



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 2021/04

A G E N D A

Monday, March 29, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 648 665 094 #

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul						Nesbitt, Jason					
Groulx, Michael						Pelletier, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Couture, Erin (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>					
Marton, Alex: <i>Superintendent of Business</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>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 29, 2021 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/04 Regular Board Meeting, March 29, 2021 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: (Sent under separate cover)
1. Organizational/Regular Board Meeting 2021/03: February 22, 2021;

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

- 7.1 Showcasing Learning:
Nipigon-Red Rock District High School: Grade 12 English
Podcast featuring Noah Sands and Madelyn Sheriff (Video Presentation - N. Morden Cormier)
- 7.2 Excellence in Education: George O'Neill Public School
Presentation Titled: Powerful Instruction that Meets the
Individual Needs and Interests of Students to Build a
Sense of Belonging (PowerPoint Presentation
– Vice-Principal, Erik Leroux,
Teacher Brandy Robbins,
Students Peyton Dumont Saunders & Sasha Barber)
- 7.3 Report No. 23
Student Trustee Report: March 2021 ([Attached](#) - Trustees, S. Schwantz & E. Couture)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

- 8.1.1 Parent Involvement Committee (PIC) (N. Morden Cormier)
- 8.1.2 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)
- 8.1.2.1 Letter to Minister of Education March 18, 2021 ([Attached](#))
- 8.1.3 Audit Committee (K. Pristanski/ A. Marton)

8.1.3.1 Report No. 24:

Report of the Audit Committee – March 17, 2021

([Attached](#) – A. Marton)

✓ **That**, the Superior-Greenstone DSB, having received
Report No. 24: Report of the Audit Committee – March 17, 2021,
accepts the 2019/2020 Audit Committee Annual Report to the Board.

8.1.3.2 Report No. 25:

([Attached](#) – B. Harris/A. Marton)

Report of the Audit Committee – 2019/2020 Financial Statements

✓ **That**, the Superior-Greenstone DSB, having received
Report No. 25: Report of the Audit Committee – Financial Statements:

- Approve the transfer to Capital Reserve Fund of \$195,771.00
- Accepts the 2019/2020 audited Financial Statements; and
- Received additional financial reports for information.

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No. 26:

Signing Officers of the Board

([Attached](#) – A. Marton)

✓ **That**, effective March 29, 2021, signing officers for
Superior-Greenstone District School Board be any two
of the following:

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

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 27:

Director's Monthly Report: March 2021

([Attached](#) - N. Morden Cormier)

10.2 Report No. 28:

Revised School Year Calendar 2021/2022

([Attached](#) - N. Morden Cormier)

✓ **That**, the Superior-Greenstone DSB having received
Report No. 28: Revised School Year Calendar 2021/2022,
accepts the proposed amendments to the Modified Calendar,
and that, Administration is directed to forward the proposed
Modified Calendar to the Ministry of Education for its approval.

10.3 Report No. 29:

Technology Enabled Learning and Teaching Portfolio

([Attached](#) – S. Wallwin/ Morden Cormier)

10.4 Report No. 30:

Information Technology Department: Retention and
Recruitment Staffing Plan

([Attached](#) - N. Morden Cormier)

✓ **That**, the Superior-Greenstone DSB having received
Report No. 30, approves the funding required for a 0.5 IT
Technologist and for the gradual replacement of the IT Technician
Position with the IT Technologist position.

11.0 Reports of the Education Committee

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

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.2 Trustee Associations and Other Boards

12.2.1 OPSBA AGM - June 12, 2021

[\(Attached\)](#) - P. McRae)

**12.2.2 OPSBA: Call for Policy Resolutions & Proposed
Amendments to the OPSBA Constitution & By-Laws**

[\(Attached\)](#)

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

12.5 Board Meeting Evaluation Summary: February 22, 2021

[\(Attached\)](#) - P. McRae)

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

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

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

[\(Attached\)](#)

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

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

1. Organizational/Regular Board 2021/03: February 22, 2021

[\(Attached\)](#)

**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 2021/04 Regular Board Meeting,
Monday, March 29, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>		
<i>Virtual Meeting - Time 6:30 p.m.</i>		
Monday, April 19, 2021		
Monday, May 3, 2021 <i>*Special Board Meeting</i>	Monday, May 17, 2021	Monday, June 7, 2021 <i>*Special Board Meeting</i>
Monday, June 21, 2021	Monday, July 19, 2021	Monday, August 23, 2021
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/04

Committee of the Whole Board: Closed Session.

Monday, March 29, 2021

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Organizational/Regular Board Meeting 2021-03: February 22, 2021 [\(Attached\)](#)
- 4.0 Report No. IC-04-21: [\(Attached\)](#) - W. Goodman
- 5.0 Personnel Item
 - 5.1 Item A: (N. Morden Cormier)
 - 5.2 Item B: (Sent under separate cover- N. Morden Cormier)

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

Report No: 23
Date: March 29, 2021

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

FROM: Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: March

STRATEGIC
PRIORITY: Stewardship, Learning

Background Information

We had our second Student Senate meeting of the school year on February 25th. To engage and have students more comfortable, we decided to have a beach theme for the meeting. We encouraged all of the senators to dress up, and the students voted on who was the best dressed. There ended up being a tie between two of our senators, who both won a prize! Our beach theme resulted in many senators turning their cameras on and rocking their beach themed attire.

We discussed important topics at the meeting. Mrs. Leroux presented about the importance of student voice, and helping our senators be aware of who they are as leaders. The senators discussed the changes they would like to see in the 2021 school year, and what they planned on doing to make that change happen. Here are some examples of what the senators said;

- To see less bullying, specifically to certain groups of individuals, and report to someone when it is seen.
- To see happiness in students, to host spirit days or activities to make attending school exciting.
- To see more students participating in those activities or spirit days, to set an example and participate making it fun.

This Senate meeting far exceeded our expectations. A great meeting is an understatement. Many senators participated in the theme night, and nearly every student engaged in conversation. We gave the senators a chance to share what they've been up to in their schools. A few senators decided to share their recent activities and their upcoming goals. Overall, this Senate meeting was superb.

Current Situation

In a normal school year, students would have March break around this time. However, our break has been postponed until the month of April (hopefully). We had no senate meeting planned for March due to the original break. In order to keep the senators engaged without a senate meeting, we gave them a challenge to participate in. We asked our senators to take a photo, or do a small write-up on an act of kindness they did throughout the month. We reminded the senators that kindness does not have to be a large gesture, it could be as small as a compliment, or holding the door for someone. Senators are encouraged to post on the Edsby Leadership Group.

Next Steps

Our next Senate meeting is scheduled for April 8th. Since our beach theme was such a huge success, we have decided to make our April meeting a decades theme. We have yet to discuss the topics that we will be presenting to the senators, but we are determined to have the senators actively participate in conversations.

Looking forward, we are planning for the upcoming trustee election. In order to encourage students to run for the position, we have discussed having a Student Trustee panel. We want to invite former Student Trustees to speak with us about the responsibilities, and overall experience as Student Trustees.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 23, Student Trustee Report: March 2021, for information.

Respectfully submitted by:

Sydney Schwantz
Student Trustee

Erin Couture
Student Trustee



Small Schools Make a Difference

March 18, 2021

The Honourable Stephen Lecce
Ministry of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Distributed by Electronic Mail

Dear Minister Lecce:

On behalf of the Special Education Advisory Committee (SEAC) for the Superior-Greenstone District School Board (SGDSB), I am writing in support of the concerns brought forward by Durham District School Board (DDSB), regarding On-line Learning Supports and Universal Design for Learning. We agree with the statements put forward by DDSB, that a focus on creating accessible resources for the delivery of online content is critical for the ongoing learning of students with special needs.

Furthermore, we agree with the DDSB's recommendations that E-Learning courses be regularly maintained with up-to-date links and accessible resources that both reflect and meet the needs of the diverse students of the province. This supports allowing all students to have more choices in customizing their education based on their strengths, needs and interests.

We agree that a commitment by the province is necessary towards the procurement of provincial access to technology which integrates accessibility and allows UDL to be more easily integrated. This is an important step in the province's work towards achieving the goal of universally accessible learning for all.

We kindly request consideration of our suggestions outlined above to support the updating of online learning supports, E-Learning opportunities and creating accessible opportunities for all students.

Sincerely,

Margaret McIntyre
Chair

cc Ontario District School Boards SEAC
Nicole Morden-Cormier, Director of Education

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

Report No: 24
Date: March 29, 2021

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

FROM: Kal Pristanski, Chair of the Audit Committee
Alex Marton, Superintendent of Business

SUBJECT: Report of the Audit Committee – March 17, 2021

**STRATEGIC
PRIORITY:** Stewardship

The Audit Committee met on Wednesday, March 17, 2021 at which Kal Pristanski was elected Chair of the Committee.

The Audit Committee provides the following annual report:

- The 2019-2020 Audit Committee Annual Report to the Board (Attached – Appendix A).

The Audit Committee recommends approval of the following:

- The 2019-2020 Audit Committee Annual Report to the Board

Recommendations

That, the Superior-Greenstone DSB, having received Report No. 24: Report of the Audit Committee – March 17, 2021, approves the 2019-2020 Audit Committee Annual Report to the Board.

Respectfully submitted by:

Kal Pristanski
Chair of the Audit Committee

Alex Marton
Superintendent of Business

Audit Committee Annual Report to the Board of Trustees For the year ended August 31, 2020

This report summarizes the audit committee's actions for the year ending August 31, 2020.

Audit Committee Members

The following audit committee members served during the reporting period:

- Margaret McIntyre, Chair
- Christine Major, Trustee representative
- Kal Pristanski, Trustee representative
- Kevin Green, External member
- Douglas Sitch, External member
- Pinky McRae, Ex-Officio

In addition, other attendees at the Committee meeting were:

- Nicki Morden Cormier, Director of Education
- Cathy Tsubouchi, Superintendent of Business
- Brent Harris, Manager of Financial Services
- Alex Marton, Regional Internal Audit Manager
- Paul Agostino, Internal Auditor
- Trevor Ferguson, Partner, Deloitte
- Scott Finkel, Senior Manager, Deloitte

Administrative Matters

The Audit committee held two meetings during the fiscal year. Members in attendance at each meeting were as follows:

Committee Member	Nov. 28, 2019	March 9, 2020
Kevin Green	x	x
Christine Major	x	
Margaret McIntyre	x	x
Pinky McRae	x	x
Kal Pristanski	x	
Douglas Sitch	x	x

Governance

All the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The relationship with the external auditors has been satisfactory and private meetings have been held during the year. Overall, the audit committee was satisfied with the external auditors' performance with respect to the audit of the 2018/19 financial statements. The external auditors, Deloitte, had presented their scope and extent of their work to the committee members for review at the last meeting in the previous year.

