



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 2022/04

A G E N D A

Monday, March 28, 2022 – 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: 168 864 615 #

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						Jarvis, 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>					
Fredrickson, Eric: <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>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Grecica, Jason: <i>Team Lead - Business Services</i>					
Dee, Christine: <i>Team Lead – Payroll 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, GeriLynn: <i>Executive Assistant & Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 28, 2022 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2022/04 Regular Board Meeting, March 28, 2022 be accepted and approved.

[\(Attached\)](#)

4.0 Disclosures of Interest re: Open Session**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings**

✓ **That**, the minutes of the following Board meeting be adopted:
1. Regular Board Meeting 2022/03: February 28, 2022;

[\(Attached\)](#)

6.0 Business Arising Out of the Minutes**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Student Trustee Learning Promotional Video**

(Video Presentation - N. Morden Cormier)

7.2 Excellence in Education: Nipigon-Red Rock District High School Presentation Titled: Building Community

(PowerPoint Presentation
– Principal, Jennifer Rissanen)

**7.3 Report No. 25
Student Trustee Report: March 2022**

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

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Parent Involvement Committee (PIC)**

(A. Jarvis/ N. Morden Cormier)

8.1.2 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

8.1.3 Occupational Health and Safety Committee (OH&S)

(M. Groulx/ G. Muir)

9.0 Reports of the Business / Negotiations Committee

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

**9.1 Report No. 26:
Determination and Distribution of Trustees**

[\(Attached\)](#) – A. Marton)

✓ **That**, Superior-Greenstone DSB has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality for the 2022 Election.

✓ **That**, Superior-Greenstone DSB, in accordance with the Ontario Regulation 412/00, approves the Determination and Distribution of Trustees for the 2022 Election.

9.2 Report No. 27:
2022-2023 Grants for Student Needs and Education Funding Update ([Attached](#) - A. Marton)

9.3 Report No. 28:
Technology Enabled Learning and Teaching Portfolio ([Attached](#) – Stacey Wallwin/A. Marton)

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 29:
Director's Monthly Report: March 2022 ([Attached](#) - N. Morden Cormier)

11.0 Reports of the Education Committee

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

11.1 Report No. 30:
Provincial EQAO Assessments ([Attached](#) – E. Fredrickson & W. Goodman)

11.2 Report No. 31:
Attendance Profile Report ([Attached](#) – D. Renaud/W. Goodman)

11.3 Report No. 32:
Indigenous Education: Learning with and from Community Partners ([Attached](#) – S. Bartlett/N. Morden Cormier)

11.4 Report No. 33:
Empower Evidence-Based Intervention Program (Sent under separate cover– A. Brewster/W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair
12.1.1 Report No. 34:
Board and Committee Meetings:
Electronic Meeting Attendance ([Attached](#) – N. Morden Cormier/ P. McRae)

12.2 Trustee Associations and Other Boards
12.2.1 [Call for Nominations for Elected Positions 2022](#)

12.2.2 [Call for Policy Resolutions and Constitutional Amendments](#)

12.3 Trustee Activities

12.4 Future Board Meeting Agenda Items

12.5 Board Meeting Evaluation Summary: February 28, 2022
- Evaluation Form Link for March 28, 2022 ([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 2022/03: February 28, 2022

[\(Attached\)](#)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 2022/04 Regular Board Meeting, Monday, March 28, 2022 adjourn at _____, p.m.

<u>2022 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, April 11, 2022 *Special Board Meeting		
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 *Special Board Meeting
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 19, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2022/04

Committee of the Whole Board: Closed Session.

Monday, March 28, 2022

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 2022-03: February 28, 2022 [\(Attached\)](#)
- 4.0 Verbal Report: (P. McRae/ N.Morden Cormier)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

Regular Board Meeting 2022/03

MINUTES

Monday, February 28, 2022 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 951 730 255 #

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) 8:53 p.m.

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul			x			Nesbitt, Jason			x		
Groulx, Michael			x			Jarvis, 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		
Fredrickson, Eric: <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		
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>			x		
Grecica, Jason: <i>Team Lead - Business Services</i>			x		
Dee, Christine: <i>Team Lead – Payroll 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, GeriLynn: <i>Executive Assistant & Communications</i>			x		

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.

PART I: *Regular Board Meeting*

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

2.0 Regular Meeting Call to Order**24/22**

Moved by: Trustee M. McIntyre

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 28, 2022 be called to order at 6:36 p.m.

Carried**3.0 Approval of Agenda****25/22**

Moved by: Trustee M. Mannisto

Second: Trustee K. Pristanski

✓ **That**, the agenda for the Superior-Greenstone DSB 2022/03 Regular Board Meeting, February 28, 2022 be accepted and approved.

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

There were no disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings****26/22**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

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

1. Regular Board Meeting 2022/02: January 24, 2022;

Carried**5.2 Board Policy Review Committee: February 8, 2022****27/22**

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of February 8, 2022 and approves as reviewed:

- P-203 Senior Administrative Officials
- P-216 Advocacy
- P-303 Purchasing
- P-401 Consumption of Alcohol
- P-502 Ontario Student Records (OSRs)
- P-523 Work Education Program Approval
- P-528 Parental Involvement Committee
- P-601 Unused Textbooks
- P-612 IT Information Privacy Policy (New)
- P-703 Non-Instructional Employee Training
- P-709 Emergency Service Volunteers
- P-713 Legal Representation
- P-802 Individual Trustee
- P-903 Tributes
- P-906 Environmental Education

to be posted to the Board website with an implementation date of March 1, 2022, and all of which shall supersede any previous policies.

Carried

6.0 Business Arising Out of the Minutes

Nil.

7.0 Delegations and/or Presentations

- 7.1 Showcasing Learning: Learning New Vocabulary - George O'Neill Public School
Director of Education Nicole Morden Cormier provided a review of two video presentations. The first video featured a celebration of the vocabulary learning achievements of a student from the George O'Neill Public School. The second video highlighted the winter activities the early years students are learning outdoors. The video showcased students learning through play, language, creativity and discovery.
- 7.2 Excellence in Education: B.A. Parker Public School - Modernizing Special Education
Principal Heidi Cloutier presented the Excellence in Education presentation that showcased the modernizing of special education at B.A. Parker Public School. The presentation featured many images of the carefully designed spaces created for students, such as the Snoezelen Room, outdoor learning spaces, and the activity room. She provided a detailed review of the successful implementation of the Picture Exchange Communication System (PECS) program and the Behaviour Management Support (BMS) training. Through these initiatives, the school has taken a preventative approach to supporting the needs of their students by creating calming learning spaces and teaching self-regulation and communication techniques.
- 7.3 Report No. 14: Student Trustee Report
Student Trustees Erin Couture and Grace Molinski provided a detailed review of the monthly report. Their summary of activities included the creation of a Student Trustee promotional video, ongoing communication enhancements with Student Senators, and the preparation for the upcoming student election. Former Student Trustees Stephanie Rathwell and Sydney Schwantz will return to help educate students on the roles and responsibilities of the position at an upcoming Student Senator's meeting.

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Policy Review Committee (BPRC)
Trustee Margaret McIntyre provided a review of the February 8th BPRC meeting. She highlighted the number of policies that were forwarded to the Board for approval and those that have been posted to the Board website for stakeholder review. The next meeting is scheduled for May 3rd, 2022.
- 8.1.2 Special Education Advisory Committee (SEAC)
M. McIntyre reviewed the highlights of the February 15th SEAC meeting. The Committee received several presentations on topics such as FASD (Fetal Alcohol Syndrome Disorder), changes to adult education and PLAR, as well as an update on the activities of the multidisciplinary team.

