



## 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 2023/08

### A G E N D A

Monday, August 28, 2023 – 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: 231 445 560#

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

Location: Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting  
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
Section (B) In-Camera: – (closed to public) TBA

**1.0 Roll Call**

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megan						Nesbitt, Jason					
Cormier, Dr. Paul						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Hunter, Emeraude (Student)					
McRae, Pauline (Pinky)						Krause, Zoey (Student)					

<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>					
Fredrickson, Eric: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Leroux, Carole: <i>Assistant to the Director</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Dee, Christine: <i>Team Lead – Payroll Services</i>					
Chouinard, Connie: <i>Team Lead – Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications</i>					

PART I: Regular Board Meeting

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

**2.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 28, 2023, be called to order at \_\_\_\_\_ p.m.*

**3.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2023/08 Regular Board Meeting, August 28, 2023, be accepted and approved.*

[\(Attached\)](#)**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meeting Minutes**

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

1. Regular Board Meeting 2023/07: June 26, 2023;
2. Special Board Meeting 04-2023: July 10, 2023;

[\(Attached\)](#)[\(Attached\)](#)**6.0 Business Arising Out of the Minutes****7.0 Delegations and/or Presentations****7.1 Excellence in Education: Summer Learning Program Presentation Titled: Summer Learning 2023**

(PowerPoint Presentation  
– System Lead,, Jen Mikus)

**7.2 Report No. 58:**

Student Trustee Report: August 2023

[\(Attached - Trustees, E. Hunter & Z. Krause\)](#)**8.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: Alex Marton  
Business /Negotiations Chair: Trustee Kal Pristanski

**8.1 Borrowing By-Law No. 154**[\(Attached – B. Harris/ A. Marton\)](#)

✓ *That, Superior-Greenstone DSB approves Bylaw No. 154 Being a By-Law to authorize the borrowing of up to 10 million dollars (\$10,000,000.00).*

**8.2 Report No. 59:**

Financial Report for Code of Conduct Investigation No. 01

[\(Attached - A. Marton\)](#)**9.0 Reports of the Director of Education**

Director of Education: Nicole Morden Cormier

**9.1 Report No. 60:**

Family Engagement: Themes for 2023-2024

[\(Attached - N. Morden Cormier\)](#)**9.2 Report No. 61:**

Multi Year Strategic Plan: Final Evaluation of Impact (Graduation Rates) [\(Attached -N. Morden Cormier\)](#)

**9.3 Report No. 62:**

Multi-Year Strategic Plan: 2023 Evaluation of Stewardship

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

- 9.4 Report No. 63:  
Multi-Year Strategic Plan: 2023 Evaluation of Well-Being ([Attached](#) – N. Morden Cormier/E. Fredrickson)
- 9.5 Report No. 64:  
Multi-Year Strategic Plan: 2023 Evaluation of Learning ([Attached](#) – N. Morden Cormier/C. Leroux)
- 9.6 Report No. 65:  
Multi-Year Strategic Plan: 2023 Evaluation of Relationships ([Attached](#) – N. Morden Cormier/W. Goodman)

**10.0 Reports of the Education Committee**

Superintendent of Education: Will Goodman  
Superintendent of Education: Eric Fredrickson  
Education Chair: Trustee Dan Fairservice

- 10.1 Report No. 66:  
Summer Learning ([Attached](#) – J. Mikus/ W. Goodman)

**11.0 New Business**

Board Chair: Pinky McRae

- 11.1 Board Chair  
11.1.1 Update: Minister and Board Chair Teleconference (P. McRae)  
11.1.2 OSTA-AECO Meeting Update (P. McRae)
- 11.2 Trustee Associations and Other Boards  
11.2.1 OPSBA Director Update (Trustee, J. Nesbitt)  
11.2.2 Indigenous Trustees Council Update (Trustee, P. Cormier)
- 11.3 Trustee Activities
- 11.4 Future Board Meeting Agenda Items
- 11.5 Board Meeting Evaluation Summary June 26, 2023 ([Attached](#) - P. McRae)  
[- Evaluation Form Link for August 28, 2023](#)

**12.0 Notice of Motion**

**13.0 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.

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

([Attached](#))

- 14.1 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.
- 14.2 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.

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

- 15.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the amended confidential minutes from the meeting held as:  
 1. Regular Board 2023/07: June 26, 2023

[\(Attached\)](#)

15.2 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)

**16.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2023/08 Regular Board Meeting, Monday, August 28, 2023 adjourn at \_\_\_\_\_, p.m.

<b><u>2023 - Board Meetings</u></b>		
<i>Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, September 18, 2023	Monday, October 23, 2023 <i>*Designate Site: GCHS</i>	Monday, November 20, 2023
Monday, December 4, 2023 (1:00 p.m.) <i>*Designate Site: Board Office</i>		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2023/08**

Committee of the Whole Board: Closed Session.

Monday, August 28, 2023

Videoconference and Teleconference

**A G E N D A**

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

Location: Videoconference & Teleconference

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
  
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
  
- 3.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2023/07 June 26, 2023 [\(Attached\)](#)
  
- 4.0 Personnel Item A: (W. Goodman)
  
- 5.0 Report No. IC-12-23: [\(Attached - N. Morden Cormier\)](#)
  
  
  
  
  
  
  
  
  
  
- 6.0 Report No. IC-13-23: [\(Attached – A. Marton\)](#)
  
  
- 7.0 Personnel Item B: (P. McRae)
  
  
- 8.0 Personnel Item C: (P. McRae)



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### Regular Board Meeting 2023/07

### MINUTES

Monday, June 26, 2023 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 111 245 97#

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

Location: Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting  
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
Section (B) In-Camera: – (closed to public) 8:02 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
Brunskill, Dr. Megan			x			Nesbitt, Jason			x		
Cormier, Dr. Paul					x	Pristanski, Kal			x		
Jarvis, Allison			x			Michano, Julie			x		
Liscomb, Pat			x			Grace Molinski (Student)			x		
McRae, Pauline (Pinky)			x			Emeraude Hunter (Student)			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		
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		
Dee, Christine: <i>Team Lead – Payroll Services</i>			x		
Chouinard, Connie: <i>Team Lead – Business Services</i>			x		
Nault, Denis: <i>Manager of Human Resources</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications</i>			x		

**2.0 Regular Meeting Call to Order****106/23**

Moved by: Trustee K. Pristanski

Second: Trustee J. Michano

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 26, 2023, be called to order at 6:35 p.m.

Carried**3.0 Approval of Agenda****107/23**

Moved by: Trustee J. Nesbitt

Second: Trustee P. Liscomb

✓ **That**, the agenda for the Superior-Greenstone DSB 2023/07 Regular Board Meeting, June 26, 2023, be accepted and approved.

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

There were no conflict of interest offered at this time.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meeting Minutes****108/23**

Moved by: Trustee M. Brunskill

Second: Trustee J. Michano

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

1. Regular Board Meeting 2023/06: May 29, 2023.
2. Special Board Meeting 03-2023: June 19, 2023.

Carried**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes****109/23**

Moved by: Trustee K. Pristanski

Second: Trustee P. Liscomb

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

1. Special Education Advisory Committee May 9, 2023.
2. Board Audit Committee, December 15, 2022.

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

Nil.

**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Terrace Bay Public School - Land Acknowledgement**

The Director of Education Nicole Morden Cormier shared the video presentation that highlighted the Terrace Bay Public School Land Acknowledgement written by the kindergarten class.

**7.2 Excellence in Education: Manitouwadge High School Celebration of Excellence - Belonging**

Principal Jody Kuczynski provided a PowerPoint presentation regarding the culture of belonging that is nurtured at the Manitouwadge High School. The presentation featured video presentations of the students describing what belonging means to them and what they appreciate about their school.

**7.3 Trustee Presentation**

The Director of Education and the Trustees expressed their gratitude to Student Trustee Grace Molinski for the dedication and work performed during the two-year term in the position. Grace has continually demonstrated leadership and has had a strong impact.

**7.4 Report No. 48: Student Trustee Report: June 2023**

Student Trustees Grace Molinski and Emeraude Hunter provided a presentation regarding the work of the Student Senate. Incoming Student Trustee Zoey Krause has begun orientation for the role. OSTA-AECO responded to the letter sent by Board Chair McRae and a meeting will be scheduled with the Student Trustees and OSTA to address the concerns outlined in the letter.

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

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

#### **8.1.1 Special Education Advisory Committee (SEAC) Report**

Superintendent of Education Will Goodman provided a verbal report for the June 13, 2023 Special Education Advisory Committee Meeting. The committee received a presentation regarding budget process and the different funding streams for special education. The next meeting is scheduled for September 12, 2023.

#### **8.1.2 Board Audit Committee Report – June 12, 2023, Meeting**

Trustee Kal Pristanski provide a detailed report of the Board Audit Committee meeting that took place on June 12, 2023. The Committee reviewed the reports from the Internal Auditors and received the Audit Service Plan that outlined the audit scope and required communications. Internal Audit reports included the Network Penetration Report and Data Management Back Up report. The Records Management Audit will be finished by the end of the summer.

#### **8.1.3 Occupational Health and Safety Committee (OH&SC) Report**

Trustee Allison Jarvis provided a verbal report of the meeting. The Committee discussed the new occupational health and safety manual and safety plans. The next meeting is scheduled for the fall and will include an in-person meeting with a site tour. The option to attend virtually will still be available.

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

*Superintendent of Business: Alex Marton  
Business /Negotiations Chair: Trustee Kal Pristanski*

### **11.1 Report No. 49: Interim Financial Report No. 02**

Manager of Finance Brent Harris provided a review of the Interim Financial Report. The report was last provided in November. The changes to the report were reviewed including the increase in revenue as a result of the increase in pupils. The Manager advised that another report will be provided in September and the final report will be provided in December.

### **11.2 Report No. 50: School Board Estimates 2023-2024**

Superintendent of Business Alex Marton provided a detailed review of the 2023-2024 School Board Estimates report. The Trustees expressed their gratitude for the excellent presentation of the materials and the timely submission of the budget to the Ministry.

**110/23**

*Moved by: Trustee M. Brunskill*

*Second: Trustee K. Pristanski*

***That, the Superior-Greenstone DSB having received Report No. 50, School Board Estimates for 2023-2024, adopts the Estimates for the 2023-2024 school year as presented.***

**Carried**

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

*Director of Education: Nicole Morden Cormier*

### **10.1 Report No. 51:Directors Monthly Report: June 2023**

The Director of Education provided a review of the report that highlighted the celebrations of belonging across the school district.

### **10.2 Report No. 52: 2023 Summer Break and Board Business**

**111/23**



Moved by: Trustee M. Brunskill

Second: Trustee A. Jarvis

*That, the Superior-Greenstone DSB having received Report No. 52: 2023 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 10, 2023, and*

*That, Administration be authorized, in conjunction with available Trustees to conduct the business of the Board as the need may arise during July and August 2023.*

Carried

## **11.0 Reports of the Education Committee**

Superintendent of Education: Will Goodman  
Superintendent of Education: Eric Fredrickson  
Education Chair: Trustee Dan Fairservice

- 11.1 Report No. 53: Portfolio Update: Numeracy  
Numeracy/ MISA System Principal Kathleen Schram provided a review of the report that highlighted the Numeracy portfolio. The portfolio supports our system and provides effective math strategies for our students. The report outlined the teams work to build support in numeracy programs in Grades 7-10 within their region. The school-based numeracy facilitators worked with educators to unpack how to use board resources to support effective math instruction.
- 11.2 Report No. 54: Job Embedded Teacher Professional Learning  
Superintendent of Education Will Goodman reviewed the report. He advised that starting in 2023-2024 school year SGDSB will implement the structures and processes that will allow for an increasingly job-embedded approach to professional learning. This new change in approach will help train and support newly appointed staff and help provide professional learning by limiting the impacts of the provincial shortage of occasional staff, educators as well as school supports.

## **12.0 New Business**

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 Update: Minister and Board Chair Teleconference  
Board Chair Pinky McRae provided a verbal report of the most recent Minister and Board Chair Teleconference meeting. The group discussed the recently approved Bill 198 and the retirement of the Deputy Minister Nancy Naylor.
- 12.1.2 Correspondence to OSTA-AECO  
A copy of the correspondence was included for information. A meeting with OSTA-AECO has been scheduled for July 4, 2023.
- 12.2 Trustee Associations and Other Boards
- 12.2.1 Report No. 55: OPSBA Director Update  
Trustee Jason Nesbitt provided a brief review of the submitted report.
- 12.2.2 Report No. 56: OPSBA: Education Labour Relations and HR Symposium  
Trustee Nesbitt provided an overview of the Symposium and requested Trustees contact him should they wish any additional information.
- 12.2.3 Report No. 57: OPSBA: AGM June 8-10, 2023  
Trustee Nesbitt provided a brief review of the submitted report.
- 12.2.4 Indigenous Trustees Council Update  
Nil.
- 12.3 Trustee Activities  
Trustee Pristanski attended the NRHS Powwow. Trustee Jarvis attended the MMPS graduation. Trustee Brunskill will be attending the MRHS graduation ceremony.
- 12.4 Future Board Meeting Agenda Items  
The Board Chair reminded Trustees to please provide any future agenda items to the Director or Board Chair in advance of the next meeting.
- 12.5 Board Meeting Evaluation Summary May 29, 2023

Reminder to Trustees to please complete the Board Meeting Evaluation form after each meeting through the link provided in the agenda.

**13.0 Notice of Motion**

Nil.

**14.0 Observer Comments**

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:02 p.m.

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

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

**112/23**

Moved by: Trustee M. Brunskill

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:02 p.m. and that this portion be closed to the public.

Carried

**15.2 Rise and Report from Closed Session**

**113/23**

Moved by: Trustee J. Michano

Second: Trustee A. Jarvis

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:58 p.m. and that this portion be open to the public.

Carried

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

**16.1 114/23**

Moved by: Trustee J. Michano

Second: Trustee M. Brunskill

✓ **That**, the Superior Greenstone DSB approve the correction to the board report number recorded into the January 19, 2023 Special Board Meeting agenda and minutes, so that In-Camera agenda item number 3.0, incorrectly stated as Special Board In-Camera Report No. IC-03-23, are changed to the correct sequence being board Report No. IC-05-23.