The external auditors presented the results of their audit of the 2018/19 Financial Statements at the audit committee meeting held on March 9, 2020. There were no issues of major concern. The external auditors confirmed their independence in a letter dated December 6, 2019. The audit committee recommended the approval of the 2018/19 annual audited financial statements on March 9, 2020.

Internal Auditors

The relationship with the internal auditor has been good and private meetings were held during the year. During the 2019/20 school year, the Internal Audit Team completed the following:

- The 2018/19 Recruitment Hiring & Retention Audit was presented on November 28, 2019;
- The 2015/16 Information Technology General Controls Audit was presented on March 9, 2020;
- The 2019/20 Internal Audit Plan included an Attendance Management and Support (AM&S) Audit and a Student Information Workflow and Enrolment Reporting (SIW&ER) Audit;
- The AM&S Audit was completed and issued to senior administration on February 28, 2020 and finalized September 15, 2020;
- The SIW&ER Audit was outstanding at year-end due to external constraints. The expected completion is in 2020/21.

Third Party Audit/Review

During the 2019/20 school year, there were no third-party audits or reviews.

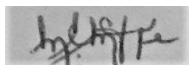
Summary of the work performed

The following is a summary of additional work undertaken by the audit committee during the period:

- reviewed the 2018/19 Financial statements and received a report from the external auditors;
- received assurance from the external auditors regarding their independence;
- received the Investment Report for 2018/19;
- received Interim Reports.

By the signature noted below, we attest that we have discharged our duties and responsibilities with respect to Ontario Regulation 361/10.

On behalf of the audit committee



Margaret McIntyre,
Audit Committee Chair

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

Report No: 25
Date: March 29, 2021

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

FROM: Kal Pristanski, Chair of the Audit Committee
Brent Harris, Manager of Financial Services

SUBJECT: Report of the Audit Committee – Financial Statements

**STRATEGIC
PRIORITY:** Stewardship

Background

Representatives from Deloitte, LLP were engaged to perform the audit of the 2019-2020 Financial Statements.

Findings

The 2019-2020 Financial Statements are attached for your review. The Financial Statements include the following:

- Consolidated Statement of Financial Position
- Consolidated Statement of Financial Operations
- Consolidated Statement of Change in Net Debt
- Consolidated Statement of Cash Flows and
- The notes to the Financial Statements.

In addition, the following are attached for information:

- The Compliance Report
- The Trust Fund Report
- The Surplus and Deficit Report

SGDSB is compliant with respect to spending on administration and governance, and the in-year surplus. The in-year surplus is \$1,530,875, while the compliance-based surplus is \$1,078,911. The difference is attributed to employee future benefits which are excluded from the compliance calculation.

The Financial Statements include the following transfer to reserves:

- Capital Reserve Fund \$195,771

The Financial Statements are in Draft until accepted by the Board. At that time, the auditors will release their report and the statements are finalized. In 2019-2020, there were no recommendations from the auditors.

All attachments to this report were received at the Audit Committee Meeting held on March 17, 2021 and are presented to the Board for approval.

Recommendations

That, the Superior-Greenstone DSB, having received Report No. 25: Report of the Audit Committee – Financial Statements:

- *Approve the transfer to Capital Reserve Fund of \$195,771*
- *Approve the 2019-2020 audited Financial Statements*
- *Received additional financial reports for information*

Respectfully submitted by:

Kal Pristanski
Chair of the Audit Committee

Brent Harris
Manager of Financial Services

Consolidated financial statements of Superior-Greenstone District School Board

August 31, 2020

Management Report	1
Independent Auditor's Report	2-3
Consolidated statement of financial position	4
Consolidated statement of operations	5
Consolidated statement of change in net debt	6
Consolidated statement of cash flows	7
Notes to the consolidated financial statements	8-22

Management Report

Year ended August 31, 2020

Management's Responsibility for the Consolidated Financial Statements

The accompanying financial statements of the Superior Greenstone District School Board (the "Board") are the responsibility of the School Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004: B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 (a) to the financial statements.

The preparation of the consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future period.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Deloitte LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's consolidated financial statements.

Nicole Morden-Cormier
Director of Education
_____, 2021

Cathy Tsubouchi
Superintendent of Business
_____, 2021

Independent Auditor's Report

To the Board of Trustees of the
Superior-Greenstone District School Board

Qualified Opinion

We have audited the consolidated financial statements of Superior-Greenstone District School Board (the "Board"), which comprise the consolidated statement of financial position as at August 31, 2020, and the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies (collectively referred to as the "financial statements").

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph the accompanying financial statements of the Board for the year ended August 31, 2020 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Basis for Qualified Opinion

In common with many school boards, individual schools derive revenue from school fundraising activities held throughout the year. Adequate documentation and controls were not in place throughout the year to allow us to obtain satisfactory audit verification as to the completeness of school fundraising revenues. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the individual schools and we were not able to determine whether adjustments might be necessary to school fundraising revenue, annual surplus and cash flows from operating activities for the years ended August 31, 2020 and 2019, financial assets as at August 31, 2020 and 2019, and accumulated surplus as at September 1, and August 31, for both the 2020 and 2019 fiscal years. Our opinion for the consolidated financial statements for the year ended August 31, 2019 was modified accordingly because of the possible effects of this scope limitation.

We conducted our audit in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Emphasis of Matter

We draw attention to Note 1(a) of the financial statements which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and the Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Responsibilities of Management and those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian GAAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Licensed Public Accountants
_____, 2021

Superior-Greenstone District School Board
Consolidated statement of financial position
As at August 31, 2020

	Notes	2020 \$	2019 \$
Financial assets			
Cash		—	171,653
Accounts receivable	2 and 3	12,564,928	9,044,964
Accounts receivable - Province of Ontario capital grants	3	15,829,137	14,389,125
Other financial assets		—	87,635
Investments	5	125	128,154
		28,394,190	23,821,531
Liabilities			
Bank indebtedness		466,720	—
Accounts payable and accrued liabilities	4	5,503,442	2,764,299
Deferred revenue	6	2,715,256	2,398,332
Deferred capital contributions	7	63,980,580	60,893,477
Obligation under capital leases	8	150,539	170,472
Net long-term debt	9	10,592,227	11,072,544
Retirement and other employee future benefits payable	10	902,292	1,009,752
		84,311,056	78,308,876
Net debt		(55,916,866)	(54,487,345)
Commitments and contingent liabilities	13		
Non-financial assets			
Tangible capital assets	16	66,012,678	62,926,251
Prepaid expenses and supplies		34,342	160,370
		66,047,020	63,086,621
Accumulated surplus	17	10,130,154	8,599,276

The accompanying notes are an integral part of the consolidated financial statements.

Approved on behalf of the Board

_____, Director of education

_____, Chair of the Board

Superior-Greenstone District School Board
Consolidated statement of operations
Year ended August 31, 2020

	Notes	Budget \$	2020 Actual \$	2019 Actual \$
		(Note 19)		
Revenue				
Provincial grants				
Student focused funding		28,850,714	28,188,363	29,025,848
Deferred capital contributions recognized	7	6,089,960	6,300,703	5,263,370
Other		208,039	908,956	1,408,276
Local taxation		3,222,925	3,077,878	3,060,806
School fundraising		656,500	393,313	549,122
Federal grants and fees		3,721,314	4,903,836	3,954,049
Investment income		—	27,265	25,087
Other revenues - School Boards		263,240	220,696	342,074
Other fees and revenue		427,069	442,223	808,603
		43,439,761	44,463,233	44,437,235
Expenses	11			
Instruction		26,694,107	26,383,834	27,798,148
Administration		2,818,962	3,014,245	3,121,486
Transportation		1,600,101	1,588,076	1,774,154
School operations/pupil accommodation		11,204,650	11,551,001	10,507,226
School funded activities		595,900	309,984	500,534
Other		128,014	85,215	85,215
		43,041,734	42,932,355	43,786,763
Annual surplus		398,027	1,530,878	650,472
Accumulated surplus, beginning of year		8,599,276	8,599,276	7,948,804
Accumulated surplus, end of year		8,997,303	10,130,154	8,599,276

The accompanying notes are an integral part of the consolidated financial statements.

Superior-Greenstone District School Board
Consolidated statement of change in net debt
Year ended August 31, 2020

	Notes	2020 \$	2019 \$
Annual surplus		1,530,878	650,472
Acquisition of tangible capital assets	16	(9,387,870)	(7,640,801)
Amortization of tangible capital assets	16	6,301,443	5,264,111
Acquisition of prepaid expenses and supplies		(34,342)	(160,370)
Use of prepaid expenses and supplies		160,370	36,221
		(2,960,399)	(2,500,839)
Change in net debt		(1,429,521)	(1,850,367)
Net debt, beginning of year		(54,487,345)	(52,636,978)
Net debt, end of year		(55,916,866)	(54,487,345)

The accompanying notes are an integral part of the consolidated financial statements.

Superior-Greenstone District School Board
Consolidated statement of cash flows
Year ended August 31, 2020

	Notes	2020 \$	2019 \$
Operating activities			
Annual surplus		1,530,878	650,472
Items not involving cash			
Amortization	16	6,301,443	5,264,111
Deferred capital contributions recognized	7	(6,300,703)	(5,263,370)
Changes in non-cash assets and liabilities			
Accounts receivable		(3,519,964)	(2,021,997)
Other financial assets		87,635	(47,055)
Accounts payable and accrued liabilities		2,739,143	(187,175)
Deferred revenue - operating		360,544	(287,267)
Retirement and other employee future benefits payable		(107,460)	(359,501)
Prepaid expenses and supplies		126,028	(124,149)
		1,217,544	(2,375,931)
Capital activity			
Acquisition of tangible capital assets	16	(9,387,870)	(7,640,801)
Investing activity			
Net sale (acquisition) of investments		128,029	(4,406)
Financing activities			
Capital grant contributions	7	9,387,806	7,640,801
Obligation under capital lease incurred		80,925	122,129
Change in accounts receivable			
- Province of Ontario capital grants		(1,440,012)	534,182
Change in deferred revenues - capital		(43,620)	267,354
Debt principal repaid		(480,317)	(460,644)
Repayment of obligations under capital lease		(100,858)	(91,483)
		7,403,924	8,012,339
Net change in cash (bank indebtedness)		(638,373)	(2,008,799)
Cash, beginning of year		171,653	2,180,452
(Bank indebtedness) cash, end of year		(466,720)	171,653

The accompanying notes are an integral part of the consolidated financial statements.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

1. Significant accounting policies

The consolidated financial statements of the Superior-Greenstone District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below.

