



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 2021/10

A G E N D A

Monday, October 18, 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: 217 917 100#

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						Grace Molinski (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>					
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>					
Grecica, Jason: <i>Team Lead - Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 18, 2021 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/10 Regular Board Meeting, October 18, 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 meetings be adopted:
1. Regular Board Meeting 2021/09: September 27, 2021

[\(Attached\)](#)

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

7.1 Showcasing Learning: LSHS Gr. 12 University English Class Presentation Titled: Youth Public Service Announcement Regarding Truth & Reconciliation

(PowerPoint Presentation
- N. Morden Cormier)

7.2 Excellence in Education: Lake Superior High School Presentation Titled: Community Connections – Pays Plat First Nation

(Presentation
– Principal Christopher Martin)

7.3 Report No. 73:
Student Trustee Report: October 2021

[\(Attached\)](#) - Trustees, E. Couture & G. Molinski)

8.0 Reports and Matters for Decision

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

8.1.1 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

9.0 Reports of the Business / Negotiations Committee

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

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 74:
Director's Monthly Report: October 2021

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

10.2 Report No. 75:
Board Improvement and Equity Plan

[\(Attached\)](#) – Kellie Wrigley/ Morden Cormier)

11.0 Reports of the Education Committee

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

11.1 Report No. 76:
Milo Update

([Attached](#) – Melissa Bianco/ W. Goodman)

11.2 Report No. 77:
Hiring Permanent Occasional Teachers –
Marathon/Manitouwadge & Greenstone

([Attached](#) – C. Bishop)

✓ ***That***, the Superior-Greenstone DSB having received Board Report No. 77, Hiring Permanent Occasional Teachers – Marathon/Manitouwadge & Greenstone, approves the budget for staffing as presented.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Trustee Professional Development Session Planning

12.2 Trustee Associations and Other Boards

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

12.5 Board Meeting Evaluation Summary: September 27, 2021
- Evaluation Form Link for October 18, 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. Regular Board 2021/09: September 27, 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 2021/10 Regular Board Meeting, Monday, October 18, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>
Virtual Meeting - Time 6:30 p.m.
Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/10

Committee of the Whole Board: Closed Session.

Monday, October 18, 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. Regular Board Meeting 2021-09: September 27, 2021 [\(Attached\)](#)
- 4.0 Personnel Item (N. Morden Cormier)



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 2021/09 MINUTES

Monday, September 27, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 152 620 348#

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) 8:51 p.m.

Land Acknowledgement

Board Chair Pinky McRae provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we are gathering today. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions and history of the land.

1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Bishop, Charlie: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Superintendent of Education</i>			x		
Marton, Alex: <i>Superintendent of Business</i>			x		
Harris, Brent: <i>Manager of Financial Services</i>			x		
Paris, Marc: <i>Manager of Plant Services/Transportation</i>			x		
Grecica, Jason: <i>Team Lead - Business Services</i>			x		
Nault, Denis: <i>Manager of Human Resources</i>			x		
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>			x		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GerriLynn: <i>Executive Assistant & Communications</i>			x		

2.0 Oath of Office: 2021-2023 Student Trustee

- 2.1 Grace Molinski: (Lake Superior High School)
Grace Molinski, appointed to fill the Student Trustee vacancy, recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

3.0 Regular Meeting Call to Order**98/21***Moved by: Trustee J. Nesbitt**Second: Trustee M. Mannisto*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 27, 2021 be called to order at 6:34 p.m.

Carried**4.0 Approval of Agenda**

The Director requested the addition of Report No. 72 Mental Health Worker at Nipigon-Red Rock District High School, to the agenda as agenda item 12.4. The second request was to include Waterloo Region District School Board communication to the agenda as item 13.1.1.

99/21*Moved by: Trustee M. Groulx**Second: Trustee K. Pristanski*

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/09 Regular Board Meeting, September 27, 2021 be accepted and approved as amended.

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

There were no disclosures of interest offered at this time.

6.0 Minutes: Board Meetings and Board Committee Meetings**6.1 Board Meetings****100/21***Moved by: Trustee P. Cormier**Second: Trustee M. Mannisto*

✓ **That**, the minutes of the following Board meetings be adopted:

1. Regular Board Meeting 2021/08: August 23, 2021

Carried**6.2 Board Committee Meetings****101/21***Moved by: Trustee J. Nesbitt**Second: Trustee M. Groulx*

✓ **That**, the minutes of the following Board Committee meetings be adopted:

1. Board Policy Review Committee Meeting: September 14, 2021

Carried**7.0 Business Arising Out of the Minutes**

Nil.

