Being

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**Background**

At SGDSB we strongly believe in providing safe and welcoming environments where everyone can express their identity and be accepted. Through the lens of equity and inclusivity, we continue to make enhancements to our policies, ways we communicate, our physical environments and our practices.

**Current Situation**

The four pillars of our Strategic Plan are interconnected by the overarching theme of equity, articulated by identity and belonging. Our responsibility as educators is not only to educate young minds but to support young people in developing and building their identities, individually and together. A positive sense of well-being is crucial for our entire school community to learn, grow and thrive.

**Next Steps**

To further this work, we have purchased pride flags. It is our intent to fly a pride flag for the month of June outside all SGDSB buildings to demonstrate our allyship to the LGBTQ2S community and to create awareness. Policy #411: Display of Flags and its corresponding Management Guideline have been reviewed ensuring this will be in compliance. Thus, the National Flag of Canada will receive prominence when being displayed with the pride flag.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 39, Pride Flags, for information.*

Respectfully submitted by:

Will Goodman,  
Superintendent of Education

Carole Leroux,  
Student Success Lead