Significant accounting policies adopted are as follows:

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11, Accounting Policies and Practices Public Entities ("Regulation 395/11"), of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario (the "Province"). A directive was provided by the Ontario Ministry of Education (the "Ministry") within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards ("PSAS") commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of PSAS which requires that:

- Government transfers, including amounts previously recognized as tax revenues, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PSAS PS3410;
- Externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian PSAS PS3100; and
- Property taxation revenue be reported as revenue when received or receivable in accordance with PSAS PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under PSAS.

(b) Reporting entity

The consolidated financial statements reflect the assets, liabilities, accumulated surplus, revenues, expenses and annual surplus of the reporting entity. The reporting entity comprises all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

1. Significant accounting policies (continued)

(b) Reporting entity (continued)

School generated funds, which include the assets, liabilities, accumulated surplus, revenues, expenses and annual surplus of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

All material interdepartmental and inter-entity transactions and balances between these organizations are eliminated on consolidation.

(c) Trust funds

Trust funds and their related operations administered by the Board amounting to \$402,333 (\$270,088 in 2019), have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations, as they are not controlled by the Board.

(d) Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts will be recognized as revenue in the fiscal year the related qualifying expenses are incurred or services are performed.

(e) Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- (i) Government transfers received or receivable for capital purpose;
- (ii) Other restricted contributions received or receivable for capital purpose; and
- (iii) Amounts previously recognized as property taxation revenues which were historically used to fund capital assets.

(f) Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include health and dental, retirement gratuity, worker's compensation, non-vesting accumulating sick leave, and early retirement incentive plan. The Board has adopted the following policies with respect to accounting for these employee benefits.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

1. Significant accounting policies (continued)

(f) Retirement and other employee future benefits (continued)

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: ETFO, OSSTF, and OSSTF-EW. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding daily occasional teachers), educational workers, other school board staff and retired individuals up to a school board's participation date in the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Starting June 1, 2017, the Board is no longer responsible to provide certain benefits to ETFO, OSSTF, and OSSTF-EW. Upon transition of the employee groups' health, dental and life benefit plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals and the following employee groups: CEWAO(APPSP) and non-unionized employees including principals, vice principals, and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any future actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.
- (ii) For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for life insurance, dental and health care benefits for certain employees on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.
- (iii) Actuarial gains and losses related to obligations for long-term disability are amortized over the expected average service life of the employee group.
- (iv) The Board's contributions to multi-employer defined benefits pension plans, such as the Ontario Municipal Employees Retirement System ("OMERS") pensions, are recorded in the period in which they become payable.
- (v) The costs of insured benefits for active employees reflected in these consolidated financial statements are the Board's portion of insurance premiums owed for coverage of employees during the period.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

1. Significant accounting policies (continued)

(g) Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, design, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases, which transfer substantially all of the benefits and risks incidental to ownership of property, are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset class	Estimated useful life in years
Land improvements	15
Building and building improvements	40
Portable structures	20
Other buildings	20
First-time equipping of schools	10
Furniture	10
Equipment	5-15
Leased equipment	Over lease term
Computer hardware	5
Computer software	5
Vehicles	5-15

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use. One-half of the annual amortization is charged in the year of acquisition and the year of disposal.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized.

Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

(h) Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the year in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized into revenue in the consolidated statement of operations at the same rate and over the same period as the tangible capital assets are amortized.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

1. Significant accounting policies (continued)

(i) Investment income

Investment income earned is reported as revenue in the period earned. Investment income earned on externally restricted funds such as pupil accommodation and special education forms part of the respective deferred revenue balances.

(j) Long-term debt

Long-term debt includes debentures and Ontario Financing Authority ("OFA") loans which were arranged for financing the Board's capital projects or high priority renewal projects.

(k) Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees"). The budget approved annually by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The approved operating budget for 2019-2020 is reflected on the consolidated statement of operations. The budget was approved on July 15, 2019.

(l) Property tax revenue

Under PSAS, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Grants.

(m) Use of estimates

The preparation of financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates. Estimates are reviewed periodically by management, and, as adjustments become necessary they are reported in the period in which they became known. Accounts subject to estimates include allowance for doubtful accounts receivable, accrued liabilities, retirement and other employee future benefits payable, useful lives of tangible capital assets and the recognition of deferred amounts related to capital contributions.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

2. Accounts receivable

Accounts receivable include tuition fees receivable from the First Nations as follows:

	Balance at August 31, 2019 \$	Invoices \$	Payments \$	Balance at August 31, 2020 \$
Aroland First Nation	(1,015)	843,878	(417,768)	425,095
Biinjitwaabek First Nation	83,711	286,185	(146,574)	223,322
Ginoogaming First Nation	2,354,470	818,769	—	3,173,239
Marten Falls First Nation	372,751	308,199	(80,000)	600,950
Pays Plat First Nations	361,702	203,791	(139,746)	425,747
Pic Mobert First Nation	(4,995)	322,875	(37,960)	279,920
Pic River First Nations	(15,457)	488,128	(477,268)	(4,597)
Red Rock First Nation	238,442	923,560	(740,437)	421,565
	3,389,609	4,195,385	(2,039,753)	5,545,241

3. Accounts receivable – Province of Ontario

The Province replaced variable capital funding with a one-time debt support grant in 2009-10. The Board recorded a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has reported receivables from the Province of Ontario, as Accounts receivable – Province of Ontario capital grants, of \$15,829,137 as at August 31, 2020 (\$14,389,125 in 2019) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the Strategy, the Ministry of Education delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry of Education. The balance of delayed grant payments from the Government of Ontario included in Accounts receivable as at August 31, 2020 is \$4,823,461 (\$3,018,299 in 2019).

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax ("EPT") amounts to the Board. This amount for the Board was \$542,918 (nil in 2019) and has been included in accounts receivable on the statement of financial position. This amount will be recovered fully by the Board in the following school year.

4. Accounts payable and accrued liabilities

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay EPT amounts to the Board. To mitigate the financial impact of this deferral, the Province adjusted its cash flow through the School Board Operating Grant in July 2020 to pay an additional amount equal to about 25% of the annual education property tax amount as forecasted by the Board in the 2019-20 Revised Estimates. This amount for the Board was \$833,518 (nil in 2019) and has been included in Accounts payable and accrued liabilities on the statement of financial position. This amount will be recovered by the Province during the year ending August 31, 2021.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

5. Investments

Investments are comprised of the following:

	Cost	2020 Market value	Cost	2019 Market value
	\$	\$	\$	\$
Guaranteed investment certificates	125	125	128,154	128,154

6. Deferred revenue

Revenues received and set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2020 is comprised of:

	Balance at August 31, 2019	Increase	Recognized	Balance at August 31, 2020
	\$	\$	\$	\$
Pupil accommodation	1,362,294	2,757,669	(2,802,205)	1,317,758
Proceeds of disposition	48,755	916	—	49,671
Special education	130,431	54,484	(104,520)	80,395
Other	856,852	5,807,353	(5,396,773)	1,267,432
	2,398,332	8,620,422	(8,303,498)	2,715,256

7. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life the asset acquired.

	2020	2019
	\$	\$
Balance, beginning of year	60,893,477	58,516,046
Capital grants recorded as deferred capital contributions	9,387,806	7,640,801
Revenue recognized during the year	(6,300,703)	(5,263,370)
Balance, end of year	63,980,580	60,893,477

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

8. Obligations under capital leases

The Board has obligations under various capital leases with expiries ranging from fiscal 2020/2021 to fiscal 2023/2024 and interest rates ranging from 1.51% to 2.71%. Principal and interest payments relating to capital lease obligations of \$152,958 (\$176,778 in 2019) outstanding as at August 31, 2020 are due as follows:

	Principal payment \$	Interest \$	Total \$
2020/2021	72,459	2,065	74,524
2021/2022	44,749	290	45,039
2022/2023	9,124	59	9,183
2023/2024	24,207	5	24,212
	<u>150,539</u>	<u>2,419</u>	<u>152,958</u>

9. Net long-term debt

Net long-term debt reported on the consolidated statement of financial position is comprised of the following:

	2020 \$	2019 \$
4.56% Ontario Financing Authority, GPL 1	896,924	955,115
4.85% Ontario Financing Authority, GPL 2	640,871	676,173
5.01% Ontario Financing Authority, GPL 3	807,138	846,663
5.23% Ontario Financing Authority, GPL 4a	1,699,256	1,773,012
3.97% Ontario Financing Authority, GPL 4b	1,185,004	1,235,041
3.564% Ontario Financing Authority, GPL 4c	4,586,372	4,782,645
4.003% Ontario Financing Authority, GPL 4d	776,662	803,895
	<u>10,592,227</u>	<u>11,072,544</u>

On November 15, 2006, the Board entered into a loan agreement with the OFA to refinance \$1,498,725 of the GPL Phase 1 outstanding at that time. The loan is repayable by semi-annual installments of principal and interest of \$50,544 based on a 25 year amortization schedule and bears interest of 4.56%. The annual principal and interest costs will be funded by the Ministry.

On March 3, 2008, the Board entered into a loan agreement with the OFA to refinance \$970,022 of the GPL Phase 2 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$34,004 based on a 25 year amortization schedule and bears interest of 4.85%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 13, 2009, the Board entered into a loan agreement with the OFA to refinance \$1,150,000 of the GPL Phase 3 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$40,944 based on a 25 year amortization schedule and bears interest of 5.01%. The annual principal, interest and administration costs will be funded by the Ministry.

On April 14, 2010, the Board entered into a loan agreement with the OFA to refinance \$2,290,309 of the GPL Phase 3 and 4 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$82,784 based on a 25 year amortization schedule and bears interest of 5.23%. The annual principal, interest and administration costs will be funded by the Ministry.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

9. Net long-term debt (continued)

On November 25, 2011, the Board entered into a loan agreement with the OFA to refinance \$1,535,262 of the GPL Phase 4 and outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$49,288 based on a 25 year amortization schedule and bears interest of 3.97%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 9, 2012, the Board entered into a loan agreement with the OFA to refinance \$5,978,491 of the GPL Phase 4 and PTR Stage 1 and 2 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$182,497 based on a 25 year amortization schedule and bears interest of 3.564%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 12, 2014, the Board entered into a loan agreement with the OFA to refinance \$924,990 of the GPL Phase 1, 2, 3 and 4 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$29,572 based on a 25 year amortization schedule and bears interest of 4.003%. The annual principal, interest and administration costs will be funded by the Ministry.

Principal and interest payments relating to the net long-term debt of \$14,508,061 (\$15,447,325 in 2019) outstanding as at August 31, 2020 are due as follows:

	Principal payment \$	Interest \$	Total \$
2020/2021	500,852	438,413	939,265
2021/2022	522,287	416,977	939,264
2022/2023	544,664	394,601	939,265
2023/2024	568,022	371,242	939,264
2024/2025	592,410	346,855	939,265
Thereafter	7,863,992	1,947,746	9,811,738
	<u>10,592,227</u>	<u>3,915,834</u>	<u>14,508,061</u>

10. Retirement and other employee future benefits

Retirement and other employee future benefit liabilities

	Retirement benefits \$	Other employee future benefits \$	2020 Total employee future benefits \$	2019 Total employee future benefits \$
Accrued employee future benefit obligation	637,494	87,631	725,125	1,181,703
Unamortized actuarial gain (loss)	177,167	—	177,167	(171,951)
Accrued employee future benefit liability, end of year	814,661	87,631	902,292	1,009,752

The employee future benefits expense below excludes pension contributions to OMERS, a multi-employer pension plan, described below.