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Enhancing Student Learning Spaces - Renovations Projects, Summer 2021**

The Director of Education Nicole Morden Cormier and the Manager of Plant Services Marc Paris provided introduction and information regarding the video showcasing the renovations projects completed this summer across the school district. The projects highlight the enhancements made

to student learning spaces as well as the ventilation improvements. The Manager of Plant Services advised that additional photos will be placed in a folder so that Trustees can view the projects digitally while school visits are not currently allowed due to COVID-19 safety protocols. The Director of Education on behalf of the board expressed gratitude to the entire Plant Department for their commitment and hard work in the preparation and renovation of our schools.

Note: Shy-Anne Bartlett joined the meeting at 7:10 p.m.

8.2 Excellence in Education: SGDSB System Presentation - The Qualitative Narrative Behind the Multi-Year Strategic Plan Educational Goals

The Director of Education introduced the SGDSB System Presentation. She explained that the prerecorded video presentation provided by each System Support personnel, gives a qualitative narrative behind the educational goals of the Multi-Year Strategic Plan. At a previous Board meeting Administration reported achievement in 34 of the identified goals. The video presentation elaborated the data of those reported goals. The presentation highlighted all of the ways that the school board is providing an equity of outcomes and meeting the needs of all the students of SGDSB.

8.3 Report No. 65: Student Trustee Report: September 2021

Student Trustees Erin Couture and Grace Molinski presented their report for the month of September. They highlighted the introduction of our new Student Trustee Grace, discussed the planning of goals for the upcoming school year and the ongoing engagement work with the Student Senators. They discussed the recruitment efforts that will be taken and the communication enhancements with the use of Edsby and Instagram.

9.0 Reports and Matters for Decision

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

9.1.1 Board Audit Committee

Trustee Kal Pristanski provided a review of the September 7, 2021 Board Audit Committee meeting. He noted that the meeting agenda included a review of the Second Interim Financial report that was presented at the August Board meeting. The committee discussed the revisions made to the Audit self-assessment form that will soon be distributed to the committee and reviewed at their next meeting. The Committee received a presentation from Deloitte who outlined their Audit plan for the year. The audit will be completed remotely. The remote Audit was reported as successful and minor improvements have been made to the communication software utilized for the Audit that will enhance communication between Board staff and Deloitte.

9.1.2 Board Policy Review Committee (BPRC)

The Director provided a review of the Board Policy Review Committee meeting highlights received from Trustee Margaret McIntyre. The meeting took place on September 14, 2021. The committee reviewed several policies outlined in the attached minutes that include Policy 411, Policy 801, Policy 725, and Policy 612. The policies have been posted for stakeholder review. Trustees were encouraged to review Policy 801 as it is the role description of the Director of Education. The next meeting is scheduled for November 2, 2021.

9.1.3 Special Education Advisory Committee (SEAC)

The Superintendent of Education Will Goodman provided a review of the September 21, 2021 Special Education Advisory Committee meeting. The meeting began with introductions of new members and an introduction of the community partners that participate in the meetings. The Committee discussed the goals for this year and received a presentation on the Student Census project from Mahejabeen Ebrahim, the board's Human Rights and Equity Advisor. The next meeting is scheduled for October 12, 2021.

9.1.4 Parent Involvement Committee (PIC): Meeting Survey

The Director discussed the survey results that was distributed to the Parent Involvement Committee members. The poll was to determine the best time for the meetings to be held and presented several options. The largest number of participants indicated that the 6:30 p.m. meeting time was most preferred. The next meeting is scheduled for November 23, 2021.

10.0 Reports of the Business / Negotiations Committee

*Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto*

10.1 Report No. 66: 2020/2021 Interim Report No. 3

Manager of Financial Services Brent Harris reviewed the Interim Report No. 3 for the 2020/2021 school year for the period ending June 30, 2021. He outlined the changes made since last reported on of the second Interim report. He advised that the composition of the reports for enrollment have been updated with the receipt of student enrollment numbers of March 31. A slight overall decrease in other pupils and increase in pupils of the board were reported. There is a projected overall surplus of \$124,000.00.

11.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

11.1 Report No. 67: Director's Monthly Report: September 2021

The Director provided a brief review of the monthly report. She noted that the report theme will change each month highlighting different areas of focus. This month's report highlights the work done to help students transition back to school.

11.2 Report No. 68: Director's Performance Plan for Organizational Growth: Summary

The Director provided a review of the summary document. She noted that based on feedback received, the report template was simplified and a new document was distributed separately to Trustees. The Director advised that as per the direction received from the Board, the number of identified goals have been reduced and focus on the governance structure and student achievement.

12.0 Reports of the Education Committee

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

12.1 Report No. 69: Secondary Learning Update

Superintendent of Education W. Goodman provided a detailed review of the Secondary Learning structure. He advised that the Ministry of Education is requiring that secondary school students attend no more than 2 courses per day. As such, the school board is continuing to use the Quademester system for the first half of the year with several enhancements including sports and extra-curricular activities, and land-based learning opportunities. Remote learning is available to students with support from their schools due to the videoconferencing systems available. Decisions regarding the second half of the year will be made closer to the date and will depend on Ministry of Education and Public Health guidance.