Carried

**16.2 115/23**

Moved by: Trustee J. Nesbitt

Second: Trustee P. Liscomb

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

1. Regular Board 2023/06: May 29, 2023
2. Special Board 03/2023: June 19, 2023

Carried

**16.3 Other Recommendations from Committee of the Whole Closed Session**

**16.3.1 116/23**

Moved by: Trustee P. Liscomb

Second: Trustee J. Michano

That, the Superior-Greenstone DSB accepts the recommendations related to the confidential Report No. IC-10-23, Geraldton Composite High School Assessment.

That, the Superior-Greenstone DSB through Senior Administration, will endeavor to seek input and collaborate with the Municipality of Greenstone to incorporate the needs of the community when planning for capital additions at Geraldton Composite High School.

Carried

**16.3.2 117/23**

Moved by: Trustee M. Brunskill

Second: Trustee J. Michano

That the Superior-Greenstone DSB having received Report No. IC-09- 23, approve that administration proceed with the purchasing process for the parcel of land with the Town of Marathon, subject to the approval of the Ministry of Education.

Carried

16.2.3 **118/23**

Moved by: Trustee J. Michano                      Second: Trustee J. Nesbitt  
 That the Superior-Greenstone DSB receive Report No. IC-08-23, SGDSB Trustee Code of Conduct: Proceedings for Formal Complaint for information and that the following Trustees form the Code of Conduct Committee:

- Trustee K. Pristanski
- Trustee J. Michano
- Trustee M. Brunskill
- Trustee P. Liscomb

Carried

16.2.4 **119/23**

Moved by: Trustee K. Pristanski                      Second: Trustee J. Michano  
 That, the Superior-Greenstone District School Board, having received In Camera Report No. IC-06-23, Executive Compensation: Salary Grid Movement, approve the SGDSB Executive Compensation Grid movement in accordance with the executive’s experience level, retroactive to September 2022.

Carried

**17.0 Adjourment**

**120/23**

Moved by: Trustee M. Brunskill                      Second: Trustee J. Michano  
 ✓ **That**, the Superior-Greenstone DSB 2023/07 Regular Board Meeting, Monday, June 26, 2023 adjourn at 9:02, p.m.

Carried

<b><u>2023 - Board Meetings</u></b>		
Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.		
Monday, August 28, 2023		
Monday, September 18, 2023	Monday, October 23, 2023 *Designate Site: GCHS	Monday, November 20, 2023
Monday, December 4, 2023 (1:00 p.m.) *Designate Site: Board Office		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2023/07**

Committee of the Whole Board: Closed Session.

Monday, June 26, 2023

Videoconference and Teleconference

**TOPICS**

<b>Board Chair:</b> Pinky McRae	<b>Director:</b> Nicole Morden Cormier
Location: Videoconference & Teleconference	Recorder: G. Christianson

PART II: Committee of Whole Board – Closed	Section (B): In-Camera 8:02 p.m.
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- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Report Numbers re Special Board Meeting: June 19, 2023
- 4.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2023/06 May 29, 2023.
  - 2. Special Board Meeting 03-2023 June 19, 2023.
- 5.0 Report No. IC-10-23
- 6.0 Report No. IC-09-23
- 7.0 Report No. IC-07-23
- 8.0 Report No. IC-08-23
- 9.0 Report No. IC-06-23
- 10.0 Report No. IC-11-23

**Regular Board Meeting 2023-07**

Monday, June 26, 2023

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2023

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR



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### Special Board Meeting 2023/04

### MINUTES

Monday, July 10, 2023 – 6:30 p.m.

**Videoconference & Teleconference**

Microsoft Teams meeting  
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 179 609 981#

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

VC Sites: Videoconference & Teleconference

Recorder: G. Christianson

PART I: Special Board Meeting

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

#### **1.0 Roll Call**

<b><u>Trustees</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megan			x			Nesbitt, Jason			x		
Cormier, Dr. Paul			x			Pristanski, Kal			x		
						Michano, Julie			x		
Jarvis, Allison			x			Grace Molinski (Student)					x
Liscomb, Pat				x		Emeraude Hunter (Student)					x
McRae, Pauline (Pinky)			x								

<b><u>Board Administrators</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director 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
Chouinard, Connie: <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
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GerriLynn: <i>Executive Assistant &amp; Communications</i>			x		

**LAND ACKNOWLEDGMENT**

As we begin our meeting today in a good way, I would like to recognize that wherever we are today, is on the traditional land of the Anishinaabeg; a land that feeds our minds, hearts, bodies and spirit. I ask our group to take a minute to acknowledge the original custodians of these lands; those who have been the protectors of the earth, the animals, the water, and the people of Turtle Island, since time immemorial. I pay my respect to the elders - past, present and future - for they hold the memories, the traditions, the culture, and the hopes of Indigenous peoples.

Today, I join you from the land of the Robinson Superior Treaty of 1850 and the unceded territory of the Ojibwa of Pic River. I wish to express my commitment to reconciliation by continuously building my understanding of the history of Turtle Island, in order to move forward in responding to Calls to Action #62 and #63. We are all reminded today that these Calls to Action urgently require the integration of Indigenous, history, knowledge and teaching methods into all classrooms and schools, and that we continue, as trustees, to champion and support the education of staff to do so. This commitment must be ours, as we move towards authentic reconciliation.

PART I: *Special Board Meeting*

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

Trustee Fairservice was initially in attendance of the meeting. However, as per the advice from legal counsel, the Board Chair requested that Trustee Fairservice leave the meeting. Trustee Fairservice left the meeting as requested.

**2.0 Special Board Meeting Call to Order****121/23***Moved by: Trustee J. Michano**Second: Trustee M. Brunskill*

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Monday, July 10, 2023, be called to order at 6:34 p.m.

Carried**3.0 Approval of Agenda****122/23***Moved by: Trustee J. Nesbitt**Second: Trustee J. Michano*

✓ **That**, the agenda for the Superior-Greenstone DSB 04-2023 Special Board Meeting, July 10, 2023 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 New Business***Board Chair: Pinky McRae***5.1 Trustee Fairservice Request for Reconsideration**

Board Chair Pinky advised that the private and confidential final report from TrendLine Consulting Services has been delivered to Trustees by confidential email message and the Board has concluded by vote at the June 19, 2023 Special Board meeting that Trustee Dan Fairservice has breached the Board's Code of Conduct. The imposed sanctions were done by way of discussion and vote that reflect the severity of the 11 breaches.

On July 3, 2023 Trustee Fairservice submitted a Request for Reconsideration of the imposed sanctions.

At this time, Trustees are not permitted to revisit the facts as presented by the investigator and can not discuss the information. Trustees now have to engage in a decision to either accept or deny the request for reconsideration of sanctions upon Trustee Fairservice, as per section 14 of the Code of Conduct.

**123/23**

Moved by: *Trustee J. Michano* Second: *Trustee K. Pristanski*  
That the Superior-Greenstone District School Board, deny the Request for Reconsideration submitted by Trustee Dan Fairservice on July 3, 2023, and confirm the code of conduct sanctions imposed as per June 19, 2023 Special Board meeting.

Carried

**5.2 Code of Conduct Committee Report**

Chair of the Code of Conduct Committee, Trustee Kal Pristanski provided a verbal report regarding the Committee meeting held at 5:30 p.m. on July 10, 2023. The Committee reviewed the second code of conduct formal complaint that have been submitted and recommended to the Board that a third-party investigator be appointed to conduct a formal investigation into the allegations brought forward against Trustee Fairservice.

**124/23**

Moved by: *Trustee M. Brunskill* Second: *Trustee A. Jarvis*  
✓ **That**, the Superior-Greenstone DSB, approve the appointment of Northern Peak HR as third-party investigator on behalf of the Superior-Greenstone DSB Code of Conduct Committee.

Carried

**6.0 Adjournment**

**6.1 125/23**

Moved by: *Trustee J. Nesbitt* Second: *Trustee K. Pristanski*  
✓ **That**, the Superior-Greenstone DSB Special Board Meeting 04-2023 on Monday, July 10, 2023, adjourn at 6:57, p.m.

Carried

<b><u>2023 - Board Meetings</u></b>		
<i>Videoconference and/or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, August 28, 2023		
Monday, September 18, 2023	Monday, October 23, 2023 <i>*Designate Site: GCHS</i>	Monday, November 20, 2023
Monday, December 4, 2023 (1:00 p.m.) <i>*Designate Site: Board Office</i>		

**Special Board Meeting 2023-04**

*Monday, July 10, 2023*

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2023

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR



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

**Report No.: 58**  
**Date:** August 28, 2023

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

**FROM:** Emeraude Hunter and Zoey Krause

**SUBJECT:** Student Trustee Report August 2023

**STRATEGIC**

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

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**Background Information**

Throughout the busy summer months student trustee work was able to continue and great progress was made. Student Trustee Krause took on a greater role in planning and projects, including this report. As well, student trustees Hunter and Krause compiled alumna videos, frequently asked questions, useful policies, tips and tools and more to create a package for future incoming student trustees.

Summer has given both student trustees time to build a strong foundation for working together and get to know each other and our leadership styles and priorities.

**Current Situation**

As the start of the 2023-2024 school year approaches, student trustee Krause has identified a need to engage with students and provide an outlet for feedback and peer support. To help accomplish this, a series of posts with tools, ideas, and reassurance for the upcoming semester will be shared to the Student Senate Instagram and Edsby group.

This has been an integral time for both of us to grow as leaders while we had time to familiarize ourselves with OSTA-AECO policy, the Multi-Year Strategic Plan as well as discussing our plans for the school year. We have also been using the land acknowledgement resources provided at the last PD session to reflect and build on our part in the Student Senate's land acknowledgement, and how we want to bring it



forward this year in a sincere way. Finally, we have been reading up on student advocacy.

### **Next Steps**

The Ministry of Education, in conjunction with OSTA-AECO is planning a Student Trustee Information Session that student trustees Hunter and Krause are looking forward to. As of this report, a date and platform has not been provided.

Finally, as we look ahead not only to September, but the whole school year, the main goals set are engaging elementary school students more in Senate, in person student trustee outreach, prioritizing the Student Senate Edsby group as a means of staying connected to our fellow student leaders, and continuing to build SGDSB and OSTA-AECO's working relationship with a strong focus on advocacy for northern boards.

### **Administrative Summary**

*That the Superior-Greenstone DSB receive Report No. 58, Student Trustee Report: August 2023, for information.*

Respectfully submitted by:

Emeraude Hunter  
Student Trustee

Zoey Krause  
Student Trustee

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**BY-LAW No. 154**

A By-Law to authorize the borrowing from time to time of ten million dollars (\$10,000,000.00).

**WHEREAS** the total amount of the estimated revenues of the Superior-Greenstone District School Board as set out in its 2023-24 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Fifty Million Eighty Eight Thousand Nine Hundred and Eighty Four Dollars (\$50,088,984).

**AND WHEREAS** the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Ten Million Dollars (\$10,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2023-24 fiscal year and the debt charges of the Board in such year.

**NOW THEREFORE BE IT RESOLVED**

**THAT** the Secretary and Treasurer are hereby authorized to borrow on behalf of the Superior-Greenstone District School Board from TD Canada Trust from time to time by way of overdraft or promissory note or bankers' acceptance a sum or sums not exceeding at any one time Ten Million Dollars (\$10,000,000.00) and to give on behalf of the Board, to the said Bank a promissory note or notes signed by the Secretary, Treasurer and/or Manager of Financial Services for the monies so borrowed with interest which rate shall be as notified by the Bank to the Treasurer from time to time.

**THAT** all sums borrowed pursuant to the authority of this resolution as well as all other sums borrowed in this year and in any previous year from the said bank for the aforesaid purposes shall, with interest thereon, be a charge upon the whole of the revenues of the Board for the current year and for all preceding years as and when such revenues are received.

**THAT** the Treasurer is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all of the monies hereafter collected or received either on account or realized in respect of the taxes levied for the current year and preceding years, or from any other source, which may lawfully be applied for such purposes.

Read a First, Second and Third Time, this **28th** day of **August 28, 2023**.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary to the Board



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

**Report No.: 59**  
**Date:** August 28, 2023

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

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

**SUBJECT:** Financial Report for Code of Conduct Investigation No. 01

**STRATEGIC PRIORITY:** Stewardship

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**Background**

At the request of the Board, this report summarizes expenses for the Code of Conduct investigation of the conduct of Trustee Dan Fairservice. Initial events began in December 2022 and the results of the investigation were presented to the Board during a special meeting on June 19, 2023.

**Current Situation**

The investigation involved two cost drivers. That of legal council to ensure compliance within legislative, policy and by-law requirements, and for the external investigation by a third party, to ensure objectivity throughout the process.

Legal expenses on this matter are expected to continue and this report only reflects those costs accrued through to the end of June 2023.

*Legal Expenses*

Month	Cost
December	525.45
January	904.00
February	1,791.05
March	1,525.50
May	847.50
June	1,977.50
<b>Total</b>	<b>7,571.00</b>

*Investigation Expenses*

The consulting firm, Trendline, issued its invoice for services rendered through to June 9, 2023, the day the final investigation reports were issued. Total fees amount to 4,915.50.

Total expenses incurred to the end of June 2023 are 12,486.50.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 59, Financial Report for Code of Conduct Investigation No. 01, 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.:** 60  
**Date:** August 28, 2023

**To:** Chair and Trustees of the  
Superior-Greenstone District School Board

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

**SUBJECT:** Family Engagement: Monthly Themes for 2023-2024

**STRATEGIC PRIORITY:** Relationships

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### **Background**

Family engagement refers to the active involvement, collaboration, and support of families in their children's education and overall well-being. Family engagement recognizes that parents and guardians play a vital role in their children's learning and development, and their active participation positively impacts academic achievement, social-emotional growth, and overall school success. It involves open communication, shared decision-making, and mutual respect, creating an inclusive and supportive environment where families feel valued and empowered to contribute to their children's educational journey.

SGDSB has assessed that our poor rate of engagement is largely the result of a lack of relationships between the home and the school, which may include:

- Parents feel unwelcome, disrespected, or marginalized by school personnel,
- Language and cultural barriers can hinder effective communication and understanding between parents and school staff,
- Socioeconomic factors, such as work schedules or limited resources, and/or
- Negative past experiences or perceptions of the education system.

To foster greater parent engagement, SGDSB has recognized that it is crucial for schools to increasingly prioritize building positive relationships, establishing effective communication channels, embracing cultural diversity, and creating a welcoming and inclusive environment that values and respects the contributions of all families.