Actual benefit payments made during the year totaled \$213,728 (\$418,711 in 2019).

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

10. Retirement and other employee future benefits (continued)

Retirement and other employee future benefit expenses

	Retirement benefits \$	Other employee future benefits \$	2020 Total employee future benefits \$	2019 Total employee future benefits \$
Current year benefit cost	36,127	40,034	76,161	78,987
Interest on accrued benefit obligation	20,370	1,870	22,240	35,786
Amortization of actuarial loss (gain)	7,381	486	7,867	(55,563)
Employee future benefits expenses	63,878	42,390	106,268	59,210

Retirement benefits

(i) Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of OMERS, a multi-employer pension plan (the "Plan"). The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board's contributions equal the employee contributions to the plan. During the year ended August 31, 2020, the Board contributed \$679,033 (\$659,592 in 2019) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

(iii) Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
 August 31, 2020

10. Retirement and other employee future benefits (continued)

Retirement benefits (continued)

(iv) Retirement life insurance and health care benefits

Retirement life insurance and health care benefits have been grandfathered to retirees who retired prior to August 31, 2013. Effective September 1, 2013, any new retiree accessing retirement life insurance and health care benefits will pay the full premiums for such benefits and will be included in a separate experience pool that is self-funded.

Employees are able to continue coverage for life insurance, dental and health care benefits after retirement until the members reach 65 years of age; however, the retirees pay a premium associated with this coverage.

(v) Sick leave accumulations

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up benefits received under the short term leave and disability plan in that year. The Board's liability related to compensated absences from sick leave accumulations has been reduced to a maximum of 11 unused sick leave days per eligible employee.

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2020 (the date at which the probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2020.

Other employee future benefits

(i) Workplace Safety and Insurance Board Obligations ("WSIB")

The Board is a Schedule 1 employer under the Workplace Safety and Insurance Act (the "Act") and, as such, the Board insures all claims by its injured workers under the Act. The Board's insurance premiums for the year ended August 31, 2020 were \$37,744 (\$48,657 in 2019) and are included in the Board's current year benefit costs.

(ii) Long-term disability benefits

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees up to the transition to the ELHT or to employees who are not yet members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

The accrued benefit obligations for employee future benefit plans as at August 31, 2020 are based on actuarial valuations for accounting purposes as at August 31, 2020. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

Wages and salary escalation	0%
Inflation	1.50%
Medical cost escalation	7.00% grading down by 1/4% to an ultimate rate of 4.50%
Discount rate on accrued benefit Obligations	1.40%
Dental cost escalation	4.5%

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

11. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations and accumulated surplus by object:

	Budget	2020 Actual	2019 Actual
	\$	\$	\$
Salary and wages	25,129,196	24,490,258	25,758,413
Employee benefits	4,020,462	4,373,864	4,314,056
Staff development	570,422	358,338	577,477
Supplies and services	3,831,008	3,908,613	4,339,540
Rental expenses	458,949	456,726	479,722
Interest	58,443	14,347	6,736
Fees and contract services	2,550,316	2,720,063	2,738,314
Other	332,238	308,703	308,394
Amortization of tangible capital assets	6,090,700	6,301,443	5,264,111
	43,041,734	42,932,355	43,786,763

12. Ontario School Board Insurance Exchange ("OSBIE")

The Board participates, for its liability, property and automobile insurance, in the OSBIE, a reciprocal insurance company licensed under the Insurance Act that is funded by the member boards across Ontario. Liability insurance is available to a maximum of \$20 million per occurrence.

The ultimate premiums over a five year period are based on both the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires on December 31, 2021.

13. Commitments and contingent liabilities

The Board is committed to various operating leases for premises and equipment with expiries ranging from fiscal 2020/2021 to fiscal 2021/2022. The aggregate minimum lease payments are as follows:

	Minimum lease payments \$
2020/2021	50,744
2021/2022	12,926
	63,670

The Board has been named as the defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at August 31, 2020, therefore, no provision has been made for these claims in the consolidated financial statements. Any losses arising from these actions will be recorded in the year that the related litigation is settled or it is determined that the claim is likely and a reasonable estimate can be made.

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

14. Repayment of "55 School Board Trust" funding

On June 1, 2003, the Board received \$1,718,287 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance the outstanding not permanently financed ("NPF") debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the board's debt in consideration for the assignment by the board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$128,014 (\$128,014 in 2019) in respect of the above agreement for the year ended August 31, 2020 is not recorded in these consolidated financial statements.

15. Service Contracts

(i) CFSA Approval with the Ministry of Training, Colleges and Universities

The Board has a Service Contract/CFSA Approval with the Ministry of Advanced Education and Skills Development. One requirement of the Service Contract/CFSA Approval is the production by Management of a report which shows a summary by service of all revenues and expenditures and any resulting surplus or deficit that relates to the Service Contract/CFSA Approval.

(ii) CFSA Approval with the Ministry of Children, Community and Social Services

The Board has a Service Contract/CFSA Approval with the Ministry of Community and Social Services. One requirement of the Service Contract/CFSA Approval is the production by Management of a report, TPAR, which shows a summary by service of all revenues and expenditures and any resulting surplus or deficit that relates to the Service Contract/CFSA Approval. This report shows the Teacher Diagnostician services ("ISNC") services to be in a break-even position as at August 31, 2020 and therefore no amounts are repayable to the Ministry of Children, Community and Social Services.

16. Tangible capital assets

	Cost Balance at August 31, 2019 \$	Additions \$	Disposals, write-offs \$	Cost Balance at August 31, 2020 \$
Land	2,019,997	—	—	2,019,997
Land improvements	3,156,726	1,355,805	—	4,512,531
Buildings	98,259,718	5,608,172	—	103,867,890
Equipment (5 years)	—	104,124	—	104,124
Equipment (10 years)	2,239,201	5,103	(130,191)	2,114,113
Equipment (15 years)	429,259	50,724	—	479,983
First time equipping	1,563,958	84,064	—	1,648,022
Furniture	10,874	—	—	10,874
Computer hardware	559,288	93,221	(198,502)	454,007
Vehicles-<1 ton	79,241	—	—	79,241
Capital leases - other	476,193	57,335	—	533,528
Construction in Progress	—	2,029,322	—	2,029,322
	108,794,455	9,387,870	(328,693)	117,853,632

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

16. Tangible capital assets (continued)

	Accumulated amortization		Accumulated amortization	August 31, 2020	August 31, 2019
	Balance at August 31, 2019		Balance at August 31, 2020	Net book value	Net book value
	\$	Amortization \$	Disposals, write-offs \$	\$	\$
Land	—	—	—	2,019,997	2,019,997
Land improvements	2,193,026	928,112	—	1,391,393	963,700
Buildings	41,056,892	4,773,652	—	58,037,346	57,202,826
Equipment (5 years)	—	10,412	—	93,712	—
Equipment (10 years)	1,268,650	217,666	(130,191)	757,988	970,551
Equipment (15 years)	111,966	32,832	—	335,185	317,293
First time equipping	525,026	160,599	—	962,397	1,038,932
Furniture	9,242	1,087	—	545	1,632
Computer hardware	364,615	101,330	(198,502)	186,564	194,673
Vehicles-<1 ton	65,373	10,896	—	2,972	13,868
Capital leases - other	273,414	64,857	—	195,257	202,779
Construction in Progress	—	—	—	2,029,322	—
	45,868,204	6,301,443	(328,693)	66,012,678	62,926,251

17. Accumulated surplus

Accumulated surplus consists of the following:

	2020 \$	2019 \$
Invested in tangible capital assets	2,019,997	2,019,997
School generated funds	451,783	368,455
Employee future benefits	(863,285)	(1,231,923)
Interest accrual	(140,780)	(140,780)
Working funds	6,741,336	5,879,548
Reserves and reserve funds	1,921,103	1,703,979
	10,130,154	8,599,276

Reserves and reserve funds set aside for specific purposes by the Board of Trustees consist of the following:

	2020 \$	2019 \$
Reserve and reserve funds		
Pupil accommodation - school renewal	160,352	160,352
Capital - equipment	51,258	50,537
Insurance	15,668	15,447
Pre-2010 benefit adjustment	1,450,769	1,430,358
Winning teams	47,285	47,285
Capital - Project	195,771	—
Total reserve and reserve funds	1,921,103	1,703,979

Superior-Greenstone District School Board
Notes to the consolidated financial statements
August 31, 2020

18. Transportation consortium

On June 16, 2008, the East Thunder Bay Transportation Consortium was created as a Membership Agreement between the Board and Conseil scolaire de district catholique des Aurores boreales, Conseil scolaire de district du Grand Nord de l'Ontario and Superior North Catholic District School Board in order to provide common administration of student transportation in the Region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of East of Thunder Bay Transportation Consortium are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements illustrate the Board's pro-rata share of revenues and expenses for the consortium.

19. Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. As the Board only prepares a budget for the statement of operations, budget figures in the consolidated statement of change in net debt have not been provided.

20. COVID-19 Pandemic

On March 11 2020, the World Health Organization characterized the outbreak of a strain of the novel coronavirus ("COVID-19") as a pandemic which has resulted in a series of public health and emergency measures that have been put in place to combat the spread of the virus. The duration and impact of COVID-19 is unknown at this time and it is not possible to reliably estimate the impact that the length and severity of these developments will have on the financial results and condition of the Board in future periods.

Compliance Report

Administration and Governance

Gross Expenses excluding internal audit	2,764,972
Other incomes	709,652
Net Expenses excluding internal audit	2,055,320
Funding allocation excluding internal audit	2,346,348
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	44,197,936
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	0
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	43,119,025
1.3	In-year surplus/(deficit) for compliance purposesItem 1.1 - item 1.1.1 - Item 1.2	1,078,911
1.4	If item 1.3 is positive, board is in compliance. Otherwise, see calculation below.	COMPLIANT / CONFROME

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	31,393,418
1.6	1% of item 1.5	313,934
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	7,583,532
1.8	Lesser of item 1.6 and item 1.7	313,934
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. (Note 1)	COMPLIANT / CONFROME

Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))

1.11	Amount of minister approved in-year deficit (Note 2)	315,612
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance	COMPLIANT / CONFORME

Note 1: The school board must seek Minister's approval for the deficit unless item 1.9 indicates Compliance.