12.2 Report No. 70: COVID-19 Attestation Update

W. Goodman presented an update regarding the COVID-19 Attestation requirements in place from the Ministry of Education. He advised that a vaccine disclosure policy has been mandated by the Ministry of Education. The mandate is applicable to adults in our schools and is administered in a respectful and confidential manner. Vaccines are not mandated at Superior-Greenstone DSB. At this time the data collected indicates that over 90% of permanent staff have been vaccinated. In accordance with Ministry guidelines, this information is regularly updated and available on the Board website. The Board will continue to follow all of the safety measures in place to allow schools to remain open and provide students with successful learning opportunities.

12.3 Report No. 71: Elementary Remote Learners

Superintendent of Education Charlie Bishop presented the report that detailed the Elementary remote learner supports available for this school year. He noted that last year was a robust

program that served approximately 100 students. Plans were originally in place for 8 students to have their needs met by their school, however, as enrollment continued, the Board has a total of 14 students learning remotely. Therefore, a teaching position will be made available to support the 14 students (7 synchronous and 7 asynchronous). He advised that this is a fluid process and will continue to evolve due to any impacts of COVID-19.

12.4 Report No. 72: Mental Health Worker Nipigon-Red Rock District High School

Superintendent of Education Will Goodman presented the request for the addition of a Mental Health Worker to the staffing compliment at Nipigon-Red Rock District High School. He discussed the positive impact that has been documented by the 2.0 FTE Mental Health Workers that are employed with the Board; one at Marathon High School and the second at Lake Superior High School. He advised Ministry funding for Mental Health Workers has increased annually with a verbal commitment from the Ministry of Education to work towards having a Mental Health Worker in each school. The Superintendent discussed the way in which the position compliments the existing organizations in the region and works in collaboration with the services to meet the needs of the students.

102/21

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB having received Board Report No. 72, Mental Health Worker Nipigon-Red Rock District High School, approves the budget for staffing as presented.

Carried

13.0 New Business

Board Chair: Pinky McRae

13.1 Board Chair

13.1.1 Correspondence

The correspondence received from Waterloo Region District School Board was shared for information.

- [Letter Requesting Mandatory COVID-19 Vaccination for Eligible Students](#)
- [Letter to Premier & Minister of Education: Supporting Halton DSB - Indigenous History Curriculum](#)
- [Letter to Minister of Education Requesting Review of Benchmarks Funding Formula](#)

13.2 Trustee Associations and Other Boards

Trustee Mark Mannisto discussed the presentation he received from the Ontario Public School Boards' Association regarding the challenges experienced in education by Black and Indigenous students. He noted that several of the recommendations presented to OPSBA were initiatives already put in place by Superior-Greenstone DSB. A report was presented by OPSBA regarding the results of the experience of student for online learning. Trustee Paul Cormier indicated that the report did not extrapolate the data for the Northern School Boards. Trustees discussed the need to request that the challenges of the North be discussed at the next Northern Regional meeting to make it a clear priority.

13.3 Trustee Activities

Trustee M. Mannisto attended the Every Child Matters flag raising ceremony at Geraldton Composite High School. Board Chair P. McRae attended the Every Child Matters flag raising ceremony at Marathon High School. Both events were reported as well attended and Trustees expressed their gratitude for the invitations received.

13.4 Future Board Meeting Agenda Items

Nil.

13.5 Board Meeting Evaluation Summary: August 23, 2021

The Board Chair reminded Trustees to please continue to complete the meeting evaluation form for each meeting. Based on the feedback received, Administration has created a procedural guideline for Board and Committee meetings. This guideline will assist staff in navigating the

processes for these meetings as well as highlights the importance of including inclusive language that is respectful and gender-neutral.

14.0 Notice of Motion

Nil.

15.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:51 p.m.

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

16.1 Agenda: Committee of the Whole Board – Closed

103/21

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:51p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session

104/21

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:55 p.m. and that this portion be open to the public.

Carried

17.0 Report of the Committee of the Whole Closed Section B

17.1 105/21

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

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

1. Regular Board 2021/08: August 23, 2021

Carried

17.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

18.0 Adjournment

107/21

Moved by: Trustee J. Nesbitt

Second: Trustee P. Cormier

✓ **That**, the Superior-Greenstone DSB 2021/09 Regular Board Meeting, Monday, September 27, 2021 adjourn at 8:56, p.m.

Carried

2021 - Board Meetings

Virtual Meeting - Time 6:30 p.m.