9.0 Reports of the Business / Negotiations Committee

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

- 9.1 Report No. 15: Signing Officers of the Board
Superintendent of Business Alex Marton presented the report and recommendation to update the signing officers of the Board to reflect current Senior Administration team.

28/22

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, effective February 28, 2022, signing officers for Superior-Greenstone District School

Board be any two of the following:

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

Carried

9.2 Report No. 16: Board Estimate Process for 2022-2023

A. Marton provided a review of the Board estimate process for the preparation of the 2022-2023 school year. The Ministry of Education plans to release the Grants for Students Need (GSN) information a month before its scheduled release. He outlined the consultation schedule for the development of the Board estimates that includes presentations to PIC, SEAC and School Councils.

29/22

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ **That**, having received Report No. 16: Board Estimate Process for 2022-2023, the Superior-Greenstone DSB accepts the proposal as presented.

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 17: Director's Monthly Report: February 2022

The Director provided a detailed review of the report. She advised that the school activities and updates included in the report all highlight the learning strategic priority. The highlights include enhancements to our student learning spaces, examples of assessment practices, Skills Ontario activities and innovative approaches both inside and outside the physical classrooms. She advised that the report will be transitioning to an electronic format in the report to allow for improved ways of sharing the information.

10.2 Report No. 18: Proposed School Year Calendar 2022/2023

The Director outlined the expanded consultation process completed for the development of the proposed school year calendar for 2022-2023. The calendar features 2 consecutive days of professional development for staff at the beginning of the school year. Students will return to school after Labour Day and the school year calendar ends on June 29th. The Ministry of Education has introduced increased demands on the required priorities of the professional development day topics. School boards across the province have expressed their concern and advocacy may be required so that school boards can ensure the professional development day topics are best suited for their districts.

30/22

Moved by: Trustee M. McIntyre

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB having received Report No. 18: Proposed School Year Calendar 2022/2023, accepts the proposed Calendar, and that, Administration is directed to forward the proposed Calendar to the Ministry of Education for its approval.

Carried

10.3 Report No. 19: Revised Board Meeting Schedule for 2022

The week prior to the National Day of Truth and Reconciliation on September 30th is a time to gather in reflection and participate in community events. Based on feedback received from our community partners at the January 25th Indigenous Education Advisory Committee meeting, Administration has blocked off the week prior to September 30th and will not schedule any meetings to take place during this time annually. Therefore, it is recommended that the Board Meeting scheduled for Monday, September 26th, 2022 be rescheduled to take place on Monday, September 19, 2022.

The Board discussed the regulatory changes to the option of meeting virtually until November 14, 2022. After such time, as per the Education Act, Trustees will resume meeting the requirement to meet in person a minimum of 3 times per year at the designated meeting location. The Board outlined the benefits of virtual meetings that exist for the Board, Administration and committees. The Director advised that the Special Education Advisory Committee will be formalizing a letter of advocacy for the continuation of virtual meetings. Many of the SEAC members are community partners who work in the district. The Director advised that the elimination of the travel required for meetings is a huge benefit to these service providers across Northwestern Ontario as well as reducing barriers for Trustees. Trustee Mark Mannisto requested a copy of the letter so that he may share with OPSBA and encourage the advocacy of the matter with the Ministry.

The Board discussed the proposition to schedule face to face meetings each year when the major business of the board is on the agenda for review such as Board Estimates, Director Appraisal, etc. The in-person meetings of the board will be discussed further at a later date.

31/22

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB having received Report No. 19, Revised Board Meeting Schedule for 2022, approves the changes to the 2022 Regular Board Meetings as outlined.

Carried

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Allison Jarvis

11.1 Report No. 20: Early Years Update

Early Years System Principal Hillary Freeburn provided a presentation regarding the Early Years portfolio updates. The report highlighted the work completed to enhance early years learning environments, which included the addition of art supplies in the classroom that allow students the ability to create art that celebrates diversity using colours that match the variety of skin tones. Trustees were instructed to open their received envelop that contained a copy of the book that was created in celebration of the project and featured pages of the children's self-portraits. The images featured hand drawn images of the students created by themselves using the new art supplies. Books have also been distributed to each of the schools and every student that contributed a portrait will receive a book. The Trustees expressed their gratitude for the impactful work with students and the gift of the book that represents the celebration of diversity within our schools.

11.2 Report No. 21: Recruitment Update

H. Freeburn provided an overview of the work completed to source out high-quality educators to join the Superior-Greenstone DSB team. She discussed the relationships built with Lakehead University and outreach with other educational institutes. She outlined that the Board's focus on relationships, beautiful working environments and supports for new staff are what set us apart from other school boards.

11.3 Report No. 22: Adult Education: PPM 132 Report Prior Learning Assessment and Recognition

Annick Brewster, System Principal provided a review of the report. She advised that as of February 1st, 2022 the PLAR has been revised to include enhanced tools for learners and their secondary goals, the prior experience of adult learners to be recognized for secondary credit and the change to the definition of mature student. She noted that in order to continue supporting mature students in obtaining their high school diploma, we will be reviewing and updating relevant policies to reflect the changes to PPM 132, as well as enhancing our practices in support of ensuring barrier-free pathways to graduation.

11.4 Report No. 23: Graduation Rates 2019-2020

Student Success Lead Carol Leroux provided a comprehensive review of the 2019-2020 graduation rates. She advised that the five-year graduation rate for Superior-Greenstone DSB for this cohort is 70%. This is a one percent decrease from 2018-2019 school year (2014-2015

cohort) of 71%. The four-year graduation rate for Superior-Greenstone DSB for this cohort is 53%. This is a twelve percent decrease from 2018-2019 school year (2014-2015 cohort) of 65%. She highlighted that success is experienced in different ways and at different times based on individual circumstances. The school board strives to ensure that students have equitable opportunities to achieve their goals and implement initiatives to ensure that we are proactive and preventative. The Trustees expressed their gratitude for the deep analysis of the data and noted that the Ministry provided graduation data is not an accurate reflection of the positive work within the Board.

11.5 Report No. 24: Mental Health Profile Report

Deana Renaud, Mental Health Manager highlighted the learning and relationship work taking place within the mental health portfolio. The intentional practices driven by comprehensive data, contributes to positive outcomes in the achievement and well-being of all individuals within the school board. Focus has been dedicated to building internal capacity through job embedded learning through resource team collaboration, supervision and creating a community of practice with the Social Emotional Learning (SEL) Scoop. Also, resources have been dedicated to strengthening collaboration with community partners to increase access to mental health support and reduce stigma. Well-being initiatives include tier one supports with an equity lens including the implementation of health promotion in schools and collaboration with the Indigenous Education portfolio.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Trustee Professional Development Topics

Board Chair Pinky McRae discussed the March 25th Trustee Professional Development session. The group will meet during the afternoon and receive a presentation from Human Rights and Equity Advisor, Mahejabeen Ebrahim. Appointment times will be set up for Trustees to meet with the Videographer on March 26th to record their portion of the Trustee recruitment video. Trustees who are unable to attend in person can also attend through video conference.

12.2 Trustee Associations and Other Boards

12.2.1 Public Education Symposium - January 28, 2022

Trustee Kal Pristanski discussed his attendance at the Public Education Symposium on January 28, 2022. Trustee Mark Mannisto advised that OPSBA's April Board of Directors meeting will take place as a hybrid model and be held at the Sheraton Hotel in Toronto. The AGM will be held in Ottawa through a hybrid format.