Note 2: In Estimates, item 1.11 equals the Approval Amount from Section V of the Deficit Approval report. In Revised Estimates, item 1.11 is loaded from current year Estimates cycle's Compliance Report item 1.11, unless a new Deficit Approval report is filled out in the current cycle. In Financial Statements cycle, item 1.11 is loaded from current year Revised Estimates cycle's Compliance Report item 1.11

Schedule 6 - Trust Funds Administered by the Board

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
Name and Purpose of Trust Funds	Trust Fund - Opening Balance September 1	Trust Fund - Capital Received	Trust Fund - Earnings on investments	Trust Fund - Total Capital	Less: Trust Fund - Disbursements	Trust Fund - Closing Balance August 31
A. Enders (Beardmore Honour Roll Bursary)	10,064	-	241	10,305	-	10,305
A. Enders (Geraldton Honour Roll Bursary)	10,242	-	242	10,484	221	10,263
Arrive in 85 Trust	3,813	-	86	3,899	-	3,899
Dr. R. E. Laine	177	-	6	183	-	183
Geraldton Scholarship Trust Fund	16,380	6,225	151	22,756	8,886	13,870
Hargraft Trust	16,310	-	586	16,896	-	16,896
Tim McLean Memorial Trust	-	20,000	-	20,000	-	20,000
USWA Trust	3,941	-	56	3,997	1,200	2,797
L. Coljak Scholarship	13,589	-	320	13,909	275	13,634
Longlac Scholarship	157,232	-	2,244	159,476	400	159,076
Stephen Peet Memorial Fund	943	-	21	964	-	964
T.L. Wlasy Memorial Scholarship	3,093	-	67	3,160	200	2,960
Employee Funded Leave	27,856	113,447	926	142,229	685	141,544
Caribou Artisans Trust	3,641	-	52	3,693	500	3,193
RR Steele Trust	2,808	-	40	2,848	100	2,748
Total	270,089	139,672	5,038	414,799	12,467	402,332

Schedule 6 - Trust Funds Administered by the Board

	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12
Name and Purpose of Trust Funds	Trust Fund - Cash	Trust Fund - Investments	Trust Fund - Other Assets	Trust Fund - Total Assets	Less: Trust Fund - Liabilities	Trust Fund - Net Assets Balance August 31, 2020
A. Enders (Beardmore Honour Roll Bursary)	65	10,019	221	10,305	-	10,305
A. Enders (Geraldton Honour Roll Bursary)	245	10,019	221	10,485	-	10,485
Arrive in 85 Trust	201	3,697	-	3,898	220	3,678
Dr. R. E. Laine	179	-	-	179	-	179
Geraldton Scholarship Trust Fund	12,321	-	1,550	13,871	-	13,871
Hargraft Trust	2,597	15,028	-	17,625	729	16,896
Tim McLean Memorial Trust	20,000	-	-	20,000	-	20,000
USWA Trust	3,997	-	-	3,997	1,200	2,797
L. Coljak Scholarship	618	13,004	287	13,909	274	13,635
Longlac Scholarship	159,475	-	-	159,475	400	159,075
Stephen Peet Memorial Fund	91	873	-	964	-	964
T.L. Wlasy Memorial Scholarship	467	2,693	-	3,160	200	2,960
Employee Funded Leave	142,229	-	-	142,229	683	141,546
Caribou Artisans Trust	3,693	-	-	3,693	500	3,193
RR Steele Trust	2,848	-	-	2,848	100	2,748
Total	349,026	55,333	2,279	406,638	4,306	402,332

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	5,879,553	-195,771	1,057,556	6,741,338
1.2	Available for Compliance - Unappropriated	5,879,553	-195,771	1,057,556	6,741,338
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	0	-	-	0
2.2	WSIB	0	-	-	0
2.3	School Renewal (previously included in pupil accommodation debt reserve)	160,352	-	-	160,352
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Winning Teams	47,285	-	-	47,285
2.5	Insurance	15,447	-	221	15,668
2.6	Pre-2010 Benefit Adjustment	1,430,358	-	20,411	1,450,769
2.7		0	-	-	0
2.8		0	-	-	0
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	-	195,771	-	195,771
from Schedule 5.5				
	Other Purposes - Capital:				
2.9	Equipment	50,537	-	721	51,258
2.10		0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	1,703,979	-	21,353	1,921,103
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	7,583,532	-	1,078,909	8,662,441
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-882,047		252,013	-630,034
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-349,876		116,625	-233,251
4.1.3	Employee Future Benefits - other than retirement gratuity	0		-	0
4.2	Interest to be Accrued	-140,780		0	-140,780
4.4	School Generated Funds	368,455	-	83,328	451,783
4.7	Revenues recognized for land	2,019,998	-	0	2,019,998
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	1,015,750	-	451,966	1,467,716
5	Total Accumulated Surplus (Deficit)	8,599,282	-	1,530,875	10,130,157



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

Report No: 26
Date: March 29, 2021

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Signing Officers of the Board

STRATEGIC

PRIORITY: Stewardship

Current Situation

Due to staffing changes within the Senior Administration group, signing officers of the board must be updated.

Administrative Recommendation

That, effective March 29, 2021, signing officers for Superior-Greenstone District School Board are as follows:

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

Respectfully submitted by:

Alex Marton
Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 27

Date: March 29, 2021

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

FROM: Nicole Morden Cormier, Director of Education








SUBJECT: Director's Monthly Report: March

STRATEGIC PRIORITY: Focus on Learning, Well-Being, Relationships and Stewardship

Background

The Director's Monthly Report is an opportunity to showcase examples of the numerous ways in which school personnel and system staff are operationalizing the 2018-2023 Multi-Year Strategic Plan.

System Staff members have once again been busy working to realize the goals that they have determined as we operationalize our Multi-Year Strategic Plan. Below are a number of examples take from this month's leadership work.

	   <p>We headed outside for "Frosty Day" Activities at the end of February. Music class skated, Culinary fished, Geography and French Classes hiked.</p>
	 <p>Spreading Kindness in our Manitouwadge Community Manitouwadge Public School Student Council organized a series of kindness week activities including a Kindness challenge, Wear Red Spirit Day, School Wide Virtual Bingo, and our "Spread the Kindness" craft.</p> <p>All the students at Manitouwadge Public School created artful masterpieces to bring joy to the residents of Manitouwadge. Please keep your eye out as we have spread our joy throughout the community. These crafts are 100% biodegradable, and when they melt with return to mother nature as MNPS always strives to care for the environment!</p> <p>If you see one of these beautiful creations in the Manitouwadge Community, thank a Wildcat! Happy Kindness week everyone!</p>  <p>Heading into March, we will be focusing on a Marvelous March Madness Week, full of outdoor activities, and fun competitions.</p>



Marathon High School students have seen many changes this year because of the COVID pandemic. This includes the move from a semester system to a quadmester system, a pause for Falcons Athletics, and periods of learning from home. One thing that did not change is the commitment from students to try their best and we are happy to share that these efforts have paid off for many students who, over the course of the first half of the year, maintained an average of at least 80% in their classes. A list of Honour Roll students was published in Marathon's community newspaper and on social media, which garnered many enthusiastic comments from the school community.

We are also focusing on Grade 8 transitions during March. We are connecting students with their former elementary schools to offer Q&A sessions with Grade 8 students. These sessions are part of a series of transition meetings with students and families regarding programming and services at the high school and will help to foster relationships and the well-being of students as they enter Marathon High School.



Students at MTPS have been planning for a "Break from Normal" for the upcoming March break. The grade 8 class has planned a number of theme days and activities to add some fun and excitement to the week. Classes focus on student inquiry-based learning; providing an opportunity to explore student interests through the week. A big thank you to our grade 8 class for demonstrating leadership in helping plan some school activities!

March Break Week Schedule!

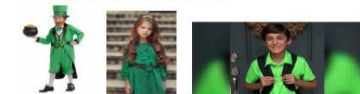
Monday: Decorate Your Door Day



Tuesday: Crazy Hat/Hair Day



Wednesday: Wear Green Day



Thursday: Game Day



Friday: Outdoor Day



As LSHS continues to respond to their Tell them From Me student survey data they have been focusing on engaging students in career exploration opportunities. On Friday, March 5, Jamie-Lynn Gustafson met with our senior English class to talk about her journey to becoming a registered nurse. Jamie-Lynn specializes in mental health, and works mostly now with high-school students, but had an interesting journey through many different nursing placements before finding what fit her just right. Students couldn't believe that the passing grade for the Canadian Registered Nurse Exam is different every year...Jamie-Lynn was honest with them

about how hard it was for her to get past that hurdle, but that it was all worth it with how much she loves her job now.



In a special whole day of learning, as part of Family Literacy Day, students in Grade 7/8 inquired into global literacy rates and identified how countries with low rates of literacy also had low Per Capita GDP. Students came up with a list of questions that included: Is there enough money for children to go to school? Why is the literacy rate so low? What can we do to help? What are the implications of a low literacy rate? Students and families were also encouraged to engage in conversations about the questions and to support each other as we develop our understanding of how we are agents of change. This is specifically connected to our Learning Pillar of the Strategic Plan and supports our understanding of what it means to be a Global Citizen.



Over the past month, staff and students in the grade 5-8 cohort have had the option of participating in lunch time yoga. Our yoga classes are run by a certified yoga instruction who joins the class virtually and leads us through some simple stretches with a focus on relaxing our bodies and minds. As well the



staff is working on promoting a sense of belonging and inclusivity within the grade 5-8 group.



Students in the 3/4/5 classroom are engaged in learning how to write a narrative. Part of the process is to learn what the elements in narrative are and then how to write a story following the structure. Students used the cubes as initial story starters and are engaged in a shared write as a whole group. Here is the beginning.... Stay tuned.










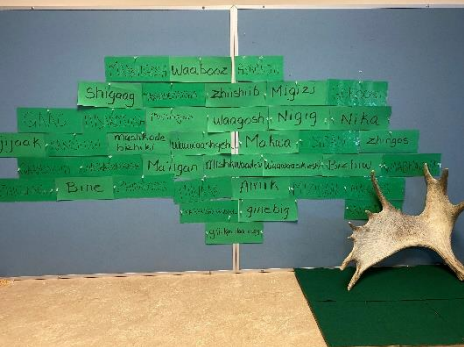

We're on the bus, headed to summer camp. I've been excited ever since I got the letter accepting me to the archery team. My name is Emily, and I am 13 years old. Ever since I first saw an archer on tv, I always wanted to be one, now my dreams are coming true. It all started from one contest. I was the best archer in my class, so I entered a competition and won! The letter told me I was going to be on a team of archers and attending archery camp!

There were at least 14 people on the bus with me. I still had to meet my team who were already at the camp. We arrived about 7:30 am, got off the bus and I started my journey to find my new team. I would be spending the next month with them, I hope they like me.