Monday, October 18, 2021

Monday, November 15, 2021

Monday, November 29, 2021 (1:00 p.m.)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/09

Committee of the Whole Board: Closed Session.

Monday, September 27, 2021

Videoconference and Teleconference

T O P I C S

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 8:51 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2021-08: August 23, 2021

Regular Board Meeting 2021-09

Monday, September 27, 2021

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2021

SECRETARY

CHAIR



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

Report No.: 73
Date: October, 18, 2021

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

FROM: Erin Couture and Grace Molinski

SUBJECT: Student Trustee Report: October 2021

**STRATEGIC
 PRIORITY:** Wellness and Mental Health

Background Information

We have been in communication with our Senators, we have made an interactive Edsby post, reminding our Senators about our first board meeting, which takes place on Friday, October 29th, 2021. We also posed our Senators with a few questions, including asking about their favorite ice-breaker activity that we should use to welcome our new students to the Senate, and how they feel after their first month back to school, reminding them that they can always come to us if they need someone to talk to!

Starting something new with the Senators, we have created a Google Form, that is a 'Welcome Package' for our Senators! The form asks small questions about themselves, for example, their pronouns, their preferred name and a little bit of information about themselves since we don't have the opportunity to meet them in person. They have the option of filling out as many, or as few questions as they like, and the responses will be confidential between Grace, Erin, Ms. Morden, and Mrs. Leroux.

We also have decided what our main focuses will be this school year. We have both decided to prioritize wellness, positivity, and mental health within our schools. As the pandemic continues, the pandemic-related challenges also continue. We want to continue to make sure that our students are feeling mentally well, and motivated. To do this, we plan on utilizing our wonderful asynchronous days, and to remain in strong communication with our students.

Current Situation

We are currently in the process of creating our additional form of communication, our Student Senate Instagram account. This account will be private, for students and staff only! This account will be an extremely interactive way of communication with our Senators, as Instagram is a popularly used social media platform for students. We can quickly make polls, have fun quizzes, and quick response questions! We also will be using Edsby, making posts just as often, for those students who do not use Instagram.

We are also currently in the brainstorming process for our first Student Senate meeting, which takes place at the end of the month. At this meeting, we plan to focus on setting the environment, and “breaking the ice”. We want our Senators to feel safe and comfortable to share their ideas and opinions with us, as well as their peers. In order to do that, we will remind our Senators that their opinions and ideas are important to us! We are still planning exactly what we want our ice-breaker to look like. The most interesting part about our ice-breaker is that we have asked our previous Senators what type of ice-breaker was the most effective for them! With our welcome package, and our in-call activity, we hope our Senators will be comfortable.

Next Steps

For our next steps, we plan to focus on our goal this year; wellness, positivity, and mental health. For our future Senate meetings, we would love to collaborate with other leaders within our school board, to help achieve our goal! We would love to have a separate teams meeting with the leaders, so we can brainstorm and put together a Student Senate meeting that can educate our senators!

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 73, Student Trustee Report: October 2021, for information.

Respectfully submitted by:

Grace Molinski
Student Trustee

Erin Couture
Student Trustee



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

Report No.: 74

Date: October 18, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report – October 2021

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

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. For the month of October, we have provided a variety of examples that demonstrate how schools and the system are enacting the Objectives from the Well-Being pillar of the Multi-Year Strategic Plan.

"Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity and belonging in the world that will help them learn, grow and thrive." (MYSP, pg 11).



work, and time management; just to name a few).

During this first month - our students and staff have been reconnecting and enjoying being back in the building together. One of our biggest wins has been being able to start up lunchtime intramurals and after school sports. Our students are loving being able to be active again and the learning that come naturally with teams and sport (self-regulation, collaboration, team

During this month, we also worked with Shy-Anne Bartlett, and some community members from Netmizaaggameg Nishnaabeg (Pic Mober) to start to build our understanding of why it's important to fly the Every Child Matters Flag and to better understand what occurred during the times of residential schools and the 60's scoop; as well as to start to introduce our school community to some of the teachings and








practices of our Indigenous Neighbours. Our Indigenous Youth Council Members raised the flag for us.



Within the first month of school, our Wildcat community remained focused on re-connection, and community. We know that well-being is a result of supportive relationships, safe environments, and fun! At MNPS we made sure that students re-connected with one another, their teachers, and the larger community with outdoor activity days, smudging opportunities, and the participation in community events, including our annual Terry Fox Walk.