12.3 Trustee Activities

Nil.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Summary: January 24, 2022

The Board Chair reminded Trustees to complete the Board Meeting Evaluation form at the end of the meeting.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

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

15.0 Committee of the Whole Board (In-Camera Closed)15.1 Agenda: Committee of the Whole Board – Closed**32/22**

Moved by: Trustee J. Nesbitt

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:53 p.m. and that this portion be closed to the public.

Carried15.2 Rise and Report from Closed Session**33/22**

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:59 p.m. and that this portion be open to the public.

Carried**16.0 Report of the Committee of the Whole Closed Section B**16.1 **34/22**

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 2022/02: January 24, 2022

Carried16.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

17.0 Adjournment**35/22**

Moved by: Trustee J. Nesbitt

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB 2022/03 Regular Board Meeting, Monday, February 28, 2022 adjourn at 9:00, p.m.

Carried

<u>2022 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, March 28, 2022		Monday, April 11, 2022 *Special Board Meeting
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 *Special Board Meeting
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 19, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2022/03

Committee of the Whole Board: Closed Session.

Monday, February 28, 2022

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 8:53 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 2022-02: January 24, 2022
- 4.0 Negotiations Update:

Regular Board Meeting 2022-03

Monday, February 28, 2022

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2022

SECRETARY

CHAIR



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

Report No.: 25

Date: March 28, 2022

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

FROM: Erin Couture and Grace Molinski

SUBJECT: Student Trustee Report: March 2022

STRATEGIC

PRIORITY: Well-Being

Background Information

Shortly before our last board meeting, we had hosted yet another successful Student Senate Meeting. As we've discussed during one of the earlier board meetings, we wanted to collaborate with more members of the School Board. For this meeting, we had a wonderful guest speaker, Mr. Charlie Bishop. Mr. Bishop came to speak with our Senators on the function of restorative circles, and how they can be used within our schools. We thought that the restorative circle practice was fitting for the February meeting, because the theme was kindness and anti-bullying.

Prior to Mr. Bishop's presentation, we highlighted some key points around kindness and bullying. During the meeting, we had briefly reviewed the science around kindness. We also presented the Senators with two brief bullying scenarios. We then posed the Senators with a question, "What would you do if you were a bystander in this situation?" This question sparked a great conversation.

Current Situation

Currently, we are finalizing our Student Trustee Informative Panel agenda. Additionally, we have received great news. We can finally meet in person, which means that we will all be gathering at the Learning Center in June. We want to have the Student Senators feeling like rockstars; this event is very exciting for our leaders. We are dedicating a lot of time into planning this day in order to ensure that it turns out awesome.

Next Steps

As stated above, we are planning our in-person Senate meeting. In addition, we invite you all to join us in our exciting upcoming events.

MARCH 31st: Student Trustee Informative Panel

APRIL 7th: Speeches and Presentations

APRIL 13th: The very exciting day where we find out who will be the next Superior Greenstone District School Board Student Trustee!

If you are interested in dropping in and seeing your Student Trustees in action, feel free to email us!

erincout@student.sgdsb.on.ca

gracmoli@student.sgdsb.on.ca

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 25, Student Trustee Report: March 2022, 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.: 26

Date: March 28, 2022

FROM: Alex Marton, Superintendent of Business

SUBJECT: Determination and Distribution of Trustees

**STRATEGIC
PRIORITY:** Stewardship

Background

The number of elected trustees and their distribution over the board's jurisdiction is governed by the Education Act and O. Reg. 412/00. Per Regulation, the number of trustees to be elected is eight (8). Please note that the Board does have the option to reduce this number to "not fewer than 5"; however, a Board resolution is required. The next step is to distribute the trustees to the geographic areas of the school board.

The rules for distribution are contained in section 58.1 and O. Reg. 412/00 Election to and Representation on District School Boards. In carrying out its duties under this section, the Board must adhere to the following principles:

1. Municipalities with low populations should receive reasonable representation.
2. Evidence of historic, traditional or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population.

Current Situation

The Municipal Property Assessment Corporation (MPAC) has provided the electoral population of each municipality and ward in the district. Superior-Greenstone DSB has a total electoral population of 9,802.

The Electoral quotients are a proportional representation for each region within the Board's jurisdiction and form the basis for allocating school board members to the municipalities.

The proposed distribution complies with the Ministry of Education's election principles and affords all district municipalities with reasonable representation.

Name of Municipality or Ward	Electoral Population	Quotient	Trustees
Dorion	233	.928	1
Red Rock	645		
Ward 75 (West of Red Rock)	259		
Nipigon	938	.977	1
Ward 62 (Cameron Falls)	1		
Schreiber	545	1.312	1
Ward 01 (West of Schreiber)	99		
Terrace Bay	956		
Ward 02 (East of Terrace Bay)	8		
Marathon	2,336	1.934	2
Ward 03 (East & West of Marathon)	34		
Manitouwadge	1,300	1.068	1
Ward 04 (East & West of Manitouwadge)	9		
Greenstone Ward 01 (Rural West)	92	1.991	2
Geraldton	1,176		
Longlac	579		
Beardmore	194		
Nakina	244		
Greenstone Ward 06 (Rural East)	154		
Total	9,802	8	8

Administrative Recommendation

That Superior-Greenstone DSB has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality for the 2022 Election.

That Superior-Greenstone DSB, in accordance with the Ontario Regulation 412/00, approves the Determination and Distribution of Trustees for the 2022 Election.

Respectfully submitted by:

Alex Marton
Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 27

Date: March 28, 2022

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2022-2023 Grants for Student Needs and Education Funding Update

STRATEGIC

PRIORITY: Learning, Well-being, Stewardship

Background

In late February, the Ministry released updates to the Grants for Student Needs (GSN) and Priorities and Partnership Funding (PPF).

Current Situation

The GSN received an overall increase of 2.7% amounting to 26.1B. Notable highlights impacting SGDSB include:

Learning Recovery Action Plan

This initiative will result in additional funding for numeracy and literacy skills, mental health and well-being, enhanced tutoring supports and life skills.

COVID-19 Learning Recovery Funding

The Ministry will support consistent funding for additional staffing for teachers, and other education workers, remote learning, supports for special education, and enhanced cleaning. The intention is to ensure stability for students and families. More flexibility has been granted for how these funds can be spent.

Student Mental Health Investment

There is an overall increase to the Mental Health and Well-being grant, transferred from prior year PPF grants. This will result in permanent funding of over 100k for SGDSB. There are also new programs for evidence-based mental health programs and resources.

Special Education

This year features increases to both the special equipment per-pupil amount (SEA) and the Northern Adjustment for differentiated special education needs amount (DSENA). For our region, the increase is 15% over last year.

Labour-Related Changes

Updates are being applied to current and prior-year funding benchmarks to reflect recently negotiated contracts. This includes increases to salary and benefits benchmarks. A labour provision is being added to account for costs associated with bargaining for new agreements.

Other Costs

There will be funding allocated to address increases for commodity and utility pricing and a fuel price adjustment for transportation.

PPF Funding transferred to GSN

- Parents Reaching Out – Supports for parent involvement committees
- Well-being and Mental Health – Supports schools in meeting local needs, prioritizing inclusive education and climate.
- Learning Innovation Fund for Teachers – Supports ongoing teacher professional learning

PPF Funding

PPF grants are targeted initiatives reviewed by the Ministry in each year. The most significant new announcement is the Tutoring Supports Program which aims to address learning disruptions due to COVID-19.