Students have been engaging in 'wellness walks' on the many amazing snowshoe trails available in the community. They created some sun catchers and hid them in the trails for others to enjoy. This connects to and supports the stewardship pillar, staff objective, of offering learning approaches that recognize the need for opportunities within and beyond the classroom and the school.



	 <p>The students at MMPs have been learning about the 7 Grandfather Teachings and how they are related to living a good life. Students and staff worked together to design, build and paint snow sculptures based on one of the Teachings. The final result was a whole lot of outdoor fun and a family of turtles and a beaver!</p> 
	 <p>BAPS received the first shipment of Robotics from FIRST Robotics Canada. We have purchased enough sets for all classes to participate in the fun. Students will learn how to create robots with their classes and with support from FIRST Robotics Canada. Students will learn how to code these creations and make them pick up objects. Next year, students will be partaking in a national competition with other students to show off their projects.</p> 
	 <p>GCHS is very excited to share that Marten Falls has hired a community liaison for students living in Geraldton attending GCHS. Louise Coaster has already taken significant strides to ensure the success of Marten Falls students.</p>  <p>GCHS is celebrating the new Language Word Walls created by the LNOAO/BO Native Language classes, their teacher Ms. Anjie Ice, and support worker Kayla Ice.</p> 
	<p>DOPS Wolverines have been very busy using the spring melt and our amazing outdoor space to create a replica of Lake Superior, complete with break walls, bays and inlets! Teamwork, planning, and problem solving are just some of the skills students are engaging with as they work together on this amazing creation. Students are using their learning from within the classroom and are applying it to this project. For example, our grade 1-3 class just finished a science unit on forces and students were discussing how pressure and force when applied to water can change its flow and directional pattern!</p>



Many students and staff at George O'Neill dressed in pink On February 24th for Pink Shirt Day to show that everyone at George O'Neill






stands up to bullying. Students in the grade 7 class created anti-bullying videos and played them on the announcements for the entire school and the grade 4/5 class added to their kindness wall.




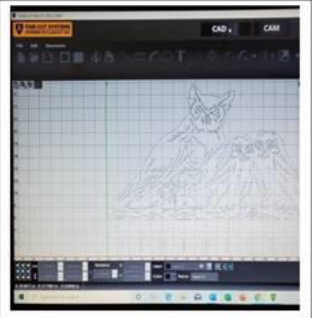

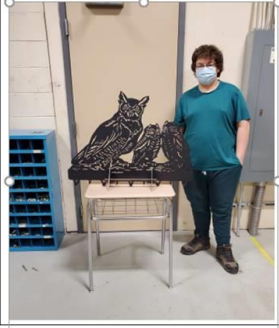
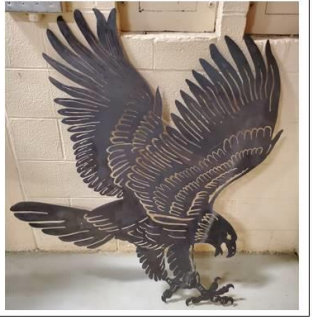
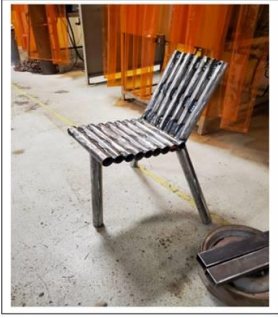
Our Grade 11 Foods and Culture class is a dual credit course with Confederation College this quadmester. They have a college instructor, Mary Ellen, working together with our Foods teacher, Erin Langevin. The focus is on learning to prepare healthy foods for themselves and their families while exploring food traditions and flavours from around the world.





<p>SGDSB Virtual School</p> 	 <p>WoW, where did February go? Things have been going well in our classroom! This month so far, we have already had our first language class with Mr. Deschamps and we learned so much already.</p> <p>Mrs. McCallum had wonderful rich teachings on the hand drum and the protocols that go along with drums and drumming with our knowledge keeper, Ms DeRoy.</p> <p>Mrs. McDuff continues to engage students in her afternoon cooking class once a week, students prepare the food in the late afternoon for the dish to be ready for supper with their families. During our upcoming March Madness Week, Mrs. McDuff will be offering this to the whole school!</p> <p>We acknowledged Random Acts of Kindness day as well as Pink Shirt Day and we picked a class Star of the Month with the theme of kindness and compassion as a whole school.</p> 
--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

System Staff members have once again been busy working to realize the goals that they have determined as we operationalize our Multi-Year Strategic Plan. Below are a number of examples take from this month's leadership work.

Well-Being Mental Health	<p>We have been engaged in many initiatives at promoting and providing learning opportunities for students to learn about mental health and well-being. At the very end of January, the Mental Health Manager partnered with student trustees to offer two courses on well-being for our first Asynchronous Day. We had students participate from all across our region in an Adulting 101 course and How to Navigate Challenges. We ended January highlighting Mental Health with Bell Let's Talk day with board wide activities and a staff challenge. We are very excited to have a Master of Social Work Student completing a placement with SGDSB and in February she developed and facilitated a four week program for all students from grades 7-12 on Substance Use and Harm Reduction. We have had excellent participation and have been able to connection students from across the region. We will be offering two more workshops with our Masters Student on Sexual Identity and Grief.</p>
Relationships- Mental Health	<p>SGDSB has partnered with Dilico staff and offered a workshop series in the elementary panel. In February we have offered Bullying Prevention virtual workshops for all students from jk-8 across the district. It was well attended and received good feedback.</p> <p>SGDSB is also engaged in a working group with Children's Aid, Dilico and our co-terminus boards to review the Joint Protocol for Student Achievement and Wellbeing to improve the educational experiences of students in care.</p>
Learning- Mental Health	<p>SGDSB has scheduled a training series on mental health topics from the Crisis and Trauma Institute. We are offering four workshops to our Child and Youth Workers, Indigenous Grad Coaches, Social Workers, Principals, SETS, and Guidance so that staff who work directly with students have a well-rounded understanding of:</p> <ul style="list-style-type: none"> Suicide Intervention and Prevention (March) Harm Reduction and Substance Use (March) Anxiety in Children (April) Wellness Strategies (May)

Learning - Numeracy	Our application for Math AQ subsidies has been approved. 12 teachers have applied for and will be engaging in completing additional qualification courses in math, demonstrating commitment to learning by striving to be current in professional knowledge.
<p>Learning: Project-Based Learning Provides Opportunity to Increase Student Agency</p>	<p>Student agency activates student learning and is a critical part of the teaching and learning process in Mr. Burke's Manufacturing class at GCHS. Learning experiences that engage and promote student agency often have passion, purpose, focus and choice. When a student has agency, the student is doing, sharing, collaborating, and constructing in ways that are meaningful to them.</p> <p>Through project-based learning, students are taking responsibility and understanding the process of learning. Mr. Burke assumes the role of "skilled facilitator" guiding the students' path as needed. This process allows students to feel more invested in their own growth and empowered to learn more, work through challenges, and strive to produce their best work. Through the design process, students will continue to build on their</p> <div data-bbox="365 640 690 955">  </div> <div data-bbox="738 640 1047 955">  </div> <div data-bbox="1079 640 1388 955">  </div> <p>knowledge of FlashCut and Fusion 360 software and use of the CNC plasma machine. Keep up the great work!</p> <div data-bbox="381 1050 657 1375">  </div> <div data-bbox="706 1060 1015 1375">  </div> <div data-bbox="1055 1060 1331 1375">  </div> <p>Ryden Goulden (TMJ3C) "Owl" "Lawn Chair" coat rack</p> <p>Kira Mannisto (TMJ4C) - "Eagle"</p> <p>Jackson Ferraro (TMJ3C) -</p>
Learning & Stewardship: Skills Ontario Paper Glider Plane Provincial Championship	<p>On March 11, Skills Ontario announced the winners of the Skills Ontario Paper Glider Plane Provincial Championship. The competition was tough and with the new challenge of adding weight to their plane's participants continued to showcase their global competency skills including curiosity, creative thinking, and problem solving. Students applied what they learned throughout the process to their new designs. These are the skills that students will need to be successful now and when they enter the workforce. In addition, this experiential learning opportunity not only promoted intentional learning it helped support and celebrate identity and a sense of belonging. We are excited to announce that Nipigon-Red Rock District High School Team #1 won the Provincial Bronze Medal!!! Congratulations to ALL</p>

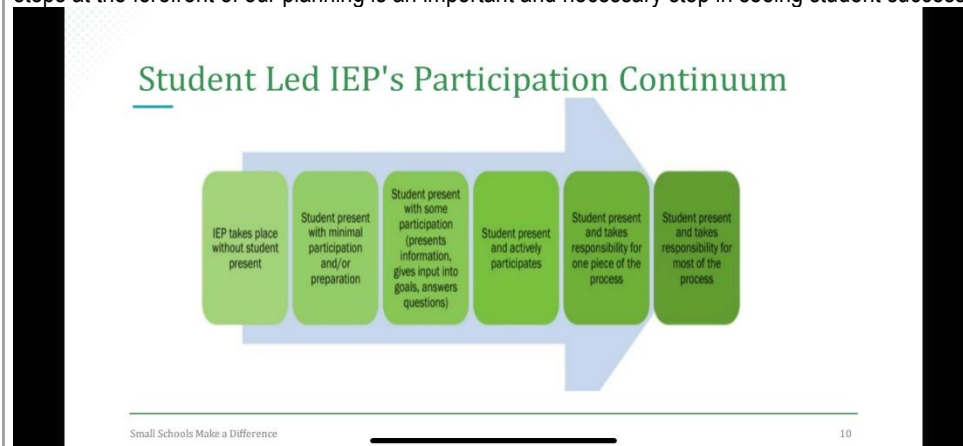
	 <p>participants and to educators for bringing this engaging hands-on learning opportunity to the classroom!!!</p> <p>NRHS Team 1 – Provincial Bronze Medalists (secondary) - L to R: Turell Michelle & Shane Almquist. Team member absent from the photo is Jeffrey Woodruff.</p>
Learning: Video Conference Opportunities	<p>As we continue to demonstrate commitment to learning by striving to be current in our professional knowledge, we are challenging our thinking and learning of new technologies to enhance our practices. 14 teachers across the 5 secondary schools expanded their classrooms and tackled new thinking and new technology to support over 130 students in video conference courses this February. Professional development focused on best practices, tools to support 21st century competencies and enhanced communication to ensure both the engagement and success of our students. Our new VC teachers rose to the challenge and have mastered the technology so that could focus on what they do best- the learning and teaching of our students.</p>
Stewardship: Indigenous Portfolio	<p>This year the Indigenous Youth Council (IYC) was officially started. Each month, students meet across the board and more recently SCNDSB youth have joined us. The intent of the IYC is to foster a sense of stewardship and relationship throughout the board among the Indigenous youth. Two of the students Keira M (NRHS) and Justice K (MNPS) were chosen to be part of the NAN Youth Panel to speak to many youth and educators across North-Western Ontario. This was an amazing opportunity to use their voice and "Speak even when your voice shakes" (a motto that has been adopted board wide from the first IYC from guest speaker Vanessa Netemegestic) and stand as Indigenous Youth representation for SGDSB. The IYC will continue to work on fostering youth leadership. (Picture of Justice K. from MNPS)</p> 
Collaboration Elementary Guidance	<p>Elementary guidance is continuing to work closely with grade 7 and 8 teachers to effectively implement Xello pathway planning in all intermediate classrooms. Teachers requiring additional support have been invited to participate with their students in virtual tours of the Xello program. During these tours, students are guided through all aspects and benefits of the program. Teachers are being encouraged to incorporate Xello activities and lessons into classroom learning throughout the year. This will position students for positive transitions within their school and in their secondary studies.</p>
Relationships: Engagement Student Success	<p>Removing barriers, strengthening relationships, acknowledging challenges and creating unique and supportive ways to engage and re-engage students and families is valuable work that our Attendance Counselors, Student Success Teams and many other roles in each schoolwork tirelessly at. When people feel valued, listened to and genuinely cared about they are more open to the opportunities and supports being offered. Our most vulnerable families need empathy and compassion. Engagement and re-engagement take time and our teams are investing that time and stretching our structures to ensure we do our best to support our students, especially during this extra challenging time.</p>
Learning and Relationships: Monitoring Student Progress Special Education	<p>Staff have been engaged in job embedded learning about effective documentation practices to support student progress. We are continuing to build our knowledge around monitoring student progress and gathering evidence of student learning by understanding the purposes and methods of documentation tools.</p>