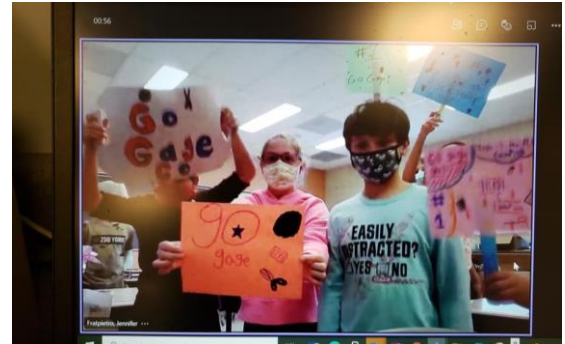


The first month of school involved intentional planning around the return of students and staff to the school. Recognizing the powers of experiential and outdoor learning, many classes took learning outside, including our Hospitality and Tourism class, (which has partnered with the Group of Seven Trail Organization); our Outdoor Education class, (which is becoming a familiar site within the community as they hike to various local areas); and our Grade 9 Geography class, (which was graciously invited to participate in the Biigtigong Nishnaabeg Student Moose Camp). Within the school, our Student Success Team, Mental Health Team, and Learning Leads are using student voice and data sources related to mental health and well-being to create programming and supports for our school community, such as a Gay-Straight Alliance, Jack.org Chapter, and responsive strategies around student anxiety, because we appreciate the powerful relationship between well-being and academic achievement.

	 <p>During the first month of school, classes have focused on student well-being and connecting learning to culture. Our grade 8's had the wonderful opportunity to visit the Biigtigong Nishnaabeg Moose Camp for a day of land-based learning.</p> 
	<p>Lake Superior High School was excited to relaunch and reimagine their Breakfast Club! This school based initiative is supported by staff volunteers who have signed up to take on various roles within the program, to ensure their students can start the day in a good way. Their next Breakfast Club will be on Friday, Oct. 29th.</p>  
	<p>We are incredibly proud of our school community and their focus on re-connection and well-being. Our entire school community works hard in preparation for our Annual Fall Feast. Students, staff and community volunteers, help with our school gradens; harvesting, cleaning, prepping and cooking the vegetables from the garden for our Fall Feast. Although things looked different this year, it was an event that everyone enjoyed!</p>

	 <p>During the first month of school, SCPS has been focusing on creating a safe and welcoming environment where students know that their voices are heard. In listening to our grade 5-8 students this month we have started an intramural league at lunch time which is run by 2 of our senior students, a "Camera Crew" to take pictures and showcase the fun events that are happening at our school, and 2 student is working with our Librarian to bring student voice to our monthly newsletter.</p> 
	 <p>Meet the Author: Over the past year, one of our students has engaged in drama and art to create his very own comic character, called Fire Boy. He has created several comic books and they are now on display in our library and students are able to take them out as they have all been bar coded. On Friday Oct. 1 the Library held a meet the author session, where students were able to ask the author questions about his comic book series. This is an excellent example of how we celebrate student identity at BEPS!</p> 
 <p>NAKINA PUBLIC SCHOOL</p>	<p>Our school's focus is on treating everyone in a positive manner. We have a bulletin board where we recognize students through the month who have done or said something positive. We had a lot of "noticings" this month, and we drew three names for prizes. This is an excellent example of how we building empathy and respect at NAPS.</p> 
	 <p>MMPS knows it is vital for our children to learn the truth about their history so they can more deeply understand who they are. With a strong sense of cultural identity that is supported, comes wellbeing. Most students spent the 2 weeks leading up to our first National Truth and Reconciliation Day engaged in "10 Days of Truth". As a whole school, they wrapped up this learning</p>

alongside community in a walk, wearing orange shirts; honouring the children who never came home, the survivors and their families.



This month B.A. Parker held its first ever Rock Paper Scissors Challenge. The purpose of the challenge was to bring a sense of normalcy to both the students and the staff. The challenge was extremely successful. During the week leading up to the challenge the primary grades watched videos and read books about rock paper and scissors. Classes also used the theme of rock paper scissors in their math lessons. Students participated in rock paper scissors challenges within they own classes to determine an overall class winner. Class winners went on to challenge different classes until two class champions meet each other in the final showdown. The Final showdown was conducted on the front field and all students and staff joined to view the action.



Students in Ms. G's English class had a very special lesson. After learning that they did not have the prior experience of using microscopes that they needed for a writing prompt, they got to spend some time in the lab. Students started off with prepared slides, such as earthworm ovaries, sperm cells, and sunflower stem cells, then they went out into the field to collect their own samples. Students got to see plants, feathers, soil, and insects under the microscope! Students connected their findings to discussions about life and how the well-being of something so small can affect the well-being of an entire ecosystem.