One method of improving family engagement has been identified as the Feast and Feedback (F&F) structure, which occurred twice during the 2022-2023 school year, and grew by 20 participants from the first session to the second session. Participants provided significant feedback which will be operationalized moving forward.

### **Current Situation**

The following areas of focus/themes were identified during F&F by families in multiple regions of the school board. They have been used to create monthly themes for the school board, which will be supported by a variety of communication tools and opportunities, as illustrated in the chart and by the information below.

#### ***Themes for 2023-2024***

<b>Month</b>	<b>Theme/Focus</b>	<b>System Lead Responsible for the Theme</b>	<b>Excellence in Education</b>
September	<b>Supporting Mental Health and Well-Being</b>	<i>Deana Renaud, Manager of Mental Health</i>	<i>System Mental Health Team</i>
October	<b>Fostering Inclusivity and Diversity at SGDSB</b>	<i>Anthony Jeethan, Equity and Human Rights Advisor</i>	<i>GCHS</i>

November	<b>Strengthening Student and Staff Relationships and Community Partnerships</b>	<i>Shy-Anne Bartlett, Manager of Indigenous Education</i>	DOPS
December	<b>Enhancing Electronic Communication with Families</b>	<i>Stacey Wallwin -Technology Enabled Learning and Teaching Principal/District e-learning Contact(TELTP/DeLC)</i>	TBPS
January	<b>Essential Transitions</b>	<i>Carole Leroux, Assistant to the Director and Amanda Gyori, System Principal</i>	BAPS
February	<b>Supporting the Learning for Every Student...</b>	<i>Annick Brewster and Kellie Wrigley, System Principals</i>	MTPS
March	<b>Overcoming Challenges: Life Skills and Social Emotional Learning</b>	<i>Deana Renaud, Manager of Mental Health</i>	BEPS
April	<b>Understanding our Neurodiversity</b>	<i>Annick Brewster, System Principal</i>	MNPS
May	<b>Reimagining Learning</b>	<i>Kellie Wrigley, System Principal</i>	GOPS
June	<b>Highlights/Celebrations</b>	<i>Will Goodman, Eric Fredrickson and Alex Marton, Superintendents</i>	NAPS

For each monthly theme, the following communication strategies will be utilized, as facilitated by the System Lead:

1. Parent Fact Sheet will be created and distributed
2. CFNO Onward and Upward segment (theme explained at the start of each month, followed by examples from parents, school staff or students for the remaining segments that month)
3. Home screens on all SGDSB computers will illustrate the theme
4. Monthly Thoughtexchange question will focus on this theme and bring additional data to the system
5. Excellence in Education Board Meeting Presentations will focus on the theme
6. Director's Monthly Report will focus on this theme
7. The SGDSB Parent Engagement Art Calendar will align.
8. Weekly social media posts that highlight important information related to the monthly theme

### **Next Steps**

Additional information will also be provided to families at the Parental Engagement Committee Meetings around the importance of parental engagement, as well as the importance of ongoing attendance.

Further research will also be conducted to determine strategies that work for family engagement and where barriers may exist.

### **Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 60, Family Engagement: Monthly Themes for 2023 2024, 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.:** 61  
**Date:** August 28, 2023

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

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

**SUBJECT:** Multi-Year Strategic Plan: Final Evaluation of Impact (Graduation Rates)

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

**Background**

The final evaluation of the 2018-2023 Multi-Year Strategic Plan (MYSP) is determined by the extent to which the overall graduation rate goals have been achieved. Each year, the focus is on increasingly meeting the identified Aims of the MYSP through the implementation of the Objectives that were deemed to be priorities for meeting the Aims, by stakeholders. The limitations of this MYSP included the lack of quantifiable metrics for each Aim, the challenges associated with the Pandemic, and the ongoing moving target that is characteristic of "learning as we go".

The overall goal of this Multi-Year Strategic Plan is expressed in terms of Graduation Rates for 4-year and 5-year pathways, as the goal of education and of all improvement efforts, both for achievement and well-being, is ultimately, graduation. The Aims for each Pillar of the MYSP and the associated Objectives were designed to ensure that all students have the supports and conditions needed to achieve graduation.

The following MYSP goal was established in 2019 for the evaluation of the overall success of the MYSP implementation:

***By June 2023, through the implementation of the SGDSB Multi-Year Strategic Plan, the 4-year Graduation Rate will increase to 76% and the 5-year Graduation Rate will increase to 77%, as measured by the Ministry of Education Graduation Rate reports.***

**Current Situation**

This goal and the available data are identified below:

Cohort YEAR	4 Year Graduation Rate		5 Year Graduation Rate		Yearly Goal
	Province	SGDSB	Province	SGDSB	
<b>2017 (grade nine 2012-2013)</b>	79.8%	58%	86.3%	69%	None set
<b>2018 (2013-2014)</b>	80.5%	59.7%	87.1%	70.9%	None set
<b>2019 (2014-2015)</b>	81.4%	65.5%	87.2%	71.4%	64% 4yr 73% 5yr
<b>2020 (2015-2016)</b>	82.1%	53.3%	88.1%	69.6%	67% 4yr 74% 5yr
<b>2021 (2016-2017)</b>	82.9%	63.7%	89%	74.4%	70% 4yr 75% 5yr
<b>2022 (2017-2018) *</b>	* *	*64.2%	* *	*70.9%	73% 4yr 76% 5yr
<b>2023 GOAL</b>					76% 4yr 77% 5yr

\*Data Limitations: The Ministry of Education has, in the past, provided Graduation Rate Data that had consistent criteria for analysis throughout the province. The data has always come to school boards after a lengthy delay. School boards are given the opportunity to verify their data prior to it being submitted. The 2022 data (2017-2028 Cohort) has not yet been publicly published and has not yet been verified due to lack of report options. In the past, outstanding data has

been found that may impact these rates in a more positive manner. A revised Graduation Rate will be provided as soon as it becomes available.

\*\*Provincial data is not yet available publicly.

### **Data Interpretation:**

#### 4-Year Graduation Rate:

- The SGDSB 4-Year Graduation Rate is consistently lower than the Provincial Graduation Rate.
- The data reflects continual growth (with the 2020 Cohort as an outlier) in graduation rates.
- The data illustrates that the 4 Year Graduation Rate goal was not met.

As reported previously, we have realized that, while we are making steady improvement, our goal was ambitious in that we aimed to increase the Four-Year Graduation rate by 3% yearly.

#### 5-Year Graduation Rate:

- The data reflects that the SGDSB 5-Year Graduation Rate is somewhat closer to that of the Provincial Graduation Rate.
- The attainment of the 5-Year Graduation Rate goal was missed by 5%. This rate may be enhanced with the data verification process.

SGDSB has continued to see an improved 5-Year Graduation Rate for students. This may be interpreted in a number of ways, including that some students may be electing to remain in high school for an additional year. Student voice indicates that the reasons for these decisions include increased credit accumulation, sports participation, financial concerns, and/or additional requirements due to a pathway change/need more time to acquire the skills or courses needed to meet their goals (independence for living, workplace readiness, reengaged trajectories, newly found inspiration, etc.).

While we have not achieved either the 4-Year or 5-Year Graduation Rate, the data illustrates that there has been reasonable growth. We believe that this growth is attributed to the specific and targeting strategies and areas of focus reflected by the MYSP Aims. Further, we believe that without the distraction of a global pandemic, the growth would have been more substantial.

An additional limitation that was recognized mid-way through the implementation of the MYSP is the lack of quantitative metrics that would allow us to precisely measure the overall achievement of each Aim, which would have provided clear direction in assessing further causes for the lack of Graduation Rate goal attainment. This limitation will be rectified in the next MYSP.

### **Next Steps**

With the expiration of the 2018-2023 MYSP, the development of a new plan is underway. To date, the following have taken place:

1. Discussions with the Director: Every staff member has had the opportunity to engage in a focused Discussions with Director session that allowed them, by school or by department, to meet with the Director of Education to discuss the Mission, Vision, Beliefs and key focus areas needed for the next plan. This structure will continue into the 2023-2024 school year.
2. Future Design Schools has been contracted to guide the Director of Education in creating a new MYSP. They will provide the services necessary to deeply analyze SGDSB data to determine areas of need, support the development of and tracking mechanisms for the metrics required to carefully monitor and measure our growth (quantitative and qualitative data), and they will facilitate professional learning and feedback with the Board of Trustees. Finally, they will provide design and publication services for the new plan, with a completion date of May, 2024.
3. The prescribed areas of focus that are outlined in The Better Schools and Student Outcomes Act, 2023 (including Achievement of Learning Outcomes in Core Academic Skills, Preparation of Students for Future Success, and Student Engagement and Well-Being) will be embedded into the MYSP to ensure additional alignment between the Student Achievement Plan (formerly the Board Improvement and Equity Plan). The Student Achievement Plan data will be presented to stakeholders during the first two months and final two months of the school year through the lens of the goals of the MYSP.

### **Administrative Recommendations/Summary**



*That the Superior-Greenstone DSB receive Report No. 61, Multi-Year Strategic Plan: Final Evaluation of Impact (Graduation Rates).*

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.:** 62

**Date:** August 28, 2023

**To:** Board Chair and Trustees of the  
Superior-Greenstone District School Board

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

**SUBJECT:** Multi-Year Strategic Plan: 2023 Evaluation of STEWARDSHIP

**STRATEGIC  
PRIORITY:** STEWARDSHIP

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The final evaluation of a Multi-Year Strategic Plan serves as a comprehensive assessment of the plan's effectiveness and outcomes between 2018 and 2023. It involves the analysis and review of the strategic aims and objectives outlined in the plan, as well as the progress made in achieving them. The evaluation examines the extent to which the plan's objectives have been met, the impact it has had on the organization or project, and the overall success in realizing the envisioned future state. It also involves the making of recommendations for the future plan. The final evaluation serves as a critical tool for assessing the plan's strengths, identifying areas for improvement, and informing future strategic planning efforts.

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**Stewardship Strategic Priority Aim:**

We will optimize learning opportunities that will make a significant contribution to improving the social, environmental, and digital fabric of our environments and society through responsible stewardship.

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Stewardship recognizes the importance of Superior-Greenstone District School Board's unique role in making a difference in the communities it serves, in developing a broader understanding of societal issues and inspiring action for thoughtful positive change. Good stewardship allows an organization to continually develop and adjust to an ever-changing world. (SGDSB, Strategic Plan, pg. 16).

Stewardship, within the context of a school board, involves the responsible and ethical management of resources and the promotion of sustainable practices in environmental, social, and digital realms. Environmental stewardship entails implementing initiatives that minimize the board's ecological footprint, such as reducing waste, conserving energy, and promoting environmental education. Social stewardship encompasses fostering inclusive and equitable learning environments, promoting diversity, and nurturing a culture of respect, empathy, and social responsibility among students, staff, and the broader community. Digital stewardship involves ensuring the safe and ethical use of technology, protecting data privacy, promoting digital literacy, and leveraging digital tools to enhance teaching, learning, and communication. By embracing stewardship in all these dimensions, a school board demonstrates its commitment to nurturing a sustainable and inclusive educational system that addresses the needs of the present while safeguarding the future well-being of both our environment and society.

## A. ORGANIZATIONAL IMPROVEMENT

### **Background**

Organizational Improvement is a key metric for SGDSB. “Good stewardship allows an organization to continually develop and adjust to an ever-changing world” (SGDSB, Strategic Plan, 2018). Upon the introduction of the current strategic plan, the focus was on building awareness around the need to formally document areas for growth and responsive next steps through Operational Plans. Key to an organization achieving effective stewardship is the achievement of objectives from the Relationship Priority, specifically those that promote collaboration, and from the Well-Being Priority, when staff feel they work in environments that foster well-being.

### **Current Situation**

This section will provide an update on key drivers of organizational improvement, identified at the outset of the current strategic plan implementation.

#### *Reflecting Our Demographics*

While many staff come from diverse backgrounds, SGDSB is committed to ensuring a representative workforce which reflects the communities, cultures and groups it serves. As a result, the Student Census was completed in 2022 and the Workforce Census was shared with staff in June 2023. Results are pending, however, for the first time, SGDSB will have concrete data as a starting point to inform decision-making and assess the level of representation in our school and system roles.

In 2022, SGDSB revised its Equitable Hiring Policy and published its internal Equitable Hiring Guideline to provide leadership with consistent processes to reduce inequitable outcomes in the hiring process. This includes specific steps for hiring Indigenous Education positions.

#### *Multi-Disciplinary Team*

The Multi-Disciplinary Team consists of multiple individuals with a variety of skills who work to reduce barriers for students with mental health or special education needs. The team accepts internal referrals and manages caseloads for external referrals to a variety of professional and paraprofessionals. This process has eliminated wait times and ensures that all supports and options are considered as per our SGDSB Special Education Plan. The team can ensure that timely resources and school supports are put into place early and on an ongoing basis. School-based special education teams have learned and grown their expertise from a variety of platforms put on by the multi-disciplinary team.

#### *Environmental Committee & Stewardship*

Through staffing and portfolio updates, as well as operational pressures, the environmental committee is in the beginning stage of implementation. In 2022-23, the Committee was formed, and Terms of Reference were established. Core values and alignment within the existing strategic plan are defined with a focus on the following:

- Authenticity in environmental stewardship
- Food and Energy Security
- Balancing Human Activity with Nature
- Maturing our Environmental Practices

The Plant Department manages and monitors energy consumption. The following chart shows annual consumption by school year.

Year	kWh
2018-19	6,316,868
2019-20	5,489,642
2020-21	6,726,221
2021-22	6,573,808
2022-23	6,422,704 (estimate)

We are in the process of introducing energy savings through capital work including Solar Array Systems and LED lighting in schools. Consumption is up between 2020-2023 due to Ministry of Education mandates for increased air intake levels to mitigate the risk of spread of COVID-19.

As of June 2023, SGDSB was [identified](#) as the 2<sup>nd</sup> most efficient school board for energy consumption in the province.

### *Information Technology*

The IT Steering Committee was re-imagined in late 2022 to better respond to the needs of our schools. It is now referred to as the Education & Technology Committee with a new Terms and Reference and meeting structure, informed by Education Leadership. Representation from Elementary, Secondary and System Education staff ensure the IT Department's focus is on education outcomes.

With an IT Manager in place, the department has overhauled its processes and introduced a Service Delivery Standard Guideline which lays out the approach and ideal level of service delivery for school and central staff, students and community partners. The guideline aligns with the strategic plan and includes new standards for timeliness of responses to queries and tickets.