As we support students in gaining independence and achieving their goals, documentation and gathering evidence of student learning helps all involved in supporting students to move along this path.



Learning - Hot Topics Multi-Disciplinary Team

Hot Topics have been hot this month with sessions that focus on supporting students with special needs. Special Education Teams have participated in Hot Topic sessions on Individual Education Plans and Transitions for students with special needs from K-12. As we move forward, we continue to keep at the forefront the importance of bringing student voice to the table. Keeping students' strengths, values and next steps at the forefront of our planning is an important and necessary step in seeing student success.



Administrative Summary

That the Superior-Greystone DSB receive Report No. 27, Director's Monthly Report: March 2021, 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.: 28

Date: March 29, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Revised School Year Calendar 2021-2022

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

Background:

In January 2021, after initial consultation with representatives for school administrators, local branch affiliates of teachers' federations, unions and our coterminous boards, a proposed school year calendar was made available on the board website to solicit feedback from members of the school communities, including teachers and staff, parents, School Councils and Parent Involvement Committee members.

The proposed Calendar was approved by the Board at the February 22, 2021 Regular Board meeting as presented in Report No. 20 – Proposed School Year Calendar 2021-2022.

Current Situation:

On March 1, 2021 the Ministry of Education provided a memo to all school boards with updates regarding the requirements for the submission of the 2021-2022 School Year Calendar. The memo outlined the revision to the calendar submission deadlines along with the amendment of the PA Day requirements. The Ministry advised that boards are now required to schedule three mandatory PA days prior to the start of the student instruction for the 2021-2022 school year. The Ministry will provide additional direction regarding the topics for the mandatory PA day topics prior to the May 7 submission deadline.

The attached revised draft modified calendar now contains the 3 mandatory PA days prior to the start of the school year and has been agreed upon with the coterminous boards of whom we share busing services. The May 13, 2022 PA day was rescheduled to September 1, 2021. The revised modified calendar now includes 3 consecutive PA days prior to the start of student instruction on September 2, 2021.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 28: Revised School Year Calendar 2021-2022, accepts the proposed amendments to the Modified Calendar, and That, Administration is directed to forward the proposed Modified Calendar to the Ministry of Education for its approval.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education

- Revised March 2021

School Holidays  Professional Activity Days  Examination Days (Secondary) 
 All Students begin school on Thursday, September 2, 2021 and end on Friday, June 24, 2022

August 2021						
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 2021						
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 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
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 2021						
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 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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

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

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

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

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

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

In accordance with the Ministry of Education, Ontario Regulation 304, as amended by O. Reg. 364/15 School Year Calendar, Professional Development Days, and Superior-Greenstone DSB in conjunction with its coterminous boards is proposing the 2021-2022 School Year Calendar as illustrated.

SCHOOL HOLIDAYS

September 6, 2021
 October 11, 2021
 December 20, 2021 to
 December 31, 2021
 February 21, 2022

Labour Day
 Thanksgiving Day
 Christmas Break
 Family Day

March 14-18, 2022
 April 15, 2022
 April 18, 2022
 May 24, 2022
 July 1, 2022

March Break
 Good Friday
 Easter Monday
 Victoria Day
 Canada Day



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

Report No.: 29

Date: March 29, 2021

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

FROM: Stacey Wallwin, Technology Enabled Learning and Teaching Contact

SUBJECT: Technology Enabled Learning and Teaching Portfolio

**STRATEGIC
PRIORITY:** Learning, Stewardship and Relationships

Background

Aligning with our 2018-2023 Strategic Plan, Achieving Excellence: A Renewed Vision for Education in Ontario, and the responsibilities of the Technology Enabled Learning and Teaching Contact position, we are supporting all our schools in embedding technology enabled learning and teaching practices to support student achievement and offering high-quality teaching and learning experiences in a variety of learning environments. As well, we are expanding pathways opportunities, and aligning operational practices at the secondary level, by offering video conferencing and e-learning options for our students.

To provide rich, diverse learning and pathway opportunities, we continue to offer 6 e-learning courses a year. We have a long-standing partnership with the Northern e-Learning Consortium (NeLC), which provides a variety of e-courses in which our students can enrol for free. e-Learning is delivered online, using the Ministry of Education's chosen virtual learning environment: Brightspace.

For the 2020-2021 school year, our secondary schools aligned themselves on a common school day and schools looked at efficient ways that under-subscribed classes in one school could benefit learners from across SGDSB using video-conference technology. SGDSB continues to enhance our schools by outfitting additional video conference learning spaces at each of secondary schools to support 21st century learning and high-quality classes via video conferencing. Since the last school year, our video conferencing offerings have gone up 229%.

Increased efficiency, responsiveness to student learning needs and secondary collaboration regarding course delivery within Superior-Greenstone District School Board supports our student's academic success and well-being. While using appropriate digital resources, sound pedagogical practice, and safe, secure platforms, we ensure equitable access to learning, while being financially responsible. Our e-Learning and video conferencing courses align with the with all aspects of our Board Learning Plan for Student Achievement and Well-Being.

Our ongoing commitment to enhanced communication and transparency with and among staff, students and families has never been more vital. The ongoing COVID-19 requires us to be agile in our thinking and transparent and effective in our communication. Educators use a variety of digital platforms to provide authentic learning opportunities for our students, regardless of what the classroom may look like; however, our school and classroom communication begins with Edsby. Edsby is the main landing page for students and parents to receive updates and to access links to learning platforms. At the time of this report, 8 schools pivoted to hybrid learning due to Covid-19. Under such stressful circumstances, it has been a tremendous asset to have a singular point of contact and communication for all stakeholders. During this year of upheaval, Edsby provides us with consistency in our messaging and communication.

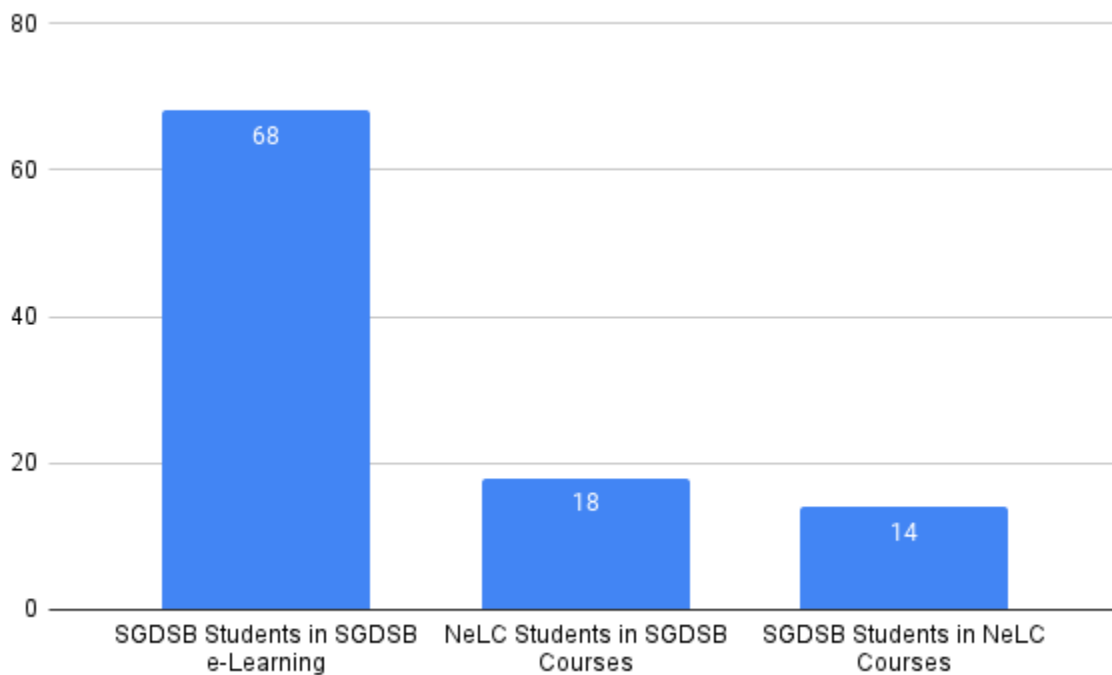
Current Situation

In the 2020-2021 school year, the Technology Enabled Learning and Teaching Contact supported Superior-Greystone's commitment to

- the e-learning program,
- synchronous video conference teaching and learning opportunities,
- the use of Edsby as our main, safe tool for home-school communication,
- the ongoing support of staff to ensure that they are current in their professional practice, and
- the ongoing support of staff in the event of hybrid classroom implementation due to Covid-19.