	<p>Dorion Public School has a focus on using student voice to make school a place that students can see themselves in and give them a sense of belonging. We have started a student voice group that has advocated for equipment to use at recess and to start spirit days like Pajama and Hot Chocolate Day. The students want to be learning outside, so we take every opportunity to get outside to land learn from the land and in nature. Every class has an outdoor learning space that they are creating and making their own.</p>
	<p>The students and staff at GOPS spent the past month learning and understanding the importance of our Every Child Matters Flag. We raised our Every Child Matters Flag in a student-led ceremony and committed to keeping the flag flying high year round to ensure that students, staff, and their families feel that this is a safe place for them to come and learn. Classrooms engaged in activities including attending the virtual Orange Shirt Day assembly, attending the Every Child Matters walk and opening of the Butcher Shop hosted by our partners at Lake Helen.</p>
	<p>Our Every Child Matters flag raising ceremony and honouring the first National Day for Truth and Reconciliation provided us opportunities for students to have a strong sense of self, identity and belonging in the world. A student's grandfather spoke and sang for our school before the Every Child Matters flag was raised on September 17. On September 30, we had a virtual assembly including a video with Phyllis Webstad, a drum group came in and sang in our courtyard, and we ordered Persians specially iced in orange for our school.</p> <div data-bbox="375 982 1227 1434">  </div>

Well-being has also continued to be a consistent theme in the work that the System Support Staff has been engaged in.

<p>Building relationships by sharing our learning with Lakehead Education Students</p>	<p>By sharing the learning we are doing across our system in the areas of equity, differentiation and social emotional learning, we connected with over 200 Year 1 & Year 2, Intermediate/Senior Faculty of Education students from both Lakehead and Orillia. Carole Leroux, Kellie Wrigley and Hillary Freeburn engage in an interactive session that allowed students to experience the learning environments we are strive to create for our students. Feedback from the session highlighted, candidates who may be interested in joining us for placements and potential teaching jobs in the future.</p>
--	--

Well-being, Learning & Relationships	As we continue to reimagine learning, we recognize that this year will likely be one of the most important in terms of impact that our educational teams have ever experienced. The need to be increasingly precise in knowing where our students are at is imperative for recovery and (re)engagement to occur. At the secondary level, our Student Success Teams will enhance their supports to be responsive to the needs that students and families present within the first few weeks/months. Innovative, intentional supports and programs will be designed for individual needs that will scaffold reengagement in a supportive way. Additional supports will be provided for elementary schools to engage in this work as well. Our schools are so happy to have students back in the buildings and will do whatever it takes to have students learning in a healthy and confident way.
Learning and leading for Hope and Healing: Well-Being, Learning & Relationships	"Rooted in equity is deeply understanding our students" (Sandra Herbst). This quote provided us with a guidepost to strive towards this year. As we welcome students and staff back to our schools, we have committed to recovery learning that centers the students through taking the time to learn and understand them deeply. To do this, we have to consider what it means to learn something or someone deeply. This includes collecting data from multiple sources and making connections between those sources. As we embark on our first line of inquiry as a collective, we are going to engaged in deliberate reflection on how what data sources we can utilize to know our students deeply so that we can meet each student where they are at, not only intellectually, but also spiritually, physically, and emotionally.
Well-Being and Learning - Asynchronous learning	As we continue to learn in a quadmester model and develop our practices and understanding of well-being and lifelong learning we use asynchronous days at the conclusion of each quadmester to re-calibrate and transition smoothly into the next quadmester. Student Trustees and System Leaders are involved in the collaboration and development of a variety of workshops. These opportunities range from well-being learning about one self to learning about opportunities in the trades. Our next asynchronous day is November 10, 2021.
Well-Being & Learning: Virtual Co-op Symposium "Refresh-Revitalize-Rejuvenate"	To continue to demonstrate commitment to learning and striving to be current in our professional knowledge and practice, Cooperative Education educators had the opportunity on October 1st to participate in a Virtual Fall Symposium titled "Refresh-Revitalize-Rejuvenate." The symposium included several workshops on various topics related to cooperative education and experiential learning. While this PD was an awesome opportunity for all cooperative education teachers, it was especially beneficial for new cooperative education teachers such as Cara Sotiriou from MNHS. Cara participated in presentations that focused on how to succeed as a new co-op teacher, experiential learning and assessment practices, and health and safety practices for in-person and virtual co-op. All three presentations offered engaging activities, conversations, and strategies that could be implemented in everyday practice. As we continue to strive for excellence in our education system and providing opportunities to support all students, Cara is looking forward to applying what she learned within her own practice and participating in future PD opportunities.
Well-Being: Safe and Welcoming Environment	After a year of online learning, the Cooperative Education students at Manitouwadge High School were excited to be given the opportunity to participate in in-person placements outside of their home schools. Prior to the commencement of their placements, workplace assessments were conducted to ensure that each worksite was safe and offered students a welcoming environment. Through conversations with