During Covid-19, students and staff required rapid deployment of technology. Over 1400 devices were distributed and supported during remote learning pivots. In 2022, Grade 3 students were assigned laptops, expanding the existing distribution of 1 device per student in Grades 5 and 9. This deployment involved nearly 200 new devices.

In 2022, broadband access in Manitouwadge signaled the culmination of a multi-year project to ensure each school had a minimum internet speed of 100mb/s. Through coordination with 3<sup>rd</sup> parties, implementation and support, each school now enjoys modern broadband internet speeds, further reducing barriers to success in education.

Finally, a new Procedural Guideline was introduced to address laptop retrieval and inventory management. Each school now has a standardized process for return, documenting, and storing laptops assigned to students, significantly reducing instances of missing devices.

### *Health & Safety in Schools*

Since the implementation of the SGDSB Technological Safety Guideline, there have been no reported injuries for any technological programs, including Automotive, Welding, Manufacturing, and Science.

The Board Wide Occupational Health and Safety Committee has continued to develop manuals and reports on incidents in our schools and facilities. 2022-23 was a productive year with the updating of:

- The Truncated Safety Plan

- SGDSB OH&S Manual
- Development of a streamlined online Workplace Violence reporting form

The Plant Department began engagement with a 3<sup>rd</sup>-party on custodial operations standardization to ensure schools have the required resources and procedures in place to ensure safety and cleanliness for staff and students. In April 2023, the Manager of Plant delivered training on Ministry of Labour standards to school and central leadership as part of a push towards a renewed culture of safety, accountability and documentation in operations, post COVID-19.

### **Next Steps**

#### *Reflecting Our Demographics*

With the workforce and student census data, SGDSB will be able to:

- Get an accurate picture of the composition of our employee population;
- Identify and address systemic barriers to uphold an equitable and inclusive workplace; and
- Inform policy and procedural decisions at the board level that uphold equity, diversity, and inclusion.

This will manifest with initiatives to celebrate and recognize diverse cultures, days of celebration, and a more representative staffing group.

#### *Multi-Disciplinary Team*

The Multi-Disciplinary Team will be continuing to expand our knowledge and understanding of how to support Indigenous learners while focusing on land-based learning, cultural resources and the Universal Design for Instruction. Our team continues to grow and develop as more team members are joining with different perspectives and walks of life.

#### *Environmental Committee & Stewardship*

The environmental committee is well positioned to commence working within its newly established frameworks and core value propositions to define prescriptive actions and initiatives within SGDSB across the academic and system domains. The Environmental Committee and Plant Department will begin to share data and set metrics for ongoing monitoring of energy usage with the goal of introducing more responsive and accountable operations with respect to efficiency. Committee meetings will have ongoing reports of energy consumption shared. In addition, capital planning will involve consultation with the Committee to ensure its priorities are considered.

#### *Information Technology*

In 2023-24, IT will migrate its laptop and device servicing process to in-house, reducing wait times, cost and supply chain-risk for parts.

IT and Plant continue to coordinate and manage capital projects through enhanced communication and cross-department consultation. Both departments will continue to decommission redundant computer lab spaces (thanks to the deployment of per-student devices) to make room for multi-use spaces in schools.

IT will begin to monitor data for ticket response times, based on its updated Service Delivery Standard to improve accountability and performance.

#### *Health & Safety in Schools*

The Plant Department is engaging with high schools to develop standardized layouts for shop classrooms through 3<sup>rd</sup>-party consultation. In addition, data will be gathered shared with the central committee on monthly site inspections to promote accountability and transparency in safety requirements. Paired with standardized custodial operations, our schools are positioned to be safer and cleaner for staff and students.

Plant will be developing a school-disruption Procedural Guideline for implementation in 2023-24 to put in place standard procedures for HVAC and power disruptions in our facilities.

## **B. COMMUNITY PARTNERSHIPS**

### **Background**

Developing community partnerships was an integral component to the 2018-2023 Multi-Year Strategic Plan (MYSP). This Objective required us to increasingly “establish processes to engage in ongoing outreach activities to establish mutually beneficial partnerships” (SGDSB Strategic Plan, pg. 16). Making a difference in our communities is a key aspect to achieving the objectives. Many partnerships were formed as we emerged as a leader in our communities.

### **Current Situation**

#### *Student Success/Cooperative Education/Ontario Youth Apprenticeship/Specialist High Skills Major*

Superior-Greenstone District School Board partnered with Superior Greenstone Association for Community Living in the creation of supported transitions and pathway planning leaving high school and entering assisted living. A framework has been developed where all 5 high schools have received formal professional development where it is now implemented. Plans are in place to present at the Community Living Provincial Meeting together.

SHSM (Specialist High Skills Major) programs have increased by 3 during this Strategic Plan, expanding the number of sector specific skill foci in each school. These programs require the commitment of community partners to secure approval from the Ministry of Education. One major requirement for completion of the SHSM requirement is co-op. Our Co-operative Education Programs in each region continue to build on the number of placement opportunities while endeavouring to ensure the variety of sectors is represented. Each community varies in availability of options and therefore some students access summer co-op options outside of their community to fulfill this requirement.

With the increased need for Skilled Trades exposure, we have partnered with Origin and other independent red seal experts to bring their craft to our students. This has included opportunities for students to sample trades through simulators, hear real-life pathway stories and ask the questions to people in the industry.

#### *Plant/Community Use of Schools*

Over the last year and a half Plant has been actively engaging with our municipal partners to establish meaningful connections. Given that our schools rely on municipal services and serve as crucial hubs for the communities recreational and communal needs, it is imperative for us to collaborate closely. At present, our focus lies on reviewing the community disaster plans to better understand how we can be best prepared in the event of a community disaster. Gord

Community Use of School has returned to full operation without COVID closures or restrictions starting September 2022. We have seen a significant uptake with external permits returning to pre-covid numbers (141 permits currently compared to 160 previously). - Steph

### *Indigenous Education*

The Indigenous portfolio has implemented and been part of a variety of instrumental programming to better meet the needs of Indigenous students and provide authentic understanding and learning to all students (Indigenous or not Indigenous).

- Indigenous Education Advisory Committee (IEAC) continues to as regular Board meetings 4 times per year, with the addition of Special IEAC meetings to address specific concerns that need more time and space. IEAC has recently reviewed and updated the IEAC policy. The format of IEAC has also been revamped to ensure that community voice has a stronger platform to share concerns and updates. The Special IEAC meetings create dedicated time and space for larger, individual topics that require more conversation.
- First Nation Advisory Committee (FNAC) meetings follow the newly implemented FNAC Meeting and Guidelines document to ensure regular and transparent communication between schools and First Nation communities. FNAC meetings extend past negotiating ESAs, focusing on a variety of regular communication on topics such as (but not limited to) transitions, special education, community and school partnerships, upcoming events, days of significance such as Day of Truth and Reconciliation, Powley Day, MMIW, and more.
- Education Service Agreements (ESA) continue to be updated and negotiated. ESAs that are currently being renegotiated will be done so with wording adapted from the Reciprocal Education Approach document. Currently, we have 1 ESA officially signed, with a variety of them close to coming to a full agreement.
- Through a collaborative approach with the AES and the four communities they and we serve, we have created the Engagement Framework which will be signed in early 2023. This framework will guide SGDSB in what and how we engage with as it pertains to Indigenous students and content among many other things.
- Elders in Residence programming was newly implemented in 2022-2023 with the intention of continuing to ensure students have access to this imperative program
- Through collaboration between schools and communities in response to student voice, SGDSB has successfully worked with partners to co-plan various powwows across the district. This work is intended to continue as funding is available
- Students from various First Nation communities have had the opportunity to obtain Summer Learning credits through working in their home community. Community and schools review the work/learning opportunities, hours, and logs/journals to give credit to the work students did over the summer
- SGDSB system and management staff have successful completed the full Ezhi Kendmaang Anishinaabe Naadziwin (EKAN) cultural sensitivity modules that were taken in various Anishinebek Education System (AES) communities.
- Drumming programs have been started in many of the schools through collaboration with the Anishinaabemowin Boodawe Committee and various community members who have volunteered their time to ensure this program runs. This program is in response to student voice requesting these types of program.

### **Next Steps**

As we grow and develop further as a leader in all communities, we will continue to increase programs and processes that enhance the operational needs for staff and students. Relationships

are at the core of our work and fostering partnerships allows greater opportunities for staff and students.

In the future we plan to extend our relationships within the area of the trades in order to meet Ministry direction in this area. Through Co-operative Education and SHSM programs, we will endeavour to collaborate with partners to define partnership and ensure we are maximizing our relationship in support of students and the community.

Our partnerships with Indigenous communities and leaders will continue to be a priority as we enhance our resources and opportunities. We will continue to review, update and renew Education Service Agreements, and we will be developing a Truth a Reconciliation Policy and implementation of the newly developed Engagement Framework to ensure appropriate and authentic approaches to working with Indigenous students and engaging with indigenous families and communities. Through continued work with the AES, the EKAN sessions will be repeated with Principals and Vice Principals as well as any staff who were not part of the first round from Management/System Staff.

**Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 62, Multi-Year Strategic Plan: 2023 Evaluation of STEWARDSHIP, 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.:** 63

**Date:** August 28, 2023

**To:** Chair and Trustees of the  
Superior-Greenstone District School Board

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

**SUBJECT:** Multi-Year Strategic Plan: 2023 Evaluation of WELL-BEING

**STRATEGIC PRIORITY:** WELL-BEING

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The final evaluation of a Multi-Year Strategic Plan serves as a comprehensive assessment of the plan's effectiveness and outcomes between 2018 and 2023. It involves the analysis and review of the strategic aims and objectives outlined in the plan, as well as the progress made in achieving them. The evaluation examines the extent to which the plan's objectives have been met, the impact it has had on the organization or project, and the overall success in realizing the envisioned future state. It also involves the making of recommendations for the future plan. The final evaluation serves as a critical tool for assessing the plan's strengths, identifying areas for improvement, and informing future strategic planning efforts.

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**Well-Being Strategic Priority Aim:**

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

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

Well-being at school refers to the overall state of physical, mental, and social wellness experienced by students, teachers, and staff within the school environment. It encompasses various interconnected dimensions, including physical health, emotional resilience, social connectedness, and a sense of belonging. Well-being at school goes beyond academic achievement and recognizes the importance of creating a supportive and nurturing atmosphere that promotes holistic development and positive mental health. It involves ensuring access to resources and support systems that address the diverse needs of individuals, fostering positive relationships, promoting healthy habits, and providing a safe and inclusive learning environment. By prioritizing well-being at school, educational institutions aim to cultivate an environment where all members can thrive, learn effectively, and experience overall happiness and fulfillment.

## A. FEELING SAFE AND INCLUDED AT SCHOOL

### Background

School safety and student achievement are inherently connected. At Superior-Greystone District School board we understand the importance of safe and inclusive learning environments, which is why we have targeted this area in our MYSP. We utilize data from the Our School climate survey to guide implementation strategies at the board and school level to improve inclusion, belonging and safety.

When comparing the data impacting student perception of safety and inclusion over the last four years, the COVID-19 pandemic needs to be taken into consideration. There were significant implications post pandemic on mental health and perception of safety. The impact of the pandemic has led to a global increase in anxiety, depression and worry about school.

The “Our School” Data was collected in October 2022, at the beginning of the year post pandemic. Uncertainty and transition were impacting the student population. The following data summarizes a comparative analysis.

<p>Positive Sense of Belonging</p> <p>SGDSB Elementary: 57% VS Canadian Norm: 77%</p> <p>SGDSB Secondary: 54% VS Canadian Norm: 66%</p>	<p>Elementary – 10% decrease in sense of belonging</p> <p>Secondary –2% decrease in sense of belonging</p>
<p>Students with Positive Relationships</p> <p>SGDSB Elementary: 68% VS Canadian Norm: 84%</p> <p>SGDSB Secondary: 71% VS Canadian Norm: 76%</p>	<p>Elementary -9% decrease in percentages of students reporting positive relationships</p> <p>Secondary – 0 change from last data collection</p>
<p>Bullying, Exclusion and Harassment</p> <p>SGDSB Elementary: 30% VS Canadian Norm: 27%</p> <p>SGDSB Secondary: 28% VS Canadian Norm: 19%</p>	<p>Elementary +4% decrease in bullying</p> <p>Secondary 0 no change from last data collection.</p>
<p>Feeling Safe at School</p> <p>SGDSB Elementary: 41% VS Canadian Norm: 64%</p> <p>SGDSB Secondary: 56% VS Canadian Norm: 66%</p>	<p>Elementary -12 % decrease in elementary students reporting feeling safe at school</p> <p>Secondary +6 increase in feeling safe at school</p>

### **Current Situation**

Understanding the impact of COVID-19 and our current state, we continue to strive to understand school climate with deeper acuity. During the 2022-2023 school year we collected baseline data about Bully Prevention Plans and impact on student well-being. SGDSB Bully Prevention Plans were evaluated, and a new template was created to promote efficiencies and bolster resources to school teams. At the end of the school year, the new Bully Prevention Plans were evaluated, and quality improvement strategies are scheduled for implementation for the 2023-2024 school year.

To get a more fulsome understanding of the student experience, we have adjusted delivery schedule of the OurSchool Student Survey. This survey will take place every year to collect rich data more frequently rather than every two years as required by the Ministry of Education. In addition, we are in the process of developing a communication strategy and have hired a Mental Health Data coordinator to support the collection and distribution of data from the OurSchool survey.

### **Next Steps**

1. Develop and implementation of a Our School Communication strategy.
2. Implementation of annual Our School climate survey and resource allocation to schools to support the development and delivery of targeted strategies to reduce bullying and increase inclusion.
3. System wide support for school-based Bully Prevention Plan and data collection around well-being.
4. Development and implementation of a Truth and Reconciliation Policy to better meet the needs of the growing Indigenous population served by SGDSB, and an authentic, appropriate and rich learning experience for non-indigenous and indigenous students as it pertains to Indigenous education.

## **B. HEALTHY SCHOOLS**

### **Background**

Healthy Schools are a key factor in establishing the learning conditions necessary to help students reach their full potential. With these conditions in place, students are more likely to adopt healthy, active habits and continue with them throughout their lives. It is recognized that positive physical health is a key driver in fostering well-being. It is also understood that student success and achievement is linked directly to well-being. Extracurricular activities offer students many opportunities to explore their strengths, interests, identity, and to engage in new learning; each of which directly connect to the development of belonging and the fostering of well-being.