<i>Initiative</i>	<i>Amount</i>
<i>De-streaming Implementation Supports</i>	21,300
<i>Early Intervention in Math for Special Education</i>	110,100
<i>Entrepreneurship Education Pilot</i>	10,000
<i>Health Resources, Training and Supports</i>	3,400
<i>Indigenous Grad Coach</i>	115,400
<i>Learn and Work Bursary Program</i>	20,000
<i>Math Strategy</i>	263,000
<i>Skilled Trades Bursary Program</i>	10,000
<i>Special Education AQ Subsidy</i>	6,800
<i>Summer Learning Special Education Supports</i>	77,000
<i>Tutoring Supports</i>	107,400

Capital Funding

The Ministry is continuing with investments in both School Condition Improvement (SCI), School Renewal Allocation and Capital Planning (SRA) in addition to the ongoing Federal and Provincial Covid-19 Resilience Infrastructure Stream. Projected amounts for capital funding are 4.8M for SCI and 1.4M for SRA representing a modest increase over last year.

Administrative Recommendation

That, the report No. 27, 2022-2023 Grants for Student Needs and Education Funding Update, be received by the Board for information.

Respectfully submitted by:

Alex Marton
Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 28

Date: March 28, 2022

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 well-being by offering high-quality teaching and learning experiences in a variety of learning environments. As well, we are continuing to expand pathways opportunities, and aligning operational practices at the secondary level, by offering video conferencing and e-learning options for our students.

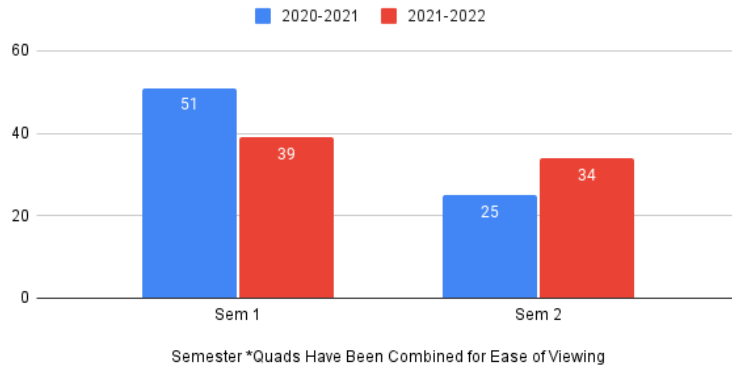
Our commitment to ongoing professional growth has served us well, as educators continued to successfully navigate the challenges presented by the Covid-19 pandemic. Our focus was to ensure our families were well-informed, remain connected to our schools and classrooms and that learning continued, regardless of where the learning was taking place. In the 2020-2021 school year, we continued to focus on the learning opportunities for staff and students that enhance our practices, align with our goals, and ultimately provide opportunities to support student success and well-being with:

- Multiple learning opportunities at the secondary and elementary levels
- Educator support of digital tools
- Implementation of PowerSchool

During this time, we also successfully transitioned from Trillium, our student information system, to PowerSchool. During the transition, we worked with the Lakehead Public School IT department to integrate, test, and refine PowerSchool for our Superior-Greenstone District School Board environment. By the spring of 2021, capacity building was developed with secretaries to ensure a successful implementation of PowerSchool for the start of the school year. Ongoing professional development with users from across the board has improved system capacity and continues to support our need to access timely, reliable data to support student achievement and well-being.

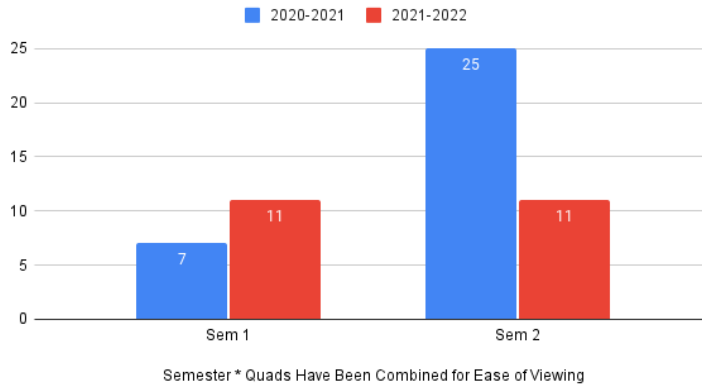
1. 2020-2021 and 2021-2022 e-Learning Data

20/21 and 21/22 SGDSB e-Learners in SGDSB e-Learning Courses





2. 2020-2021 and 2021-2022 Video Conferencing Data

20/21 and 21/22 VC Course Offerings (Active VC Offerings)



3. PowerSchool VS Edsby

Purpose		
Communication	<ul style="list-style-type: none"> ✓ Caregiver/student direct, private communication ✓ Board/School/Class news ✓ Student Learning Story ✓ Multi-team documentation of supports and interventions (observations) ✓ School based and board-wide groups ✓ Access to resources 24/7 in 1 location 	N/A
Assessment	<ul style="list-style-type: none"> ✓ Gradebook ✓ Evidence of Learning ✓ Learning Story 	<ul style="list-style-type: none"> ✓ Gradebook
Attendance	<ul style="list-style-type: none"> ✓ Caregivers can schedule planned ✓ Attendance tracking in student profile still visible 	<ul style="list-style-type: none"> ✓ K-12 Daily Attendance
Report Cards	<ul style="list-style-type: none"> ✓ 9-12 	<ul style="list-style-type: none"> ✓ K-8
Paperless Forms	N/A	<ul style="list-style-type: none"> ✓ *K-12 *Student Permission Forms *Sept 2022

Next Steps:

1. To support the refinement the secondary timetables to provide a system wide lens on student course offerings for both e-learning and VC course offerings to support our mandated e-learning credits and student pathways.
2. To continue to support staff and students with safe, online tools to enhance learning.
3. To build further capacity of PowerSchool with staff to meet the needs of our system.
4. To develop and implement the use of eCollect, logs and incident reports in PowerSchool to further enhance our records, reporting, communication and to increase efficiencies across the system.

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 28, Technology Enabled Learning and Teaching Portfolio, for information.

Respectfully submitted by

Alex Marton,
Superintendent of Business

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



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 29

Date: March 28, 2022

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: March 2022

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 March, we have provided a variety of examples that demonstrate how schools and the system are engaging in celebrations!



In February we took a moment to celebrate our Honor Roll Students from courses that took place during Quadmester 1 and 2. These students have an average of 75% or greater. Each picture is of a different grade 9-12, top to bottom.





In a collaborative effort, Mr. Gord Martin and his Outdoor Education Class (SHSM), planned a three-phase learning opportunity Mr. Erikson's Grade 6, 7, and 8 students at Manitouwadge Public School. The purpose of the event was to provide Mr. Martin's students with authentic leadership opportunities, create



learning opportunities founded upon relationship to the land, and community, as well as stewardship and resource use.

Students engaged in trapping the minnows needed for the day of ice fishing, engaged in a day of fishing on Lake Manitouwadge, and then subsequently learned how to successfully clean and process a fish for

consumption. Students were able to try the fish, but also gave much of the processed fish away to members of the MNPS Wildcat community.





Marathon High School students have been celebrating achievements and opportunities this month, starting with recognition in our community newspaper of all students who achieved Honour Roll status for Quadmester 2. During the first weeks of the new semester, our students celebrated the return of a number of extra-curricular groups, including our Social Club, lunchtime Open Gym, Indigenous Youth Council, Students' Council, and athletics. Students have also been working hard in classes and we are seeing evidence of learning from art to science, (and everywhere in between). We have also been lucky to learn with and from some of our community partners, including Biigtigong Nishnaabeg

Students in Mr. Keetch's Grade 9 Expressions of Indigenous Culture Through the Arts class created these beautiful smudge bowls as part of their study of clay and sculpture.
Thank you to students for sharing their incredible art.



[View insights](#)



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12 Comments

and Netimizaaggamig Nishnaabeg who both provide additional programming and resources for all students, and facility partner Nawiinginokiima Forest Management Corporation, who provided some amazing career opportunities and resources to our Environmental Science class.