	students, parents, staff members and supervisors, learning plans were created that will provide students with many opportunities to learn, grow, and explore various careers that interest them.
Well-Being and Learning: Responsive Support for PowerSchool Users TELTC	We have adopted a new student information system, PowerSchool, and this new system is the foundation of all our student and staff information. This has required a significant amount of learning for staff. To support the roll-out and the different entry levels of all SGDSB staff, we have been providing weekly drop-in sessions for PowerSchool admins, secretaries, guidance counsellors and attendance counsellors. Our goal is to provide timely, responsive support to help reduce the stress and challenges of learning a new system while listening to the concerns and issues that our front line users are experiencing.
Well-being and Relationships (Mental Health)	<p>The week leading up to the first National day of Truth and Reconciliation, SGDSB engaged in a collaboration with Dilico Anishinabek Family Care district Mental Health Team.</p> <p>They facilitated daily presentations and workshops aimed at addressing the connection between mental health, identity, culture and Truth and Reconciliation. We were honoured to have community members from across the region talk, share knowledge and engage in cultural teachings to support our understanding of this very important day. Students and staff were able to see the power of understanding and connection of culture to well-being.</p> <p>We had 537 students and staff participate in various workshops over the week with positive feedback. It was an incredible opportunity to share truth, focus in mental health and continue on our path to healing.</p>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 74, Director's Monthly Report – October 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.: 75

Date: October 18, 2021

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

FROM: Kellie Wrigley School Effectiveness System Principal

SUBJECT: Board Improvement and Equity Plan

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

Background

The Board Improvement Plan for Student Achievement (BIPSA) is a road map that sets out the areas of focus of the school board which reflect the changes a board needs to make to improve the level of student achievement and well-being, and shows how and when these changes will be made. The areas of focus are determined through data and the development of the comprehensive needs assessment at the school board level and align with the intended outcomes set out by the Ministry, which have included:

- Improve student learning, achievement and well-being
- Build capacity and sustainability in the skill and knowledge of leaders and educators

When designing the Board Improvement Plan for Student Achievement (BIPSA), boards had the latitude to determine our needs and how the BIPSA operationalized the Strategic Plan in the areas of learning and well-being. With the implementation of the newly enhanced Board Improvement Plan, which will now be referred to as the Board Improvement and Equity Plan (BIEP), The Ministry of Education has outlined specific priorities that will have to align with our Strategic Plan and Goal Setting.

Current Situation

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

The 5 Priority Areas Include:

1. Learning Recovery and Renewal in the Context of Covid 19: The Ministry will determine a theme in the BIEP to respond to emerging priorities. The current areas of focus as a result of emerging priorities include: mental health and well-being, early reading and math, and re-engaging students.
2. Achievement - All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.
3. Human Rights and Equity - All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

4. Mental Health, Well-Being, Engagement - All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.
5. Pathways and Transitions - All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Next Steps

The priorities outlined in the newly enhanced BIEP are priorities that SGDSB has also determined through our current Board Improvement Plan, and also align with our Strategic Plan. Our work intentionally makes the links between our BIPSA, the Strategic Plan and the BIEP, and will be guided by our System Inquiry question, that directs us to examine who our current personal and systemic practices advantage and disadvantage, in relation to learning and the student experience (emotional, physical, spiritual, and cognitive), students. We will determine specific SMART Goals within the priorities of the BIEP in relation to our school and board specific data, and create a plan, processes, and structures to as engage in the learning and the work.

The new BIEP is due to the Ministry of Education yearly by May. This provides us with the opportunity to refine our data sources, data collection and data analysis approaches, in response to the need of the new BIEP outcomes to be reported in a strictly quantitative manner.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 75, Board Improvement and Equity Plan, for information.

Respectfully submitted by:

Kellie Wrigley
School Effectiveness System Principal

Nicole Morden Cormier
Director of Education



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

Report No.: 76

Date: October 18, 2021

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

FROM: Melissa Bianco, Positive Behaviour System Support

SUBJECT: Milo Update

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship

Background

In February 2020, SGDSB purchased a three-year license to Milo and the Robots4Autism curriculum to inquire into the use of technology to teach social emotional skills to students on the autism spectrum. Milo is a robot that can walk, talk, and even model human facial expressions. Milo can deliver the same lesson over and over without getting tired or frustrated. Milo uses consistent, simplified language and tone of voice/speech that is slightly slower for better comprehension. Lessons are delivered simultaneously with visual support icons to aid auditory processing and comprehension.

The Robots4Autism social skills curriculum contains 130 lessons in four key areas:

1. *Emotional Understanding*: identifying facial expressions, responding to others appropriately and labelling feelings
2. *Conversational Skills*: how to begin, maintain and end a conversation
3. *Situational*: understand and succeed in less structured situations (e.g. birthday parties)
4. *Calm Down*: use multiple techniques to reduce physical response to stress

In addition to the above topics the Robots4Autism curriculum utilizes the following evidence-based practices: technology aided instruction, social narratives, video modeling, visual supports, prompting (verbal and visual), reinforcement of target behaviours and social skills training to enhance students learning of target social skills.