### **Current Situation**

Programs that support healthy schools exist in all Superior-Greenstone District School Board schools. Examples include: breakfast and snack programs, athletic clubs and opportunities (hockey, archery, swimming), sports teams (volleyball, basketball, soccer, track & field, etc.), extracurricular clubs and activities, counselling services (social workers, child & youth workers, graduation coaches), student council, and community partnership opportunities.

**Next Steps**

1. Develop a formal process for tracking student participation in healthy schools activities and opportunities.
2. Increase student voice and input into opportunities provided for students.
3. Build consistency and best practices between schools to ensure opportunities are provided for students in all schools.

**C. SAFE AND ACCEPTING SCHOOLS****Background**

Safe and Accepting Schools set out expectations for all school boards to provide safe, inclusive and accepting learning environments that support the achievement and well-being of every student. These expectations include addressing and preventing bullying and creating a positive school climate (Ontario's Well-Being Strategy for Education, Fact Sheet for Parents)". SGDSB continues to be in full compliance of all required initiatives.

**Current Situation**

Several initiatives have been introduced as a part of the multi-year strategic plan with the intent of impacting student and staff well-being. By focusing on building understanding of student needs, preventative work and health promotion as well as providing alternative ways to manage student behaviour, we have implemented impactful programming and progressive discipline procedures. The initiatives we have focused on have included: Behaviour Management Supports, Trauma Informed Schools, Restorative Practices, Strength-Based Resilience, and The Third Path.

While the results of 19-20 and 20-21 do continue the downward trend in suspensions, those years were impacted by COVID-19, especially the significant amount of time students were engaged in remote learning.

# of Suspensions					
Years	16-17	17-18	18-19	19-20	20-21
<b>Elementary</b>	57	35	35	10	4
<b>Secondary</b>	94	90	65	75	20
<b>Board Totals</b>	151	125	100	85	24
# of Violent Incidents					
Years	16-17	17-18	18-19	19-20	20-21
<b>Elementary</b>	1	0	0	0	0
<b>Secondary</b>	4	3	2	2	0

**Next Steps**

SGDSB is moving forward with enhancements and support for students and staff relating to Trauma Informed Practice, Restorative Practice, behaviour supports and skill development in schools and the provision of mental health supports to students to address underlying areas of need. We will continue to refine these practices in our schools and provide high quality interventions that impact the well-being of staff and students. While suspensions and violent incidents are not necessarily a reliable indicator of staff and/or student well-being and the impact of these initiatives, the downward trend over time provides a baseline for us to monitor. We continue to expand our data set through our EMHWare system and the OurSchool survey to better understand current state and guide future implementation.

**D. STAFF WELL-BEING****Background**

SGDSB is committed to fostering a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social, and physical needs are being met. SGDSB continues to demonstrate our commitment to staff well-being through several initiatives and understands that well-being is achieved through equity and respect for our diverse identities and strengths.

In June 2022 all staff were invited to complete the OURschool staff survey from the Learning Bar to gain an understanding of staff's experiences related to their job, school community and personal well-being. The survey was designed to capture data on 20 factors that impact staff well-being and development. Since this was the first time this survey was completed with staff, a comparative analysis could not be completed with previous staff well-being surveys. The following data was obtained:

Positive sense of job control	81% of staff have a positive sense of control over how they structure their workday
Positive sense of collaboration	59% of staff feel involved in decision making at their school
Satisfied with communication	54% of staff are satisfied with communication with school leaders at their school
Work after hours	39% of staff stay after hours to manage their workload 2- 5 times per week
Work in the evening	43% of staff work in the evening to manage their workload 2-5 times per week
Work on the weekends	39% of staff work on the weekend to manage their workload
Positive work-life balance	48% of staff are able to manage their work-life demands
Clear role expectations	73% of staff have a clear understanding of their role and job expectations
Positive sense of recognition	71% of staff feel recognized for their work by their school leaders and peers
Positive sense of belonging	79% of staff feel accepted and valued by others at their school

Positive coping	84% of staff feel equipped to cope with the stress and challenges they face at work
Experience support	60% of staff are satisfied with the support they have access to and the support they receive from school leaders

Respondents identified Communication, Collaboration and Work-Life Balance as target areas for improvement. In response, site visits were completed by the Disability and Wellness Advisor in the fall of 2022 to engage staff in further discussion around these identified areas and to promote the Employee Family Assistance Program (EFAP). Staff shared their strategies for how they support their own well-being and ideas for future wellness activities to support their school environment.

### **Current Situation**

Based on feedback from staff visits, a communication strategy was developed, and programs were introduced to staff in January 2023. These programs included partnerships with regional businesses to offer discounts and well-being focused activities for staff.

EFAP utilization for the 2022/2023 school year was at 9.33% with a total of 34.33 cases. This is the highest utilization rate with the current EFAP provider.

### **Next Steps**

1. Complete OURschool staff survey on a bi-annual basis to ensure staff well-being is being measured, to review where there are gaps and to explore strategies to improve well-being.
2. Review well-being programs annually and adjust programming based on feedback and requests where possible.
3. Continue to promote EFAP program through monthly messaging, staff meetings, individual meetings and through the internal intranet; The Exchange.

## **E. WORKPLACE VIOLENCE**

### **Background**

Workplace violence is a complex issue that involves many facets that directly impact well-being in terms of the physical and emotional needs of staff. When considering workplace violence, prevention and de-escalation of violent behaviours are key to maintaining a healthy and safe workplace. The safety of the physical workspace is also a requirement. Everyone in the school and Board must participate and commit to addressing violence which will positively impact well-being for everyone. SGDSB collects Violence in the Workplace data on an annual basis that serves to inform us of gaps in process that need to be addressed.

### **Current Situation**

In the past year, have you witnessed a violent incident in your workplace between a student and staff.	YES – 27% (22/23) YES – 18% (21/22)
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Do you know if the policy with respect to violence is posted?	NO – 22% (22/23) NO - 24% (21/22) NO – 26% (20/21) NO - 26% (16/17)
Do you know where to find these procedures?	NO – 9% (22/23) NO - 13% (21/22) NO – 14 % (20/21) NO – 16% (2016/2017)
Are you satisfied that the incidents were investigated properly?	17 stated NO (22/23) 13 stated NO (21/22) 22 stated NO (20/21) 6 stated NO (16/17)

Based on the data there are more staff who are reporting as witnessing a violent incident within the workplace. While it is encouraging to see there are fewer staff who don't if there is a violence policy posted and where to find it there is still more that will need to be done. It is important that all staff are educated and are made aware of the policy and where to find it. Increasing staff awareness is an important component of any effective violence in the workplace program. Data over the last several years supports that additional steps must be taken to ensure that adequate follow-up is done with an employee after an incident has been reported.

### **Next Steps**

1. Increase staff awareness of the Violence in the Workplace Policy through ongoing communication including during the on-boarding process, orientation, the employee handbooks, at staff meetings and through inclusion on the Employer intranet (Exchange site);
2. Continue to enhance the effectiveness of the Violence Policy through annual review to ensure compliance with statutory laws;
3. Continue to review and enhance the Ebase reporting tool to ensure ease of use for the end user;
4. Take active steps to follow-up on reported incidents and develop an activity in Ebase to ensure that follow-up communication is done with employees to close the loop.

### **Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 63, Multi-Year Strategic Plan: 2023 Evaluation of Well-Being, 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.:** 64

**Date:** August 28, 2023

**To:** Chair and Trustees of the  
Superior-Greenstone District School Board

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

**SUBJECT:** Multi-Year Strategic Plan: 2023 Evaluation of LEARNING

**STRATEGIC  
PRIORITY:** LEARNING

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The final evaluation of a Multi-Year Strategic Plan serves as a comprehensive assessment of the plan's effectiveness and outcomes between 2018 and 2023. It involves the analysis and review of the strategic aims and objectives outlined in the plan, as well as the progress made in achieving them. The evaluation examines the extent to which the plan's objectives have been met, the impact it has had on the organization or project, and the overall success in realizing the envisioned future state. It also involves the making of recommendations for the future plan. The final evaluation serves as a critical tool for assessing the plan's strengths, identifying areas for improvement, and informing future strategic planning efforts.

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**Learning Aim:**

We foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center.

If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging, motivation and perseverance in learning.

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Learner-centered pedagogy is an instructional approach that places the learner at the center of the educational experience. It recognizes that each student is a unique individual with distinct strengths, needs, and interests. In learner-centered classrooms, the focus shifts from a teacher-centered model to one that prioritizes active engagement, collaboration, and personalization of learning. Students are empowered to take ownership of their learning, set goals, and make choices in how they approach and demonstrate their understanding. Teachers serve as facilitators, providing guidance, support, and tailored instruction to meet individual student needs. Learner-centered pedagogy emphasizes critical thinking, problem-solving, creativity, and the development of essential skills, aiming to foster lifelong learners who are motivated, self-directed, and prepared for success in an ever-changing world.

**A. ONGOING MONITORING: BOARD LEARNING PLAN**

**Background**



At the onset of the MYSP, SGDSB developed what was then referred to as The Board Learning Plan for Student Achievement and Well-Being (BLPSA) This plan established education priorities, goals and performance indicators to support continuous quality improvement, with a specific focus on creating environments that develop thinking skills for all of our learners. The BLPSA was a tool for SGDSB to identify local actions that would lead to improved achievement and well-being for all students and continued to be in effect until 2021. However, there was a disruption to the full implementation of the BLPSA during the 2020-2021 School Year, due to Covid, specifically in relation to gathering and monitoring the impact of the plan. Despite this, we were still able to engage in learning around creating thinking environments with educators and School and System Leadership. Along with system support, we enlisted the support of two external third party organizations to lead us in the learning. These included:

### **Leadership Learning**

- Sandra Herbst: Instructional Leadership/Leading in Uncertain Times: reflective practices, coaching conversations, meditative questions.
- The Critical Thinking Consortium: Usha James: Leading in Uncertain Times – Leadership Coaching with a focus on leadership moves to engage meaningful observations and the narrowing of those observations to determine supports students require. Principals engaged in monthly critical friends sessions and 1:1 coaching sessions to guide them in this work.

### **Teacher Learning**

- The Critical Thinking Consortium: Usha James: Nurturing Greater and More Meaningful Participation – All teachers engaged in 3 Learning Sessions (Elementary and Secondary) that were presented during staff meetings. Teachers could select from the strategies presented for implementation in the classroom.

For both 2021-2022 and 2022-2023, the Ministry of Education introduced the Board Improvement and Equity Plan (BIEP), which achieved the same outcomes of the BLPSA but, was enhanced to provide a standardized tool for school boards to identify local actions that would lead to improved achievement, equity, well-being and transitions for all students. The BIEP was 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 homes.

In 2021-2022, the BIEP focused largely on Leadership Learning, as we were still impacted by COVID and had not yet received direction from the Ministry that was required for development. Leadership learning centered around two focus areas:

- The teaching and learning environment being inclusive and promoting the intellectual engagement of all students and reflecting individual student strengths, needs, learning preferences and cultural perspectives.
- Developing school leadership understanding of structures that could be utilized to support effective job embedded professional learning. This urgent need was due to a lack of occasional teachers which directly impacted our ability to release education staff.

Along with System Staff, we engaged the supports of Sandra Herbst and Usha James to guide this work. As a result of the learning and the structures that were put in place, School Leadership reported that as a result of the learning they engaged in 57% were in the Beginning Awareness Stage, 29% were in the Partial Stage, and 14% were in the Beginning Stages of Implementation when it came to our two areas of focus. This data provided us with clear next steps for groups of leaders.

The focus for the BIEP in 2022-2023 identified specific areas of focus within the objectives set out by the Ministry, through our aggregation of data in June 2022 with all School Principals. Based on school level data, we outlined the following priorities: *Improved Academic Outcomes, Student*

*Agency, and Sense of Belonging for all Students.* More specifically, school teams continued to gather data to develop our understanding of student needs and achievement in Literacy and Math, as well as in the areas of Mental Health and Well-Being, with a specific focus on understanding and promoting safe and inclusive learning environments. Our plan was to utilize the data from schools to directly inform our BIEP goals that were to be established for the system, however, in June 2023, the Ministry notified School Boards that we would be moving away from the Board Improvement and Equity Plan, to what is now referred to as the Student Achievement Plan.

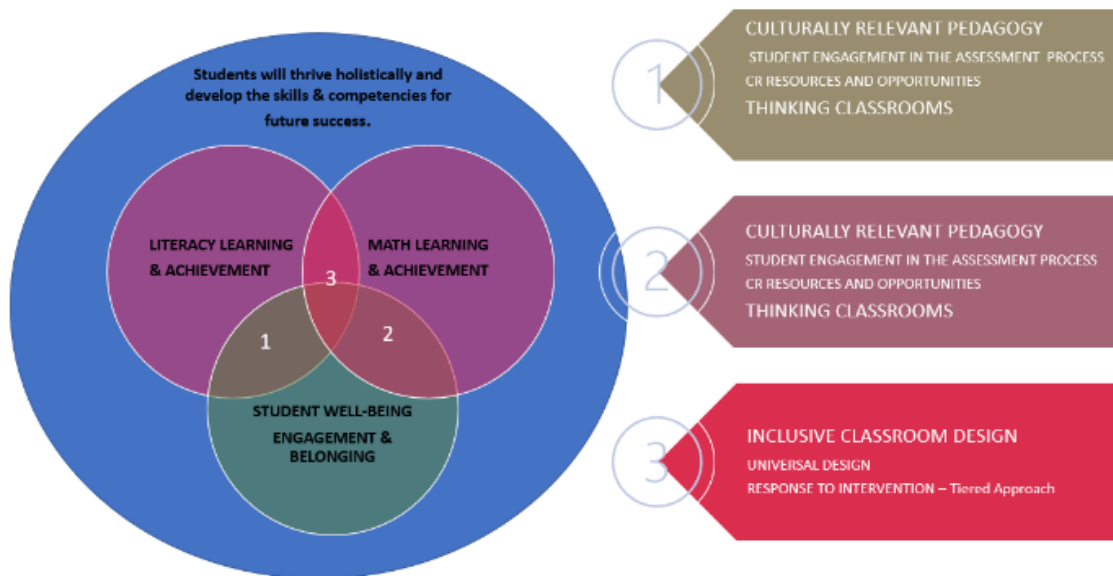
**Current Situation**

School Boards are now required to develop a Student Achievement Plan (SAP), which focuses on the Ministry priorities of Achievement and Learning Outcomes in Core Academic Subjects (Literacy and Math), Student Engagement and Well-Being, and Preparation of Students for Future Success.