Grade 8 students at Margaret Twomey Public school were welcomed by the community of Biigtigong Nishnaabeg and Pic River Elementary School to celebrate the spirit of land



and water through a day of ice fishing. Students offered

tobacco and then listened in on some Indigenous song and prayer. Students learned from the land and from the community members. The students learned how to tie lures

onto lines, put bait onto the hooks, and how to



	<p>catch/release fish, perch (Asaawens) and northern pike (Ginoonzhe)! Margaret Twomey Public School is thankful for this incredible learning opportunity for our students.</p>
	<div data-bbox="651 363 1156 669">  </div> <p>At the end of each month the staff and students of LSHS gather to celebrate the great work that is taking place within the school community. A highlight of the celebration is the Month End Awards. Awards can be earned for a variety of reasons such as Leadership, Random Acts of Kindness, Athletics and their most popular, the Rock Star Award. The best part, is that anyone can nominate anyone. Teachers can nominate students, students can nominate students, students can even nominate teachers. Great things are happening each and every day at LSHS and it's important that they are acknowledged and recognized.</p>
	<div data-bbox="626 1066 976 1530">  </div> <p>Our Grade 7/8 class has really</p> <div data-bbox="1114 1066 1422 1297">  </div> <p>stepped up this week with a full schedule of activities for the entire school! Each cohort had an opportunity to participate in a wide range of Winter Events, Hot Dog Lunches, Hot Chocolate and the Sugar Shack! We are so grateful to have such a dedicated group of leaders and appreciate all the planning, preparation and time that went into this school wide event. A special thanks to Ms. Pamayah, Mrs. Morrison and Mrs. Gallagher for their help!</p>



Ms. Fioritio's grade 4

French class spent some time learning about Mardi Gras and created some amazing masks in honour of this celebration.

Part of the French curriculum in Ontario is exploring French culture and last week the grade 4 class spent time learning about the holiday Mardi Gras. Directly translated into "Fat Tuesday" it is a time that is

celebrated with eating yummy foods like pancakes, listening to great music, and spending time with family and friends. The class watched a video of beautiful floats at a Mardi Gras parade in New Orleans (did you know that it is the law in Louisiana that everyone on a float has to be wearing a mask, but people are not allowed to wear them the rest of the year!). They



made their own colorful masks while listening to the same wonderful jazzy music you would hear at a Mardi Gras celebration.



All of the students at BEPS engaged in learning around how traditional medicines can be used in our daily lives. Together with community Elder, Mary Blakely, the students created small medicine pouches and filled them with medicines that were later brought home. Together we are learning how to live the good life and celebrate the wonderful gifts that "the creator gives us every day!"



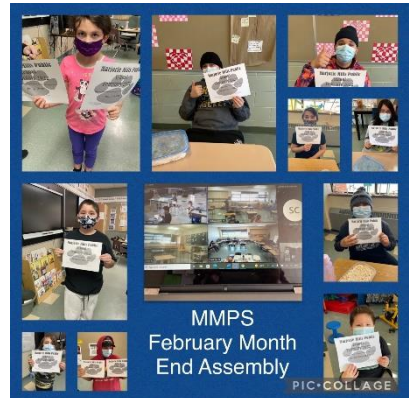
NAPS celebrated 100 Days of Learning in all the best ways! The Wolfpack student leaders planned a variety of activities to make this day extra special. Students brought in collections of 100 items and started the day with 100 exercises. Other activities included; making "100"



eyeglasses, building with 100 cups and brainstorming 100 things their class like. Perhaps the best part of the day was the school staff who dressed up to be 100 years old or maybe the delicious cupcakes shaped like 100. Overall, it was a well-deserved celebration enjoyed by all!!








On March 3, students and staff celebrated their February Month End Assembly for Kindness. There have been several student celebrations taking place over the last few weeks. Students participated in a variety of activities within the school around the theme of





Kindness. They have been working hard at building community and helping each other when they are struggling. After the award assembly, students were given a Rice Krispy Building Challenge. It was an activity designed to have them thinking about the Culinary Arts and gave an appreciation for all of the work that goes into cake decorating!



BAPS is holding a Winter Carnival on Friday March 11th. This will be a day to celebrate all of the student achievements that we have seen over the last month. Students were extremely successful in their Kindness Challenge during the month of February and what better way to celebrate this then an all-out carnival?? Students

	<p>will participate in five outdoor stations and one indoor station including; a snow ice art station, winter treasure hunt, sliding, winter obstacle course, G.T. Races and Snowshoe Scavenger Hunt. Students will be treated to hot dogs and juice for lunch and our wonderful partners at the Thunder Bird Friendship Center will be helping out. Students will also participate in a logo contest and a month long sculpture contest. Finally, no winter carnival is complete without a hot chocolate and snack stand! BAPS students are so excited to participate in some Winter fun this Friday. Pictures will be posted soon!</p>
	<p>Students and staff are overjoyed at the fresh look in the school cafeteria, alternative education space, special education area, and Outers club shop. To celebrate the new cafeteria space, the food class made French toast! Furthermore, we are celebrating the recent return of the GCHS breakfast program, offering food to students from 8:10-8:45am.</p>
	<div>  <p>Dorion Public School had a weeklong Winter Carnival to celebrate all the work students have done so far this year and to welcome in the March Break. Students participated in a variety of activities throughout</p> </div> <p>the week such as an obstacle course, winter charades, curling in the gym, relay races, snowshoeing, skiing, outdoor scavenger hunt, free lunch, Olympic Rings Colour Day, Pajama Day, board games, and road hockey games.</p> <div>  </div>
	<p>The George O'Neill Jaguars were finally able to celebrate the Winter Olympics! Many of our classrooms have been learning about the characteristics of Olympic athletes and have been trying to model these qualities every day (i.e. courage, perseverance). Our student leaders in the grade 6/7 class worked extremely hard to plan a day full of fun for the entire school! Students were extremely thoughtful in designing events and were able to create an inclusive day of activities while following all COVID protocols! Events included; tug of war, treasure</p>

	<p>hunting, sledding races, ice sculpting, painting in the snow. The day kicked off with the running of the torch complete with our own set of Olympic rings (created by combining the handprints of students and staff) and ended with a closing ceremony. Our student leaders ran the whole day and it was remarkable to see them deal with challenges and motivate students and staff!</p>
	<p>In the spirit of Valentine's Day and Pink Shirt Day, Nip-Rock Student Council declared February 14 to February 23 "Lift Each Other Up Week (and a bit)." We had some challenges and activities to help everyone lift each other up and had many students participate. Most activities and challenges were announced in the morning and carried out throughout that school day, but here are a couple of the activities we did:</p> <ol style="list-style-type: none"> 1. We collected pre-orders for Persians for \$2.00 each. Students were asked to buy one for a friend or a classmate or someone you see who needs to be lifted up. Or buy one for yourself. They were delivered before lunch on February 23. Our students and staff bought enough Persians for every person in our school to have one! Everyone's generosity made our Persian day a huge success! <div data-bbox="630 1094 1406 1503">  </div> <ol style="list-style-type: none"> 2. Everyone was invited to wear their brightest clothes on Friday. This was "lift each other up day" and people came to school wearing their brightest clothes to make our school bright and cheery for each other! 3. On Pink Shirt Day there was a prize of a local gift card for the most outrageous pink outfit. We had several prize winners - one person wore a pink onesie!