Current Situation

Last school year, despite the challenges presented by the pandemic, one school engaged in a soft launch of the Milo pilot. We were fortunate to have the special education teacher and administrator share their initial findings at SEAC on the implementation of Milo with one student with autism who met the prerequisite skills for the program and who enjoyed interacting with the robot.

Included in the team's summary they noted the following:

- Increased student motivation to participate in programming
- Increased student engagement and persistence to complete program targets
- Decreased prompts to remain on task and increased student independence in the use of the program
- Enhanced student learning in the areas of emotion regulation, and conversational skills that were successfully transferred into natural settings of school

Next Steps

Next steps include:

- Utilizing the program updates that include a virtual avatar, improved reporting, and lesson management
- Further investigating the teacher tools and parent resources
- Using the new virtual professional development site and training materials

Above all, we are excited to continue our inquiry into this method of instruction and its impact on learning outcomes for students with autism, and other students who may have similar social emotional needs. Moving into our second year of the pilot, we will take what we have learned from year one and closely monitor student progress and outcomes in a new school setting with a larger group of students. We will continue to provide updates upon request.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 76, Milo Update, for information.

Respectfully submitted by:

William Goodman
Superintendent of Education

Melissa Bianco
Positive Behaviour System Support



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

Report No.: 77

Date: October 18, 2021

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Hiring Permanent Occasional Teachers – Marathon/Manitouwadge & Greenstone

STRATEGIC PRIORITY: Learning, Well Being, Relationships, Stewardship

Background

Superior-Greenstone has historically relied heavily on Occasional Teachers (OT's) to replace Permanent Teachers who are absent for short term as well as for long term leaves. Occasional Teachers provide relief for reasons such as, but not limited to, professional development, sick leave, compassionate leave, bereavement leave, personal leave and leaves without pay. The cost of Occasional Teachers is budgeted annually based on historical trends. The Marathon and Manitouwadge region as well as the Greenstone region have struggled to retain Occasional Teachers in past and current years and often are required to use unqualified staff or administrators to fill positions.

Current Situation

COVID-19 continues to impact our ability to staff our schools on a daily basis due to a number of factors. SGDSB has relied heavily upon our retired workforce in our rural communities. Many of these individuals have elected to not work during the pandemic and other OT's are not available due to location and the ability to access alternative government funding.

Manitouwadge/Marathon and the Greenstone area are regularly required to use unqualified staff and/or to collapse system level roles (including Principals and Vice-Principals) in order to ensure that classrooms have a teacher. Consequently, we are proposing hiring 4.0 FTE positions (see Proposed Staffing below) as permanent teacher for the 2021-2022 school year, as this would allow the possibility to recruit and retain individuals from outside of the region to work in these communities.

Proposed Staffing

- 1.0 FTE ETFO Occasional Teacher – Manitouwadge and Marathon Region
- 1.0 FTE ETFO Occasional Teacher – Greenstone Region
- 1.0 FTE OSSTF Occasional Teacher – Manitouwadge and Marathon Region
- 1.0 FTE OSSTF Occasional Teacher – Greenstone Region

The cost is estimated to be neutral for these roles as we require daily OT's that go unfilled each day. Having a qualified replacement teacher who was shared between schools will provide students the ability to continue in their studies while being supported by a qualified teacher. The ability to gain work experience while being supported by our New Teacher Induction Program would be attractive and may bring qualified teachers to our region. This opportunity will also allow SGDSB to foster and develop a mentoring program for teachers new to our region.

The average starting salary for Ontario Secondary School Teachers Federation (OSSTF) and the Elementary Teachers Federation of Ontario (ETFO) is between \$51,000 and \$64,000 depending on qualifications. A variety of previously designated funding allocations will be accessed to cover the cost of replacing permanent staff, depending on the reason for the replacement. For example, numeracy dollars will be accessed if covering math courses or sick leave funds will be used in such a scenario.

Administrative Recommendations:

That, the Superior-Greenstone DSB having received Board Report No. 77, Hiring Permanent Occasional Teachers – Marathon/Manitouwadge & Greenstone, approves the budget for staffing as presented.

Respectfully submitted by:

Charlie Bishop and Will Goodman
Superintendents of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
September 27, 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?	2	0	0	2
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	2	0	0	2
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	2	0	0	2
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	2	0	0	2
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	2	0	0	2
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.	2	0	0	2
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: •				
Optional Comments: • Item 8.1 of the agenda – impressive what Mark and his team have accomplished. Something I hope they take great pride in as they should. • Item 8.2 – Only you could come up with such a lengthy title (LOL), however the content was most encouraging. •				