1.2020-2021 e-Learning Data

Number of students enrolled in e-courses for Quads 1-3: 86

**e-Course Offerings**

BOH 4M: Business Leadership: Management Fundamentals (C/U)-NRDHS

CHY 4C: World History Since the Fifteenth Century-NRDHS

CHY4U: World History Since the Fifteenth Century-NRDHS

HHG 4M: Human Development Throughout the Lifespan (C/U)-MNHS

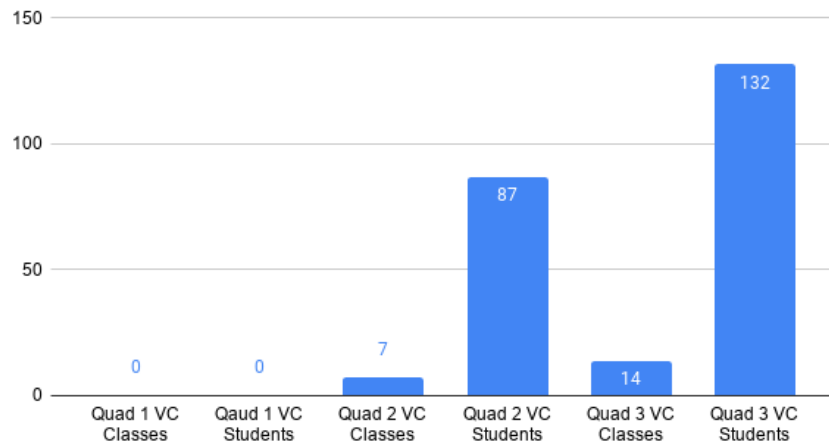
PSK 4U: Introductory Kinesiology-NRDHS

SPH4U: Physics

EW4U: The Writer's Craft (MRHS)

2. Video Conferencing Data

2020-2021 Quads 1-3 VC Data



SGDSB VC Student Feedback:

Please share a positive experience that you have had in your video conferencing course.

- “You have direct contact with a teacher so you don’t need to communicate over email.”
- “During days I could not make it to school I was able to still learn via VC.”
- “The VC courses have given me the opportunity to connect with teachers from the bored that are qualified and enjoy teaching their classes. Its allowed me to take classes that weren’t original offered at my high school.”
- “My teacher(s) include everyone as best as they can, and my classmates make me laugh, which makes my days brighter.”

“How have you benefited from your video conference course experience?”

- “I have learned how to use the VC setup in the classroom. I have also learned how to use spreadsheets, jam boards, and other online group working activities.”
- “I have learned from students at other schools and in other areas, as well as teachers that are too far to teach at my school. The VC course allows me access to learning that wouldn’t otherwise be available.”
- “I don’t have to worry about catching COVID-19 at home so less stress equals happy times.”

What would you tell a friend about taking a video conference course? Why?

- “I would tell my friends its an awesome experience. Firstly, having the opportunity to work in your own setting, secondly, you can meet and interact with new people. I find that meeting new teachers and students really helps me. It has helped learn other different teaching styles, and it gives me an opportunity to see what cool things other school might have that I would like to see at my school.”
- “I would tell a friend that if you are not self-motivated it will probably be difficult since its very different from regular learning. It isn’t for everyone, so if you’re going to try it make sure it’s a course that you’re really interested in.”

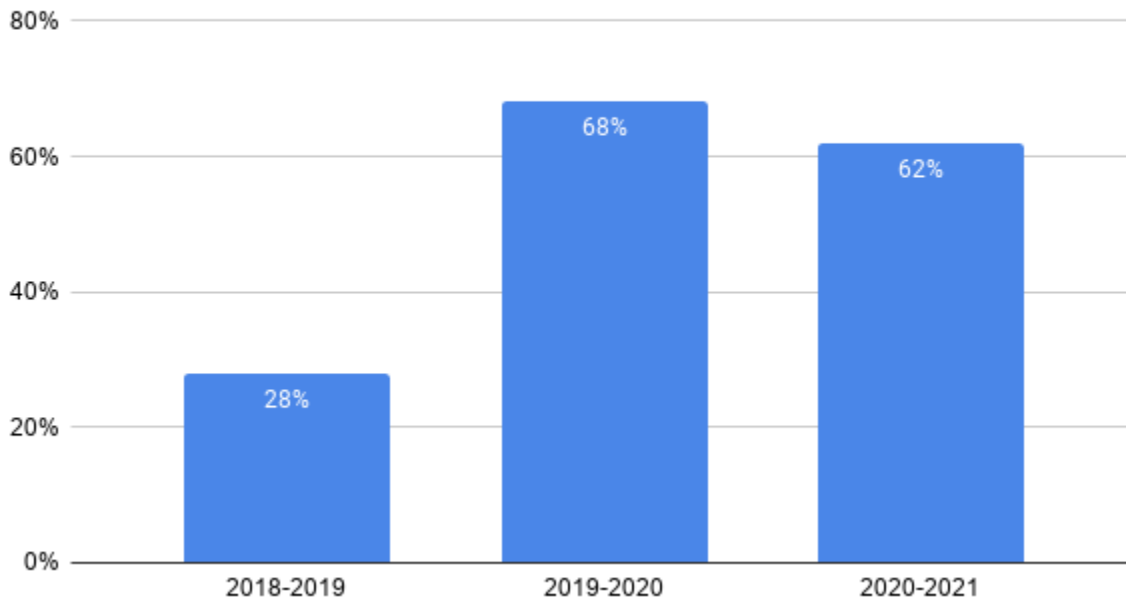
What obstacles, if any, did you have to overcome to be successful in the course?

- “Having 3 people on one Wi-Fi that was already horrible and having it cut out all the time.”
- “When you’re working from home it’s sometimes hard to stay motivated so I had to learn to put more effort into being motivated.”

3. Edsby

100% of educators are utilizing Edsby to take daily attendance and to safely communicate with students and families the learning home expectations. We currently have 62% of our families with active accounts in Edsby.

Edsby Parent/Guardian Active Accounts



Next Steps:

1. *Build technology enabled learning and teaching capacity with e-learning and VC teachers.*
2. *Support continued capacity of educator understanding of global competencies and online teaching.*
3. *Support educator and parent/guardian use of Edsby.*
4. *Provide ongoing educator professional learning on the use of safe and effective digital tools to enhance learning, and engage learners and families, regardless of the learning space.*

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 29, Technology Enabled Learning and Teaching Portfolio, for information.

Respectfully submitted by

Nicole Morden Cormier,
Director of Education

Stacey L. Wallwin,
Technology Enabled Learning and Teaching Contact
(TELTC/DeLC)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 30

Date: March 29, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Information Technology Department: Retention and Recruitment Staffing Plan

STRATEGIC PRIORITY: Stewardship

Background

The role of information technology continues to grow in complexity and importance, in response to the ever-changing world. Information technology provides the infrastructure necessary to support all aspects of the academic and operational/administrative functions of a school board; a condition that is reflected by the Aim of the Stewardship Pillar of the Strategic Plan, which reminds us that, “good stewardship allows an organization to continually develop and adjust to an ever-changing world” (SGDSB Strategic Plan, 2018, pg. 16).

As well as ensuring that infrastructure and supports are in place to safeguard technology as a learning and communication tool, of specific importance to school boards is the need to manage the ever-growing risks associated with technology (e.g., cyber security, risk management protocols, user administration and access, server protocols, etc.). We recognize that increasing the expertise and capacity of our IT team is vital to the resilience of our board and the ability to safeguard staff and student information. In addition to this need, the ability to increasingly automate manual functions in order to reduce unnecessary workload and costs, as well as the ability to continue to respond to the new pedagogical approaches required by the COVID-19 pandemic and that are essential to 21st century teaching and learning, require substantial time, support, knowledge and skill.

Superior-Greenstone District School Board is committed to responding to the needs of the ever-changing world while doing so in a fiscally responsible way. The challenge with the recruitment and retention of members of the IT department has continued to emerge repeatedly, thus creating significant gaps and risks in the organization.

Current Situation

Under the direct supervision of the Director of Education, the Information Technology Department is currently comprised of the following positions and staff:

Manager of Information Technology – Non-Union	Vacant
Information Technology Services Coordinator - Non-Union	Jay Lucas
Videoconference/Network Technologist (unionized)	Jeff Fullerton
Information Technology – Nipigon-Beardmore Region (unionized)	Vacant
Information Technology – Technician – Greenstone Region (unionized)	Marc Andre Leduc
Information Technology - Technician – Marathon/Manitouwadge Regions (unionized)	Daniel Lam
Information Technology - Terrace Bay Region (half time) (unionized)	Vacant
Technology Enabled Learning and Teaching Contact/District e-Learning Contact (TELT) (Specific Ministry Funded Teacher Position)	Stacey Wallwin

Next Steps

Within the OSSTF-Education Support Staff collective agreement, language exists to provide opportunities for current incumbents who are in the position of IT Technicians to advance to the role of IT Technologists. In response to market conditions and current trends in education however, Superior-Greenstone District School Board is recommending that the position of Information Technology Technician be eliminated over time and replaced with Information Technology Technologist positions, when vacancies arise. This enhancement would allow the board to recruit incumbents at a higher level of pay and who have additional qualifications that would allow the role to expand to also include a focus on system work, upon hire. A salary grid is already in place in the current OSSTF-ESS collective agreement for the IT Technologists and the pay equity process is almost complete.

During a recent needs assessment, it has also become apparent that gaps in service result due to vacations, sick time and unexpected absences, as these unionized Information Technology positions are not replaced. In addition, managing these gaps is a barrier to the execution of large-scale foundational projects which are critical to the achievement of SGDSBs strategic objectives. We are currently working with OSSTF-ESS to enter into a letter of understanding allowing the school board to access external help when additional support is required and unavailable internally. In addition, the recruitment and retention of a half-time position has presented additional challenges. To respond to this identified need, Superior-Greenstone District School Board is recommending that the half time position, currently assigned to support the Terrace Bay and Schreiber region, be increased to a 1.0 FTE position. This would not only encourage additional applicants, but the successful incumbent would assist with the workload during unexpected absences and vacation time (when necessary).

The salary for a 1.0 IT Technician, paid at the highest grid level, is \$65,000, and for an IT Technologist is \$78,000. The budgetary impact of the two recommendations contained within this report is outlined below in Table 1.

Table 1: Budgetary Impact: Information Technology Department – Non-Union Staffing Plan

Current State	Short Term	Long Term
<ul style="list-style-type: none"> • \$324,000 • 2.5 Technologist • 2 Technicians 	<ul style="list-style-type: none"> • \$376,000 • +52,000 • 4 Technologists • 1 Technician 	<ul style="list-style-type: none"> • \$389,000 • +65,000 • 5 Technologists

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 30, approves the funding required for a 0.5 IT Technologist and for the gradual replacement of the IT Technician position with the IT Technologist position.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education

Alex Marton,
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
February 22, 2021 REGULAR BOARD MEETING

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	4	0	0	4
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	4	0	0	4
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	4	0	0	4
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	4	0	0	4
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	4	0	0	4
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	4	0	0	4
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • Good in camera conversation getting further knowledge on role of trustee in regard to the topic discussed. Always appreciate staff (and our chair) taking the time to explain. • School video's - lets us know things are still humming along. • Finance discussion and in camera session. 				
Optional Comments:				