System Support Team Reports:

<p>Leadership: Indigenous Youth Council</p>	<p>Justice Kwissawa from MNHS is representing SGDSB this year at the NAN Youth Panel. Justice continues to rise to the leadership platform to speak up on his experience as an Indigenous student in Education today. In addition to this, Zoey and Yooie from GCHS have taken on the challenge of creating learning opportunities for their peers with skills they know such as trapping, ribbon skirt making and other learning opportunities they feel are important for their peers to be able to access. We are very proud of all the students who have taken the time to share their skills, perspectives and their challenges in order to enhance their own learning environments.</p> 
<p>Relationships: Celebrating New Learners</p>	<p>Welcome to Kindergarten season is officially launched! Opportunities for families and children to meet staff, visit the school and register for September are taking place at every SGDSB elementary school. We continue to be responsive to public health guidelines but in the coming weeks and months there will be many different experiences for children and families to engage in as we all get excited for this new crew of Kindergarteners to join us at SGDSB.</p>
<p>Well-Being: The Return of Sports</p>	<p>School sports have returned to SGDSB. Although there is no other participation from NSSSAA East we are excited to have our winter sports return and get game play back for our students. We are looking forward to the next season where championships will once again be hosted in the province. Congratulations to all of our hard-working student athletes and a big shout out to our coaches.</p>
<p>Well-Being: Healthy Relationships</p>	<p>Over the last month, students across the board have been engaged in work around healthy relationships, kindness and anti-bullying. We are working as a system to create environments where students can contribute to a positive and inclusive school environment.</p>



Learning:
Student Celebrations

Student Success

Several students have been working hard to meet their pathway goals being supported by their often-relentless school teams. Some have had to modify their paths based on variety of factors over the last few years. Students who need a few more credits to graduate often make the choice to engage in summer learning or return for another year, semester or quadmester which is often difficult and requires sacrifice, rethinking of plans and shifting gears/mindsets. Below is a glimpse of our mid-year celebrations who completed graduation requirements through summer learning or an extra quadmester or two. Eleven students have achieved their requirements for graduation and have begun their next chapter!

	Summer Learning	September-February	Total
GCHS	5	1	6
LSHS	0	0	0
MNHS	1	1	2
MRHS	1	1	2
NRHS	0	1	1

Positive Behaviour Support

Fostering Student Growth in Safe, Equitable and Inclusive Learning Environments



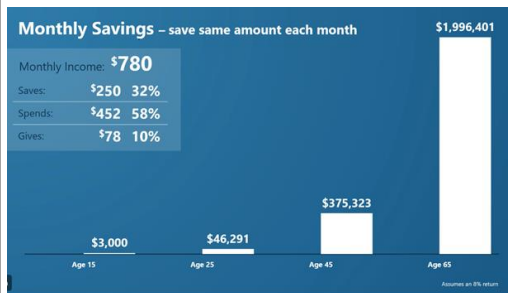
On March 8th, Positive Behaviour Support Leads from four northern region school boards hosted a presentation from Dr. Gregory Hanley, Ph.D, BCBA-D, LABA on Today's ABA: An Effective and Compassionate Approach for Addressing Problem Behaviour. Joining

participants from school boards were partnering agencies, and individuals from various communities that spanned from Kenora through to the district of Thunder Bay. In addition to Dr. Hanley covering key elements of Today's ABA and its compassionate and trauma-assumed approach that prioritizes safety, televisibility, and rapport, he also provided an introduction to Practical Functional Assessment and Skill-based treatment appropriate for use in school settings.

Learning: SGDSB Students Learn About the Necessity of Financial Awareness

In celebration of the growth of all learners, Superior-Greenstone worked in partnership with Enriched Academy to deliver a financial literacy workshop designed to create a foundation for personal wealth. Enriched Academy is an innovative, online portal that provides students with practical and engaging learning on the importance of managing money. On March 8, 89 SGDSB students participated in the first of two launches. Students were inspired by co-founder Kevin Cochran, who has been featured on CBC's Dragon Den, and are eager to learn more about saving, budgeting and investing to secure their financial freedom. This is a system wide event that meets the Sector-Partner Experience (SPE) requirement of the Specialist High Skill Major (SHSM) program.





Learning and Stewardship:
Celebrating Student
Success and Valued
Partnerships!

Despite challenges brought on by the COVID-19 pandemic, Cooperative Education programs have continually established processes to engage in ongoing outreach activities to establish mutually rewarding partnerships. This has been the case at Nipigon Red Rock District High School. Liane Mallette, a Dietician from the Nipigon Family Health Team office is the regions newest Co-op Employer. Currently, she is the supervisor of Mallory Guilbault. Mallory is involved in the Specialist High Skills Major program in Health and Wellness, and her Co-op placement is a requirement towards her designation on her OSSD. Mallory has developed a great repour with patients as



	she assists, charts and observes during meetings and performs various office related tasks. As a result of this experience, Mallory has confirmed that this is a career she would like to pursue. Through the ongoing support of our community partners, SGDSB continues its commitment to celebrate the growth of all learners.
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Administrative Summary

That, the Superior-Greenstone DSB receive Report No. 29, Director's Monthly Report: March 2022, 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: 30

Date: March 28, 2022

TO: Members of the Superior-Greenstone District School Board

FROM: Will Goodman, Eric Fredrickson – Superintendents of Education

SUBJECT: Provincial EQAO Assessments

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships, Stewardship

Background

Student achievement and well-being is at the center of our ongoing pursuit of excellence and our commitment to success for every student.

EQAO is an independent agency that creates and administers large-scale assessments to measure Ontario students' achievement in reading, writing and mathematics at key stages of their education, specifically Grade 3, 6, 9, and 12. All EQAO assessments are developed by Ontario educators to align with the Ontario Curriculum. The assessments evaluate student achievement objectively and in relation to a common provincial standard. The assessment is scored at four levels of achievement. The provincial standard is a target which establishes performance at level three or higher as a goal for all students. EQAO is one measure of student achievement and these results are considered in conjunction with school-based information in order to plan for continuous improvement.

Ontario Secondary School Literacy Test (OSSLT)

The OSSLT measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma. All students across the province write this test.

Grade 9 Math Assessment

The Grade 9 Assessment of Mathematics tests the math skills students are expected to have learned by the end of the Grade 9 mathematics course.

Grade 3 & 6, Primary & Junior Division Assessment

The Assessment of Reading, Writing and Mathematics, Primary Division, assesses the reading, writing and mathematics skills students are expected to have learned by the end of Grade 3 and Grade 6.

Current Situation

As a result of the Covid-19 pandemic, EQAO assessments have not been administered with any Ontario students since the 2019-2020 school year. EQAO assessments provide SGDSB educators and leaders with critical information regarding student learning and is an important component of the data used to inform classroom, school, and system planning.

For the 2021-2022 school year, EQAO has changed the format of all assessments. Students will now complete all components of the assessment online. EQAO field tested online assessments for Grade 9 Mathematics and Grade 12 Literacy in previous years.

OSSLT

As the literacy graduation requirement for all students graduating during the 2021–2022 school year has been waived, graduating students did not need to take the OSSLT. The administration of the OSSLT for students (primarily in grade 10) will take place from Wednesday, March 23, to Wednesday, May 18, 2022, with individual student results reported by the end of June 2022.

Grade 9 Math Assessment

The administration window of the Grade 9 Assessment of Mathematics is scheduled from Friday, October 1, 2021, to Friday, June 24, 2022. In 2021-2022, the Grade 9 Assessment of Mathematics will be online and will be based on the new Ontario Grade 9 mathematics curriculum.

Grade 3 & 6, Primary & Junior Division Assessment

The administration window for the assessment is Wednesday, May 4, 2022, to Friday, June 24, 2022. Grade 3 students are assessed in Reading, Writing, and Mathematics.