The goals outlined for each of the priority areas are as follows:

- Improve students’ literacy learning and achievement.
- Improve students’ math learning and achievement.
- Improve students’ graduation rates and preparedness for future success.
- Improve students’ participation in class time and learning.

We have taken the priority areas from the Ministry, outlined in the SAP, and reviewed them in relation to the priority areas that have been identified by SGDSB to develop the Student Achievement Plan for SGDSB 2023-2024. This plan also highlights the Pedagogical Approaches that we believe to be reflective of what our students need to experience growth in the priority areas.



**Next Steps**

The next step in SAP process will be to use our data from 2022-2023 to inform specific SMART Goals, targets, and indicators to align with the priorities of the SAP in relation to our school and board specific data, as these are not yet evident in the plan. Through the process of gathering specific, focused data, we will establish a shared and clear vision across all levels of the system with a focus on increased student achievement in the priority areas, and well-being for all students including those who are underserved, and create an increasingly responsive plan, processes, and structures to engage in ongoing improvement for all of our schools, students, and staff.

## B. ATTENDANCE

### Background

Student attendance has been a critical focus of the Multi-Year Strategic Plan, and supporting positive attendance goes beyond traditional or historic methods of encouraging or focusing on decreasing absenteeism of students. Based on learning, research, and experience, positive student attendance supports have grown and changed significantly since the inception of the MYSP. Through the analysis of data and a focus on increasing the effectiveness of an Attendance Support Team, at the core of which are our Attendance Counsellors. Improving attendance data requires a wraparound, community approach including the involvement of community partners, families, school staff, and the attendance team. Relationships are at the core of supporting positive student attendance.

### Current Situation

Attendance reports from the Ministry of Education focus on “persistent absenteeism”, defined as a student who has missed 10% or more of school days for any reason including excused or unexcused absences. Our schools provide positive, welcoming, safe, and accepting environments that support and challenge student learning and success. Superior-Greenstone District School Board’s Attendance Handbook provides direction, support, and strategies for all staff to ensure improved student attendance is always focused on positive relationships and student success.

<b>Trillium Board Elementary Attendance Data: 2017-2021</b>					
	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive
2017-2018	0.5% (0.8%)	8% (4%)	0.9% (1%)	<b>9.4%</b>	<b>5.8%</b>
2018-2019	0.7% (1.0%)	8.4% (6%)	1.0% (1.3%)	<b>10.1%</b>	<b>8.3%</b>
2019-2020	0.6% (0.9)	7.1% (4.3)	1.1% (1%)	<b>8.8%</b>	<b>6.2%</b>
2020-2021	1.1% (1.5%)	10% (6.6%)	2% (1.5%)	<b>13.1%</b>	<b>9.6%</b>
2021-2022	We transitioned from Trillium to PowerSchool and did not have the reports set up to collect attendance data.				

<b>PowerSchool Attendance Data</b> (we continue to work on reports to gather data to monitor through)			
Students in K through 8	Missed ≥ 20 days (≥ 10%)	Missed ≥ 40 days (≥ 20%)	Missed ≥ 80 days (≥ 40%)
2022-2023 (803 students)	69.2%	28.5%	6.2%

<b>Trillium Board Secondary Attendance Data: 2016-2021</b>					
	Chronic >20%	Excessive 20-40%	Extreme >40%	Total Persistent	Total Persistent

	Active (Active/Inactive)	Active (Active/Inactive)	Active (Active/Inactive)	Absenteeism (>20%) Active	Absenteeism (>20%) Inactive
2016-2017	0.9% (1.29%)	15% (11%)	7% (16%)	<b>23%</b>	<b>28%</b>
2017-2018	0.31% (0.9%)	15% (8%)	6% (15%)	<b>21%</b>	<b>24%</b>
2018-2019	1.0% (1.5%)	14% (9%)	8.3% (16.3%)	<b>23%</b>	<b>26%</b>
2019-2020	0.9% (1.1%)	14.7% (8.8%)	6.4% (15.7%)	<b>22%</b>	<b>25.6%</b>
2020-2021	1.3% (1.7%)	16.5% (12%)	9% (18%)	<b>26.8%</b>	<b>31%</b>
2021-2022	We transitioned from Trillium to PowerSchool and did not have the reports set up to collect attendance data.				

<b>PowerSchool Attendance Data</b> (we continue to work on reports to gather data to monitor through) *we are working to have a better way to capture a more accurate representation of daily absenteeism for secondary students			
	Missed $\geq$ 20 days ( $\geq$ 10%)	Missed $\geq$ 40 days ( $\geq$ 20%)	Missed $\geq$ 80 days ( $\geq$ 40%)
2022-2023 (727 students)	36.7%	16.6%	2.6%

### **Next Steps**

- Communicate the importance of positive attendance to stakeholders using the “Show Up” Campaign and the Northern Ontario Education Leaders (NOEL) strategy.
- Continue to use data to highlight areas of need and identify best practices in decreasing persistent absenteeism.
- Superior-Greenstone District School Board works with a number of community partners to build relationships, support staff learning and understanding, and focus on positive student attendance.
- Student attendance data and our Attendance Handbook is reviewed regularly and is an ongoing focus for our staff.
- The role of Attendance Counsellor continues to be embedded in the mental health team and is reviewed and enhanced for effectiveness.

## **C. RESPONDING TO THE LEARNING NEEDS OF STUDENTS**

### **Background**

Responding to the learning needs of students refers to the ability of educators to address and accommodate the diverse requirements, identities, abilities, and preferences of individual learners. It involves recognizing that students have unique learning styles, strengths, and challenges, and tailoring instruction and support to meet those specific needs. This response may involve differentiating instruction by providing varied learning materials, strategies, and assessments to cater to different learners. It also requires ongoing assessment and monitoring of students' progress to

identify areas of improvement and adjust teaching methods accordingly. Responding to learning needs encompasses providing additional support, modifications, or extensions to ensure that all students have equitable opportunities to succeed and reach their full potential.

### **Current Situation**

#### **Transition to Kindergarten Programs for Students with Special Needs**

Increased responsiveness and reduced wait times through early and regular screening practices have enabled students to receive supports and interventions earlier once they enter our schools.

Since we have introduced the Kindergarten Registration season, we have been able to plan for and provide special education supports for students who are entering school the following school year earlier by preparing for necessary referrals or ensuring that required supports are in place.

We continue to strengthen our relationships with community partners in order to connect students to services more quickly. To support the work of school teams, the Multidisciplinary Team aims to strengthen the collaboration between service providers, agencies and school teams to provide early interventions and continue to reduce wait times.

We also recognize the need for increasing earlier access to services and interventions for students who have limited speech and/or who have significant language delays.

#### **Next Steps**

1. Transition families into kindergarten beginning in January to ensure school teams are fully ready to meet the needs of each learner on the first day of school.
2. Ensure that the Transition to Kindergarten for Students with Special Needs process has been completed and formally sent to the superintendent for review.
3. Support learners who require additional support by growing our use of ABLLS and accessing supporting technology to support educators and support staff in understanding where each learner is at in their learning journey.

#### **Knowing the Learner**

In 2022-2023, 24% of SGDSB students accessed special education. Among these students, 20% are students with a learning disability and 36.5% are not identified with an exceptionality. This is an overall decrease from the 2017-2018 report.

<b>Students Accessing Special Education By Division</b>									
<b>E= Elementary S=Secondary</b>									
<b><u>Equity Groups</u></b>	<b>2014/ 2015</b>	<b>2015/ 2016</b>	<b>2016/ 2017</b>	<b>2017/ 2018</b>	<b>2018/ 2019</b>	<b>2019/ 2020</b>	<b>2020/ 2021</b>	<b>2021/ 2022</b>	<b>2022/ 2023</b>
Students Using Special Education	E-153 S-244	E-149 S-257	E-157 S-273	E-140 S-253	E-140 S-250	E-182 S-308	E193 S-238	E-186 S-204	E-156 S-184
Students With A Learning Disability – Formally Identified	E-45 S-109	E-31 S-110	E-29 S-102	E-19 S-81	E-20 S-80	E-22 S-81	E-22 S-69	E-24 S-60	E-12 S-57

<b>Students Accessing Special Education Overall Trends</b>											
<b><u>Special Education Trends</u></b>	<b>2012/2013</b>	<b>2020/2021</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>
Total Special Education Students	256	371	397	406	430	393	385	490	431	390	342
Students Identified with a (Learning Disability)	146	147	154	141	131	100	100	103	91	84	69
Accessing Support but no Identification (NO exceptionality)	No info as reconciliation did not begin	118	137	141	171	171	171	199	187	159	125

Knowing the Learner work has been central to developing instructional practices strategies, and resources that support the learning of students with individual needs.

Next Steps:

- As a progression of the Knowing the Learner work, we have begun to focus on response to instruction and inclusive practices which put the student and at the centre of instruction. By applying specific and targeted instructional strategies, accommodations, and individualized supports, based on the regular monitoring and reviewing of evidence of student growth, we aim to increase the success rate of all students with individual needs.
- Through the work of the Multidisciplinary Team, we will continue to expand our understanding and application of inclusive and responsive instructional practices for all students with individual needs.

**Indigenous Education**

To ensure a rich and appropriate learning experience and learning environment, while also being responsive to the historical and current situations as it pertains to Indigenous Education, SGDSB has been working carefully to ensure appropriate and authentic learning.

Current Situation

SGDSB currently has a 39% FNMI / indigenous student population. Considering Indigenous Education and Truth and Reconciliation, it is imperative to support Indigenous students with culturally responsive learning opportunities and environment. It is also equally as important to bring authentic and appropriate learning opportunities to students and staff who do not identify as indigenous. SGDSB has worked with the Anishinabek Education System (AES), the Indigenous Education Advisory Committee, worked collaboratively with neighboring school boards to ensure proper resources, authentic learning opportunities and collaborative approaches have been taking place.

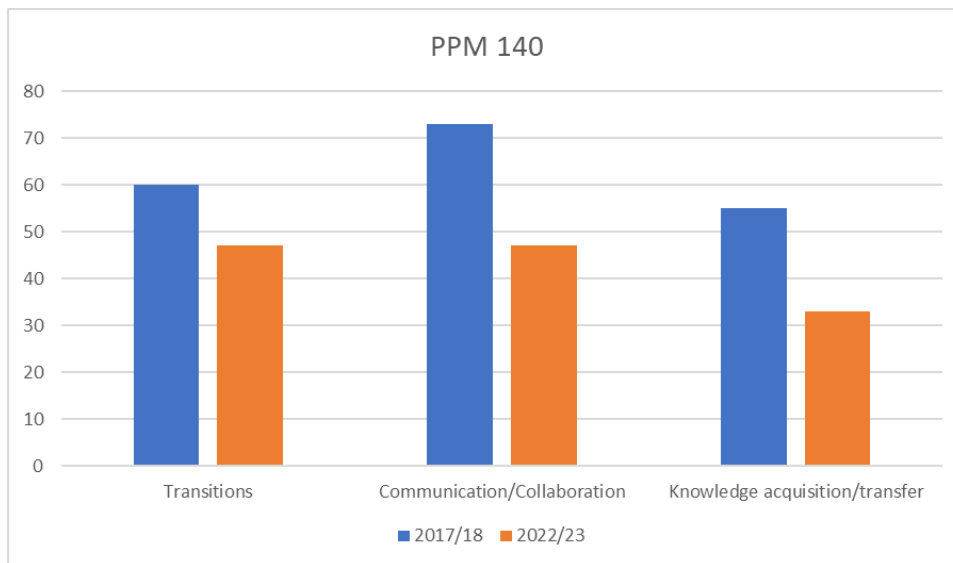
We have been analysing data sets that show how indigenous students are achieving academically. We currently see a disparity in achievement in comparison to students who do not identify as FNMI. Over the last 2 years, we have implemented various strategies to lessen the gap. The gap has begun to close using UDL, building positive relationships with community partners, collaboration with community partners and culturally responsive resources.

Next Steps

Through the careful attention to resources, updating resources, the future development of the Truth and Reconciliation Policy, renewal of Education Service Agreements, the implementation of the Engagement Framework, positive relationships and collaboration with indigenous community partners, and continued attention to the success of students who identify as Indigenous will continue to guide our practices. This work should continue to lessen the disparities between indigenous and not indigenous students.

Positive Behaviour Supports for All

The purpose of PPM 140 is to provide direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students diagnosed with autism. This memorandum establishes a policy framework to support incorporation of ABA methods into school boards’ practices (Ministry of Education, 2007). The main areas of focus are 1) transitions 2) Communication and Collaboration (IEPs, multidisciplinary team involvement) and 3) Knowledge acquisition and transfer (staff capacity and learning opportunities to understand and support students on the Autism Spectrum).



Due to shifting our practices, and re-establishing our tools, resources, and professional learning opportunities to reflect current evidence-based ABA practices that are values-based, and trauma informed, we have experienced a slight decrease in the areas expressed above.

Next Steps:

- Although targeted learning in two schools showed significant positive outcomes, a primary focus moving forward will be to work with our internal and external partners to develop a strategy to replicate outcomes throughout the district. This will include capacity-building opportunities for staff, and resource/support services allotment ensuring current ABA instructional approaches to support the success of students with autism and others with neurodiverse learning needs.

Assistive Technology

To date, all students with individual needs who require assistive technology have access to a laptop. The ability to use technology to provide students with tools they can use independently is an important step towards increasing student agency, and independence. Through specific professional learning opportunities offered in collaboration with the Multidisciplinary Team and the Technology Enabled Learning and Teaching Principal, 63% of intermediate teachers have the knowledge and capacity to incorporate assistive technology tools into their classrooms.

Next Steps:

- We are continuing to support teachers in incorporating the use of assistive technology to increase student independence and agency through coaching and learning opportunities.

**Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 64, Multi-Year Strategic Plan: 2023 Evaluation of LEARNING, 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.:** 65

**Date:** August 28, 2023

**To:** Chair and Trustees of the  
 Superior-Greenstone District School Board

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

**SUBJECT:** Multi-Year Strategic Plan: 2023 Evaluation of RELATIONSHIPS

**STRATEGIC  
 PRIORITY:** RELATIONSHIPS

The final evaluation of a Multi-Year Strategic Plan serves as a comprehensive assessment of the plan's effectiveness and outcomes between 2018 and 2023. It involves the analysis and review of the strategic aims and objectives outlined in the plan, as well as the progress made in achieving them. The evaluation examines the extent to which the plan's objectives have been met, the impact it has had on the organization or project, and the overall success in realizing the envisioned future state. It also involves the making of recommendations for the future plan. The final evaluation serves as a critical tool for assessing the plan's strengths, identifying areas for improvement, and informing future strategic planning efforts.