The language component of the primary-division assessment is computer-based, consists of four sessions, and contains a total of 29 questions: 26 selected-response questions (e.g., single-select, multiple-select, drag and drop, drop-down menu, checklist) and three constructed open-response questions. Each session is designed to be completed within 15 to 35 minutes, depending on the session, and students must complete each session in one sitting.

User guides, live webinars and learning modules will be available in March 2022 to help prepare school administrators and educators to use the new e-assessment platform.

All schools in Superior-Greenstone will participate in the provincial EQAO assessments this year.

Student results will be used to inform school and system planning and provide a baseline for student achievement, strengths, and needs which is critical to providing current, relevant data for our educators

Recommendations

That, the Superior-Greenstone DSB receive Report No. 30, Provincial EQAO Assessments, for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education

Eric Fredrickson
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 31

Date: March 28, 2022

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

FROM: Deana Renaud Manager, Mental Health

SUBJECT: Attendance Profile Report

STRATEGIC

PRIORITY: Relationships, Learning and Well-Being

Background

Superior-Greenstone District School Board identifies that attendance and school engagement is essential to the academic achievement of our learners. Attendance is also a key component that can positively contribute to the well-being and social emotional development of children and youth.

Attendance policies and supports have changed in the province and at SGDSB over the last several years, and we continue to adjust our implementation strategies to meet the needs of students and families in our region. We understand that intentional practices driven by comprehensive data will contribute to positive outcomes in the achievement and well-being of all learners within our organization and contribute to addressing issues impacting attendance.

Historically, the role of attendance in school was to follow The Education Act which outlines that:

(5) A school attendance counsellor appointed by a board has jurisdiction and is responsible for the enforcement of compulsory school attendance in respect of every child who is required to attend school and who,

- (a) is qualified to be a resident pupil of the board; or
- (b) is or has been enrolled during the current school year in a school operated by the board, except a child who is under the jurisdiction of a person appointed under section 119 of the *Indian Act* (Canada). R.S.O. 1990, c. E.2, s. 25 (5).

In the past, this purpose of attendance tracking was related to data entry and clerical duties. The role has transitioned into a supportive, holistic position that works as an integrated part of the school's multi-disciplinary team and acts as an advocate and support for children, youth and families at SGDSB.

In the following report, we will outline the current state of attendance and student engagement and highlight next steps so that we can continue to make connections between

our objectives in the Multi-Year Strategic Plan in the areas of Learning, Relationships and Well-being as we move forward with prioritizing engagement and attendance practices at Superior-Greystone District School Board.

Current Situation

When reviewing Absence Reports within the province of Ontario, it is evident that Northern Boards have higher rates of absenteeism in comparison to boards in Southern Ontario. In the March 2022 report, SGDSB was sitting at 18.64%, 7th highest in the Ontario Public School Board Association's (OPSBA) rating (collected on March 2, 2022). There are many factors that contribute to these higher rates of absenteeism including factors specific to COVID-19. These factors can also include the closure of First Nations Communities due to pandemic restrictions, pandemic related sickness and issues with transportation coverage (busses being cancelled due to weather and driver shortages). These factors are based upon speculation and are not corroborated with quantitative data at this time.

The data we have that can build our understanding of attendance has been obtained from the Tell Them from Me survey. When we examine sense of belonging, positive relationships, the value that students place on education outcomes and patterns of truancy, we can start to build better understanding of the some of reasons students may struggle with attendance. If students have healthy connections to the school community, peers, staff, and the learning they are engaged in, they are more likely to yield positive outcomes for achievement and well-being. Completed in 2020, the following student survey data was collected from 331 students (grade 7-12):

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 56% of students in this district had a high sense of belonging; the Canadian norm for these grades is 67%.
- 48% of the girls and 67% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.

Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this district, 71% of students had positive relationships; the Canadian norm for these grades is 76%.
- 69% of the girls and 71% of the boys in this district had positive relationships. The Canadian norm for girls is 79% and for boys is 74%.

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically and will have a strong bearing on their future.

- 70% of students in this district valued school outcomes; the Canadian norm for these grades is 73%.
- 74% of the girls and 67% of the boys in this district valued school outcomes. The Canadian norm for girls is 74% and for boys is 72%.

Students that are regularly truant

Students who skip classes or miss days at school without a reason or arrive late for school or classes.

- In this district, the student truancy rate was 24%; the Canadian norm for these grades is 15%.
- In this district, the truancy rate for girls was 20% and for boys, 27%. The Canadian norm for girls is 13% and for boys is 17%.

Next Steps

SGDSB continues the intentional work of understanding attendance issues unique to our region. We continue to expand understanding of supports and provide schools with resources and tools to address areas of need. We are striving to increase access to services for students and build understanding around school attendance and provide supports for making our learning environments safe, welcoming and engaging for all students.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 31, Attendance Profile Report, for information.

Respectfully submitted by:

Deana Renaud
Manager, Mental Health

William Goodman
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 32

Date: March 28, 2022

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

FROM: Shy-Anne Bartlett, Manager of Indigenous Education

SUBJECT: Indigenous Education: Learning with and from Community Partners

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

Background

Superior-Greenstone District School Board is committed to excellence in education for First Nation, Metis and Inuit students. This commitment is guided by the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which is intended to provide the strategic policy context within which the Ministry of Education, school boards, and schools will work together to improve the academic achievement and well-being of Indigenous students who attend schools within the Superior-Greenstone District School Board.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Indigenous Education Initiatives strive to inspire students to succeed and make a difference.

- **Stewardship:** We will collaborate with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation.
- **Relationships:** We will develop strategies to enhance communication and transparency with and among staff, students, families, and community partners to foster a positive sense of belonging.
- **Well-Being:** We will build capacity for intercultural understanding, empathy, and mutual respect.
- **Learning:** We will enhance our culture of professional, collaborative learning through a job-embedded approach.

Building the knowledge of all students and educators in Indigenous histories, cultures, perspectives, and contributions is the core work of our school board. Our goal is to understand and implement Indigenous education for all by embedding Indigenous knowledge, knowing, being, culture, contributions, history and tradition within our regular practice and instruction to ensure that the richness of Indigenous education

becomes a normalized practice, and to reflect and bring opportunities for students to learn in a variety of ways.

Current Situation

This report will highlight various learning opportunities planned for staff and students that will engage Indigenous perspectives, understandings and learning opportunities.

Student and Staff Learning Opportunities:

Ezhi Kendmang Anishinaabe Naadziwin: Cultural competency training over five modules. System staff participated in Biigtigong Nishnaabeg for Cultural Sensitivity Training. The next training session will take place at Netmizaaggamig Nishnaabeg in April, followed by 3 other training session in community on dates to be determined. 100% of the system and management staff has and will continue to engage in this learning.

Kairos Blanket Exercise: 20 staff will be trained in being a facilitator for the Kairos Blanket Exercise. The staff selected will be spread out throughout the region to ensure facilitators in all areas. The Kairos Blanket Exercise will also be offered to all high schools in May prior to staff training.

KEB: SGDSB has and will continue to participate in various learning opportunities put on by the KEB to deepen understanding and build stronger partnerships.

Great Lakes Cultural Camp (GLCC) and Community Based Learning: Once again, GLCC has offered their services to SGDSB. They have created a weeklong virtual fishing camp that has been enjoyed by 13 classes (184 students) from across the board. The virtual camp is closely linked to the Ontario science curriculum, but also includes other curriculum areas. All learning is presented through the Indigenous lens and perspectives. Biigtigong Nishnaabeg and SGDSB successfully co-applied for the Niigaan Gdizhaami Funding to engage in community-based learning. Classes are invited to participate and learn along side Biigtigong students at various community learning opportunities such as moose camp, and ice-fishing sessions. SGDSB staff and students come as learners to these opportunities to learn with and from Biigtigong Nishnaabeg. 112 students participated in community based learning in Biigtigong. Between the GLCC and Biigtigong community based learning, 20% of students the student population have engaged in authentic learning from the Indigenous lens.

Community Visits: It is essential that both staff and students have opportunity to visit partnering communities for learning and relationship building opportunities. We strive to work with communities to enhance learning, understanding and relationships for staff and students. Despite the Pandemic, we have found opportunities to go to community. We endeavor to have more frequent visits as we move forward. Our goal was to have 25% of schools engage in community based learning. This year we have had to date

53% of schools have a class participate in authentic community learning. Current visits include:

Ginoogaming First Nation: MMPS Oct 13th - Healing Camp
GCHS Oct 14th - Healing Camp
MMPS Feb 25 - School skating visit

Biigtigong Nishnaabeg: Oct 5th MTPS, Moose Camp
Oct 4 and 6, MRHS Moose Camp
October 28th System Visit: EKAN, Cultural Competency (24 system staff)
November 23rd: Will Goodman and Nicole Morden-Cormier (School visit)
March 8: Fish Camp (MNPS)
March 9: Fish Camp (MTPS)
March 10: Fish Camp (SCPS)
March 11: Fish Camp (TBPS)

Pays Plat: Oct 15, 2021 - LSHS - benches and clean up at Powwow site
March 11: SCPS (Language Day Grade 5-8) System person: Sonya Belisle

Red Rock Indian Band:
Sept 30th -Melissa Bianco - Every Child Matters Walk w/ Chief and Council
October 26th - Sara Park and students attended Moose Butcher shop

Netmizaaggamig Nishnaabeg:
Sept 30th: Shy-Anne Bartlett and Jody Kuczynski (MTHS) Every Child Matters

The SGDSB Indigenous Manager and team will continue to seek input from communities and continue to find engaging ways to bring Indigenous education, history and perspective from the local and national level.

Administrative Summary

That, the Superior-Greenstone DSB receive Report No. 32, Indigenous Education Portfolio Update, for information.

Respectfully submitted by:

Shy-Anne Bartlett
Manager of Indigenous Education

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 34
Date: March 28, 2022

FROM: Pinky McRae, Chair of the Board
Nicole Morden Cormier, Director of Education

SUBJECT: Board and Committee Meetings: Electronic Meeting Attendance

STRATEGIC

PRIORITY: Well-Being and Stewardship

Background

Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance provides the legal foundation for SGDSB Policy 211: Electronic Attendance.

A regulatory amendment was made (Regulation 632/20) during COVID-19 that impacted section 5 of Regulation 463/97; the regulation that required people to be physically present at meetings, thus allowing members to attend all meetings virtually. This amendment will expire on November 15, 2022.

Therefore, the following conditions will be restored for meetings:

Physically Present in the designated Board Meeting room:

- a. The chair of the board or their designate
- b. At least one additional member of the board
- c. The director of education or their designate
- d. Members of the board/committee for at least three regular meetings during the 12-month period (beginning November 15, 2022).

The following conditions will be restored for Committee Meetings:

Physically Present in the designated meeting room:

- a. The chair of the committee or their designate
- b. The director of education or their designate
- c. If the chair or their designate participates virtually, then one additional member of the committee must be physically present in the meeting room.

The chair of the board/committee of the board may participate virtually if:

1. The distance from their residence to the designated meeting location is 200 km or more;
2. Weather does not allow them to travel safely; or

3. They cannot be present due to health-related concerns.

Note that the chair or designate for board or committee meetings must be physically present for at least half of the meetings in a 12-month period beginning November 15.

Current Situation

SGDSB is one of the largest school boards in Ontario geographically, as it is comprised of 15 schools dispersed throughout 45,100 square kms. Board and Committee meetings have been completely virtual for the past two years, without challenge. The transition to purely virtual meetings was a smooth one, due to the experience with hybrid meetings in the past. During the global pandemic, it has been recognized that engagement in meetings has increased, additional members have been recruited for committee meetings as travel has not been required (thus positively impacting the rate of quorum achievement e.g. SEAC quorum was achieved for the past 1.5 years for all meetings but two), and members have reported the need to have only one or two face-to-face meetings in a 12-month period, to build relationships. Members also reported the preference to not have some individuals participate physically from the same room, with others participating alone virtually, as this creates inequitable access and engagement.

Four considerations need to be made regarding the positive impact of the regulatory amendment that was made during COVID-19, and that which allowed all board and committee meetings to occur virtually for all members:

1. Equity and Accessibility
 - a. Potential board and committee meeting candidates may not put their names forward due to safety concerns association with travel, inability to travel (no public transportation available), conflicts with current employment, family responsibilities, requirement to be away from home overnight due to distances, etc.
 - b. Requirements to be in the same room may inhibit candidates from running for the position of chair.
 - c. The barriers to participation are supported through member and trustee feedback.
2. Technology as a Communication Tool Advancements
 - a. Requirement for the chair and director to be in the same room, and trustees to be face-to-face for 3 meetings per year, dismisses the advances made and skills developed to improve technology communication.
 - b. Communication through technology is at the core of our operations. All team members regularly utilize technology to connect and collaborate. Technology is how we stay connected over vast distances and its use positive impacts the environment.
3. Uniqueness of the North
 - a. SGDSB has one of the largest school boards geographically in the province. The regulations do not reflect the reality of the north in an equitable and accessible manner. The time requirement for a trustee/volunteer committee member is much

- greater for one in the north as additional time off work for travel the day prior and following a meeting would impact members and their ability to earn a living.
- b. Highway 11 and 17 (single lane/undivided) is the primary highway throughout SGDSB, however 4 communities are accessible through secondary highways only. This increases the risk of travel as these roads have less road clearing in the winter, are single-lane and are heavily populated by transports. Public transportation is not available to members.
 - c. Leveraging technology is in the board's best interest – costs for in-person meetings for trustees alone exceed \$10,000 per year. These dollars can otherwise be spent supporting student outcomes.

Next Steps

As requested by the Special Education Advisory Committee on June 8, 2021, a letter will be drafted to the Ministry of Education, expressing the concerns of the SEAC members regarding Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance. This letter will be provided to SEAC at the May 10, 2022 meeting.

Administrative Recommendations/Summary

That, the Superior-Greenstone DSB receive Report No. 34: Board and Committee Meetings: Electronic Meeting Attendance, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
February 28, 2022 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?	5	0	0	5
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	5	0	0	5
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	5	0	0	5
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	5	0	0	5
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	5	0	0	5
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.	5	0	0	5
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"> • Senior Admin team does a great job sharing information in a manner that shows clear links to our Strategic Plan. We are doing great things, keep it up! • Presentation are a good indicator that things are going well. • Learning Vocabulary (although I don't think the PECS cards are new to the Board, but good to see the video and hear the positive approach), Modernizing Special Ed, Early Years Update, Recruitment Update and Board Estimate Process. I like hearing the highlights of written reports, e.g. – Director's report with the option to ask questions. 				
Optional Comments: <ul style="list-style-type: none"> • Really enjoyed the BAPS presentation, what an important aspect of public education. Kuddos to everyone involved from the school, board, community, etc. 				

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| <ul style="list-style-type: none">• Good meeting but long by current standards, better than 11:30. Good work all.• Great meeting. FYI there is a typo on the Contributors page of Hillary's gift. (Awesome Project).• Staff presentation provide very useful additional information that may not be apparent especially when provincially mandated statistics leave little room for error. | |
|--|--|