Relationship Strategic Priority Aim:

We will strengthen our current relationships while fostering new partnerships.

Relationships are crucial in education for several reasons. First and foremost, positive relationships between teachers and students create a supportive and nurturing learning environment. When students feel valued, respected, and connected to their teachers, they are more motivated and engaged in their learning. Secondly, strong relationships between teachers and parents foster collaboration and open lines of communication, leading to better understanding of a child's individual needs and progress. This partnership enables parents and teachers to work together to support the student's academic and personal development. Furthermore, relationships among students themselves promote a sense of belonging, empathy, and cooperation, which enhances the overall classroom climate and facilitates peer learning. Lastly, positive relationships between school staff and the wider community strengthen community involvement and support, contributing to a holistic and enriching educational experience for students.

**A. STUDENT VOICE**

**Background**

The term student voice describes a range of student-centered activities that occur both in and out of the school, that position students as agents of change. It is about students acting in ways that produce meaningful change in themselves or in their environments, and is grounded in the thoughts, feelings, visions and actions of the students themselves. Student voice can take a number of forms, including the expression of their ideas and perspectives through public outlets, serving as consultants whereby they provide formal feedback regarding their opinions on some aspect of their school that will be acted upon, and demonstrating leadership in problem solving where they take the lead with the support of adults as mentors. The more educators give students choice, control, and collaborative opportunities, and the more that their voices are responded to, the stronger the development of mutually beneficial relationships between the adults and the students. This leads to increased motivation, engagement and belonging.

### **Current Situation**

The Student Senate (led by the Student Trustees) and Indigenous Youth Council are the primary vehicle for obtaining board wide representative Student Voice. In the past four years, the Senate has grown significantly, and is now looking to increasingly align with the two-year-old Indigenous Youth Council (IYC). These councils have expanded student voice between schools within SGDSB and students are now familiar with the existence and purpose of the Student Senate and IYC.

The Student Trustee role has expanded to become of greater importance. Student Trustees now present a written report to the Board of Trustees at every board meeting, have engaged in successful advocacy around change in the district, and the number of students campaigning for this role has increased. The Student Trustees have a definite role on the SGDSB Board of Trustees, and there is now a place for them to increasingly advocate for change.

School based student voice has also grown in SGDSB. This assessment is evidenced by the data illustrating the number of new extra-curricular activities that are now in place, in response to the voice of students.

An area for growth is the use of the OurSchools Student Survey on a yearly basis and ensuring that 85% of all students are completing this survey. The survey will be done in classrooms, with open-ended questions that reflect the sense of belonging that students have in SGDSB schools.

### **Next Steps**

1. The creation (at the approval of the Board of Trustees) of a third Student Trustee position, representing Indigenous Student Voice.
2. The expansion of Student Voice councils to include a new council of students who are championing equity and inclusion at SGDSB.
3. The Student Trustees will present motions (at least two per year) that guide their advocacy work on behalf of all students.
4. The Student Trustees will assume a greater provincial role (e.g., sitting on a provincial committee, attending the Public Education Symposium).
5. OurSchools Student Survey will be completed yearly at an 85% completion rate.

## **B. COMMUNITY PARTNERSHIPS**

### **Background**

When considering quality education that meets the needs of the students we serve, and ensuring a responsive approach, it is important to cultivate trusting, positive relationships with the many First Nation, Metis and various Indigenous led organizations whom we have working relationships with.

In working with communities that we have Education Service Agreements (ESA) with, it is important to note that each ESA is tailored (or being tailored) to the distinct and individual needs of each community to ensure students from First Nation communities see themselves and their culture represented in their school and curriculum. Currently, we have ESAs with the following communities:

- Aroland First Nation (AFN)
- Biigtigong Nishnaabeg (BFN)
- Biiinjitiwaabik Zaaging Anishinaabek (BZA)
- Bingwi Neyaashi Anishinaabek (BNA)
- Ginoogaming First Nation (GFN)
- Marten Falls First Nation (MFN)
- Netmizaaggamig Nishnaabeg (formerly known as Pic Moberg First Nation) (NFN)
- Pays Plat First Nation (PPFN)
- Red Rock Indian Band (RRIB)
- White Fish First Nation

We also serve First Nation communities who do not have the need for an ESA due to location:

- Animbiigoo Zaagi'igan Anishinaabek
- Flying Post First Nation

We have a Reciprocal Education Agreement with Long Lake #58

We serve the following 3 Métis councils:

- MNO Greenstone Métis Council
- MNO Superior-North Métis Council
- MNO Thunder Bay and District Métis Council

Councils and Indigenous led organizations

- Anishabek Education System (AES/KEB)
- Nokiiwin Tribal Council
- Nishnawbe Aski Nation (NAN)
- Anishinaabek Nation
- Matawa
- Wabun Council

### **Current Situation**

Currently, we are updating multiple ESAs that reflect the unique identity of each community, while also incorporating language and updated information through the Reciprocal Education Approach (REA) to ensure equity and current up-to-date language that better represents community. ESAs continue to offer goals that meet the needs of students through community engagement, inclusive school environments, and inclusive programming.

Our close partnership with the AES has enhanced our relationship with all first nation communities, but particularly with the 4 First Nations the AES represents within this region (BFN, BZA, NFN and Long Lake #58). Over the past few years, we have also worked collaboratively with the AES and the communities they represent within our region to create the *Engagement Framework*. We also continue to support various initiatives through the Niigaan Gdizhaami Fund.

Positions that have been put in place to better support Indigenous students are:

- 2 Indigenous Academic Advisors and Tutors (BZA/NRHS and NFN/MRHS)
- 2 Indigenous Graduation Coaches (NRHS/RRIB and GCHS)
- 1 Education Counselor (BFN/MRHS)
- 1 Virtual Native Language teacher to ensure access to Native Language in all elementary schools
- Native Language offered in person to 4 elementary schools
- Access to Native Language in all high schools through a combination of physical and virtual teachers/programming

First Nation and Advisory Meetings (FNAC) /Indigenous Education Advisory (IEAC) Meetings:

- Each school holding an ESA holds regular meetings between the school and FN communities they serve
- The Board holds 4 IEAC meetings a year, and offers up to 4 special IEAC meetings as needed

We are also working more closely with the Métis councils, Matawa, NAN, Nokiiwin, Wabun and all above listed councils and Indigenous led organizations to better support students who identify as Indigenous.

### **Next Steps**

We will continue to build relationships with the various partners we serve through regularly tracked FNAC and IEAC meetings, community visits and engagements, signing of agreed on newly written ESAs, signing and soft implementation of the Engagement Framework, and continue working collaboratively with First Nation communities, Metis associations, and other Indigenous led organizations to ensure meeting the needs of students.

We also are working to build the Indigenous portfolio with upcoming positions to better support Indigenous students and the development of a Truth and Reconciliation Policy.

### **C. QUALITY OF TRANSITIONS**

#### **Background**

Enhancing the quality of transitions was important in the 2018-2023 Multi-Year Strategic Plan (MYSP). Within this objective Transitions were the 'mechanisms that encouraged schools to interact with other schools, communities (and the global world) to support learning and well-being'. (SGDSB Strategic Plan, pg. 15). It is imperative for students to feel valued, have a strong sense of identity, be empowered to take risks and to establish goals for learning and in life. The achievement of this sense of belonging requires the careful planning for each individual student through their voice and the voices of those that know them best. Building trust with families, stakeholders and students strengthens relationships leading to increased communications and knowledge about students and what works best for them. This work is key to SGDSB's vision of providing a transformative educational experience grounded in student achievement and well-being.

#### **Current Situation**

Originally, we wanted to measure the quality of our transitions to ensure we were meeting the needs of our students, and we still want and need to do this; however, throughout our journey of learning about transitions and what it takes to ensure effective transitions, we recognized that we needed foundational understandings, processes and practices in place first. The last 5 years have been a trajectory of learning in each of our regions with students, families, associate schools and communities, stakeholders, agencies, and staff in our schools. It has involved taking risks, listening to voices, asking for help, creating new opportunities, and slowing down the process to truly understand what our students, families and communities needed. We spent an entire year learning, listening, and applying feedback shared through multiple meetings and conversations with the Kinoomaadziwin Education Body (KEB)/Anishinabek Education System (AES) as they shared their Student Transitions Protocol. This process resulted in the creation of our aligned Transition Timeline document. This new document outlines proven best practices that are required in each of the co-created Transition Plans that are drafted each year by the Transition Team in each region. These teams consist of Principal/Vice Principal, Education Director/Community Equivalent, Guidance Teacher, Special Education Teacher, Graduation Coach, Grade 7/8 teacher, CYW, Student Success Teacher and any other role deemed important by the principal based on the students transitioning. This may include external agencies when necessary. Teams must adhere to the requirements in the Transition Timeline document that is monitored throughout the year.

There is still work to be done to 'fine tune' the processes, but we are confident that this framework allows for each region to honour the unique needs of the students transitioning through these important milestones ensuring equitable opportunities and environments and practices that will support their social, spiritual, academic, emotional, and physical needs.

Each region now has a Transition Team who collaborates to inform and create a plan for the transitioning students. This plan is monitored throughout the year to ensure it continues to be responsive to the changing needs of students and can be adjusted as needed.

#### **Kindergarten Transition Survey**

23 families out of approximately 60 kindergarten students completed a survey in the Fall 2022. The survey was to find out from both a parent and student perspective their experiences during their transition to Kindergarten prior to September. This information was provided back to schools for them to utilize when developing their transition to Kindergarten plans for the 2023-24 school year.

Parents indicated that they were nervous about the child being able to navigate the day and the environment independently. Their child's capabilities and global development as well as being successful in establishing relationships with new friends and staff.

Children indicated they weren't nervous about anything.

Parents want their children to learn, be outside and active and to build lasting friendships.

Parents said that they chose SGDSB for the staff and educators we have in our buildings and for the positive reviews/recommendations that come from the community.

What made the biggest difference for parents was the relationships built with staff and the educator teaching the kindergarten program.

The most consistent piece of advice for new Kindergarten parents was to believe in your child because they can do it and will surprise you.

### **Next Steps**

As we continue to strengthen relationships, we will continue to conduct monitoring meetings with Principals to ensure timelines and criteria of the Transition Framework are being met and that Transition Teams meet regularly to plan and debrief transition opportunities to reflect upon and refine the plan to ensure it is responsive to the students transitioning. We will begin to design opportunities to measure the quality of student experience.

While our focus has been on our elementary to secondary transitions, we will begin a similar process to create frameworks that support Pre-School Transitions, Transitions for Students with Special Needs and also Post-Secondary Transitions. This will increase the consistency, transparency and equity of these processes and practices while positively impacting well-being and achievement for all students.

## **D. COLLABORATIVE PROFESSIONALISM**

### **Background**

The principle of collaborative professionalism is defined as professionals at all levels of the education system working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. The “promotion of collaborative professionalism among staff as a means of working together that involves being open, rigorous, challenging and evidence-informed” (SGDSB MYSP, 2018) was a key focus. We know that this type of environment is essential to the achievement of the MYSP objective which reads, “Foster a collaborative, creative, solution-oriented work environment where the contributions of staff are recognized, valued and respected”. At the onset of the MYSP, it was determined that structures, such as Professional Learning Communities, committees and teams, had to exist for this work to occur. Once the structures were put in place and monitored, it became evident that what the structure in and of itself was not enough for collaborative professionalism to grow. Thus, we focused our attention on the content within the structure and how we engaged in professional learning as a means of nurturing collaborative professionalism and a mindset around learning. This also became increasingly evident during COVID as we were presented with many constraints to allow for professional learning communities, as well the need to grow instructional practices to meet the needs of all students.

### **Current Situation**

Learning for staff was urgent, and it was necessary for us to not only re-think structures, but also authentic and relevant content. Along with System Staff, we enlisted several third party contractors over the course of the MYSP to provide both leadership and teacher learning. These third parties included:

- Sandra Herbst:
  - Leadership Learning Sessions focused on Leading in Uncertain Times and Leading for Hope and Healing.
  - Teacher Learning – Grade 7-10 teacher learning network with a focus on assessment and evaluation.
- The Critical Thinking Consortium
  - Leadership Learning – Data Literacy and Instructional Leadership

- Gr. 9 Math Teachers Learning Network – Lesson Design in destreamed classroom
- Gr. 9 Geography Teachers Learning Network – Lesson Design in destreamed classroom
- Whole System PA Day Sessions – Nurturing Greater and More Meaningful Participation
- Resource Development and Learning Modules to support Professional Learning at Staff Meetings
- Peter Dewitt:
  - Leadership Learning
- Natural Curiosity
  - Kindergarten Learning Network - Embedding Indigenous Perspectives and Well-Being through Land Based Learning
- Dr. Shelley Moore
  - System Learning Network with School Based Teams – Designing Inclusive Spaces – UDL
- Facing History and Ourselves Canada
  - 11 teachers in Grades 6-10, participated in 3 evening workshops on Building Community and bringing diverse texts in the classroom.

In addition, we were able to support School Based Learning, through the addition of the following structures and opportunities:

- Teacher Learning and Innovation Allocation: In 2021-2022, we had 3 school teams participate and in 2022-2023 we had 4 school teams.
- Paid summer teacher learning was also introduced in 2021-2022. In our first year, we had 13 teachers register and in 2022-2023, 31 teachers registered for summer learning.
- Secondary Learning Leads Network was initiated to collaborate and build our understanding around how Learning Leads nurture professional learning through a job embedded approach in their schools.
- Elementary Learning Leads were introduced in 2022-2023 to collaborate around this model at the Elementary Level and to support job embedded professional learning. We had 8 of our 10 Elementary schools represented by Learning Leads who shared the impact of their work during monthly meetings with all Leads.

Through the examination of the structures and the focus within those structures it has become increasingly evident that fostering collaborative professionalism to ensure learning is embedded into everything we do is essential. A continued focus on effective and creative job embedded professional learning will be key to moving collaborative professionalism forward.

### **Next Steps**

As a system we recognize that in order to build collaborative professionalism in the current education environment it will be essential that all of our opportunities are authentic and connected to the challenges currently being faced by the learner and that allows for immediate application, experimentation and adaptation on the job. This Job-Embedded approach will be supported through the school level coaching model that will be introduced in 2022-2023, as well as, through a continued focus on the role of the Learning Leads. It will be essential that professional development is designed in a way that it is responsive and see as a continuous thread that can be found throughout the culture of our schools.

## **E. HUMAN RESOURCES**

### **Background**

SGDSB believes in the mentoring and internal development of all staff as they endeavour to achieve their career aspirations. This foundational belief is demonstrated through internal promotions, and in our Board Learning plan for Student Achievement and Well-being by fostering formal and informal leadership development in school and system positions. We endeavor to continue to, where appropriate and suitable,

provide leadership and promotion opportunities for internal staff. These beliefs and structures promote the development of mutually respectful relationships.

Over the last 4 years SGDSB has begun the intentional and systematic approach to hiring and recruitment. The hiring and recruitment of teachers to schools and communities in our area is imperative as we see an increase in staff absences due to Covid, the number of retirees happening each year, new initiatives which create new jobs and staff starting their career with us but then relocating to larger centres to be closer to their families after 3-5 years.

### **Current Situation**

We continue to monitor data to assess internal development of our people. The following metrics have been observed throughout the duration of the current strategic plan:

#### *Internal Leadership Opportunities*

Year	Internal Promotion to System Role	Internal Promotion to Informal School Leadership	Internal Promotion to School V/VP	Internal Promotion to Board Office Roles
2018-19	4	46	1	2
2019-20	3	18	2	1
2020-21	1	18	1	1
2021-22	1	18	3	1
2022-23	1	28	1	3

Within a small to medium sized organization with steady but declining enrolment, we don't anticipate significant growth year-over year within this category. Instead, we look to maintain consistency in opportunities to promote from within which SGDSB has succeeded at, despite both job action in 2019-20 and the impacts of COVID-19 in 2020 through to the end of 2022.

System Role promotions are dependent on funded programming through the Ministry of Education and turnover within existing roles. A reduction from 2018-19 does not indicate a reduced opportunity or investment in internal development.

In 2023, SGDSB introduced pool-hiring for Principals for early identification of potential leaders within the system. This was a success and identified 4 internal candidates as future leaders within the Board.

#### *Employee Recognition*

The program for employee recognition was enhanced in 2022 to better serve and recognize the incredible contributions our long-term staff provide. These enhancements offer more selection for service awards for our staff and feedback has been incredible. As with internal promotion, variability in service recognition numbers is dependent on external and internal factors.

Year	Teaching 10 Years	Non-Teaching 10 Years	Teaching 25 Years	Non-Teaching 25 Years	Administration 10 Years	Administration 25 Years	Total
2018-19	4	1	1	2	2	0	10
2019-20	4	3	3	3	2	1	16
2020-21	3	3	2	1	0	0	9
2021-22	1	8	2	0	0	1	12
2022-23	0	1	3	3	1	3	11

In Spring 2023, SGDSB held its first ever Excellence Awards, designed to celebrate our team members who have achieved career milestones, retirements, and outstanding service. This event was open to family

members and featured numerous employees, contractors and volunteers being recognized by their peers and leaders.

The awards included a luncheon, a closing drum ceremony, and emotional words from our team members in celebration of their contributions to SGDSB. This was very well received, based on staff feedback and strengthened relationships across the district.

#### *Recruitment & Lakehead University Partnerships*

SGDSB prides itself on being creative, responsive and relentless in the pursuit of recruiting and hiring highly qualified, committed and passionate educators. We continue to adapt and update our hiring and recruitment strategies to ensure that we are building relationships and highlighting the long-term career opportunities at SGDSB.

#### Teacher Candidate Placements

Over the last 3 years we have dramatically increased the number of placements (Year 1 & Year 2) that we have hosted in partnership with Lakehead University. We can provide compatible placements with innovative SGDSB teachers or the subject area that they are looking to pursue, making SGDSB an ideal placement for a Teacher Candidate.

#### Job Fairs

Starting in 2019 we began attending Job Fairs both at the provincial and local level. They began as in-person and have evolved to virtual platforms. Through our promotional material and live conversations with perspective candidates, we have received many applications that would not have reached us in the past.

#### Onboarding

Our strategic pillar of relationships is crucial to onboarding and the support of new employees. That personal connection has made the difference. An opportunity to have conversations regarding the process, opportunities or communities have all been reported as beneficial and appreciated. Connections amongst staff and a welcoming approach every step of the way has made the relocation and move for new employees a success.

#### Learning & Opportunities

SGDSB has expanded learning opportunities to Teacher Candidates at Lakehead University in several seminars each year. Showcasing our schools, students and educators as well as the initiatives and programming we offer in our small schools has set us apart from other boards. We offer new graduates' opportunities to join professional learning and support them in sharing resources or programs that we utilize. We continue to emphasize that we are all lifelong learners at SGDSB.

#### **Next Steps**

Internal Leadership development will continue with professional development for both education and non-education central staff. In 2023-24, we're introducing coaching development for non-union management group to further support future and current leaders. Leadership development and employee milestone tracking also introduce the opportunity for formalized succession-planning for central departments and schools to better respond to sudden or unexpected departures.

The Excellence Awards will continue to evolve based on feedback and participation of award recipients.

With respect to recruitment, we plan to:

1. Continue to build and foster our partnership with Lakehead University and the Faculty of Education.
2. Be responsive to the feedback from new graduates and onboarded employees regarding their experience.
3. Be creative, resourceful and responsive in seeking out relevant recruitment opportunities that reach the right candidates for SGDSB.

## **F. FAMILY ENGAGEMENT**

### **Background**



Family engagement refers to the active involvement, collaboration, and support of families in their children's education and overall well-being. It goes beyond traditional parent-teacher conferences and extends to a meaningful partnership between families, schools, and communities. Family engagement recognizes that parents and guardians play a vital role in their children's learning and development, and their active participation positively impacts academic achievement, social-emotional growth, and overall school success. It involves open communication, shared decision-making, and mutual respect, creating an inclusive and supportive environment where families feel valued and empowered to contribute to their children's educational journey.

SGDSB has assessed that this poor rate of engagement is largely the result of a lack of relationships between the home and the school, which may include:

- Parents feel unwelcome, disrespected, or marginalized by school personnel,
- Language and cultural barriers can hinder effective communication and understanding between parents and school staff,
- Socioeconomic factors, such as work schedules or limited resources,
- Negative past experiences or perceptions of the education system

To foster greater parent engagement, SGDSB has recognized that it is crucial for schools to prioritize building positive relationships, establishing effective communication channels, embracing cultural diversity, and creating a welcoming and inclusive environment that values and respects the contributions of all families.

### **Current Situation**

Family engagement is an area of significant need in SGDSB. This evaluation results from the analysis of the OurSchools Parent Survey, the number of parents who participate in the School Councils, the number of participants in the Parent Engagement Committee, and the number who engage in Parent/Teacher Conferences, noting that our data has been flawed due to the impact of the Global Pandemic.

The name of the Parental Involvement Committee has now been changed to reflect “engagement” rather than “involvement”. After a number of different engagement strategies, the Parental Engagement Committee has also been restructured to provide opportunities for families to provide direct feedback to principals and central staff in areas for growth and improvement. Twice per year, the Feast and Feedback event will take place, thus allowing for leaders to sit with families and to discuss topics of interest and to receive feedback. The Feast and Feedback event grew from 40 participants in the first session, to 59 in the second session. The feedback from these opportunities is now being used to guide the monthly themes for the next school year, as they are areas that families have identified as areas of misunderstanding/miscommunication, etc.

Increasing family communication has also been a focus for SGDSB to help families to engage, to understand, and to reduce potential barriers. At the system level, a social media strategy was employed where we measured the following increases:

#### Facebook:

- ✓ Increased content engagement by 66.7%.
- ✓ Increased post frequency and consistency by 15.2%.
- ✓ Increased Facebook page visits by 18.5%.
- ✓ Increased our paid reach by 100%. Increased followers by 14%.

#### Twitter/X:

- ✓ Increased followers by 2%.
- ✓ Increased post engagement rate by 5.4%.

#### Website:

- ✓ Increased number of website views by 8% (89,164 views).
- ✓ Increased number of new visitors to the website by 11% (12,565).
- ✓ Increased number of unique website visitors by 1%.

It is clear that while SGDSB has made growth in the area of Family Engagement, much more responsive and proactive strategies are needed.

### **Next Steps**

Family engagement continues to require explicit focus through goals in the area of relationships in the next MYSP. Research based strategies and formal feedback from families around engagement will be essential to determine what works for our district, including a focus on First Nation communities.

In addition, the following strategies will be implemented:

1. A new yearly structure “Feast and Feedback” has been established and is now being used to guide the monthly themes for the following school year. These themes will be highlighted through various aligned structures:
  - a. The Parent Engagement Art Calendar
  - b. CFNO Radio Onward and Upward
  - c. Thoughtexchange monthly discussion
  - d. Excellence in Education Board Reports
  - e. Director’s Monthly Board Report
  - f. The Home screens on SGDSB devices
  - g. Fact Sheets for Families
  - h. Feast and Feedback Meetings taking place at First Nations as well as at local schools.
2. Introduction of the SGDSB Instagram Page
3. Increase in Communication Officer time to 0.5 FTE
4. Continue to enhance the Parent Engagement Committee structure, according to parent feedback
5. Support families in understanding which SGDSB platform to use for what application.
6. SGDSB Attendance Awareness Strategy
7. Increase the number of families participating in the OurSchools Survey to provide SGDSB with a valid sample size that will make the data reliable.
8. Increase the number of families participating in the Parent Engagement Committee and School Councils.
9. Increase the number of parents participating in Parent/Teacher/Student Conferences.

### **Administrative Recommendations/Summary**

*That the Superior-Greenstone DSB receive Report No. 65, Multi-Year Strategic Plan: 2023 Evaluation of RELATIONSHIPS, 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.:** 66

**Date:** August 28, 2023

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

**FROM:** Jennifer Mikus, Summer Learning Principal

**SUBJECT:** Summer Learning

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

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**Background**

Superior-Greenstone offered a number of Summer Learning Programs this year including a Literacy & Numeracy program for Grade K to 6, a Reach Ahead credit for students transitioning from Grade 8 to Grade 9, and Alternative Learning and Co-operative Education program for high school students.

While these programs connect to all pillars of our Strategic Plan, the most focussed areas are Learning and Well-Being. These programs have supported schools, families and communities with resources and structures to increase the success of students at all levels.

The Literacy/Numeracy Summer Boost program is offered to all students in JK to grade 6 and it provides a fun and engaging opportunity for students to continue skill development in important fundamental concepts in literacy and numeracy.

The Reach Ahead program offers students moving from Grade 8 to Grade 9 an opportunity to participate in a high school credit course and to support increasingly informed transitions from elementary to secondary school. This course focuses on work habits, mental wellbeing, interpersonal and intrapersonal relationships, and financial literacy.

The Secondary Summer Program is intended to support students who require a last credit or two to graduate, acquire credits to get back on track or to complete SHSM (Specialist High Skills Major) requirements

Registration across all programs increased this year; however, feedback from families, students, and educators in the Literacy/Numeracy Summer Boost program made it clear that in-person learning would be a preferred format for this program.

**Current Situation**

**Literacy/Numeracy Summer Boost Program**

This year's Summer Learning Kindergarten to Grade Six programs began with 53 students registered. This program was offered virtually using Google Meet and Microsoft Teams.

Due to the vast differences in method, and curricular approach between primary and junior grade levels our education team consisted of 3 educators and 2 educational assistants. The classes were split into a JK/SK/Gr.1 group, a Grade 2/3/4 group, and a Grade 5/6 group. Each program occurred daily from July 5<sup>th</sup> to the 25<sup>th</sup> with focused instruction occurring from 9am to 11am, and extra help and supports offered for the last hour of the program. Over time, the ebb and flow of attendance led the program to pivot to a two class model where the educators team-taught K to 4 while keeping the Grade 5/6 group status quo.

The summer learning programs worked to provide students a space to engage in skill development, to close learning gaps, and participate in programming that supports routines and habits key to success in school. Skill development and fun were the key learning priorities for the program.

### **Numeracy and Literacy (Grades K to 4)**

Recognizing the pedagogical need for students in younger grades to engage in inquiry based, hands on, and active learning opportunities, SGDSB play packages were delivered to all students within the program. This allowed for activities including growing a seed, hands on counting activities, painting and art, and gross and fine motor practice using playdough and reading based art activities to occur during daily routine.

In addition, read aloud stories, phonetic awareness activities, as well as the use of Epic! Books and Math Playground allowed students to engage in a variety of skill building activities based on their individual levels of learning. We also partnered with Science North for interactive Coding and Science (Animal & Environmental) learning.

### **Numeracy and Literacy (Grade 5 and 6)**

Students participated in daily challenge question activities focused around mathematics or literacy skill development. Online platforms including IXL were used for reading, and foundational math concept practice throughout each day. Learning packages were also delivered to students within the Junior Level program. The packages included art supplies a birdfeeder kit with required tools, cards and dice to engage in math practice both online during classroom instruction and with family in the form of skill development games, as well as journals for students to engage in a daily reflection and writing prompts.

Students also engaged in Science North programming each week. The facilitator was able to differentiate the instruction for this older age group and focused to support 21<sup>st</sup> century mathematics skill development through the lens of coding. Students were able to identify the ways in which mathematics operations, formulas, and problem solving are important concepts that are applicable beyond the classroom environment.

### **Reach Ahead Program**

This program was facilitated by 1 educator and supported by 1 Educational Assistant. There were **16 students** who registered, and the program was offered from July 6<sup>th</sup> to August 2<sup>nd</sup>. All **students** who actively participated received the credit – 11 credits were granted. Grade eight students from a broad mixture of the communities we serve met students from other communities, were exposed to the routines and expectations of secondary school and acquired a high school credit in advance of their first year. This was the fourth year our board offered the program and was an amazing transition experience for our students.

Students were exposed to a variety of experiential learning activities while working through various aspects of the Family Studies curriculum. The students demonstrated a keen interest in the Financial Literacy portion of the course so a guest speaker was invited into the class to increased interest and answer student questions. Students studied unit cost of groceries and did a comparative taste test of no-name vs. brand-named foods to determine if the extra cost is really worth it. Students also did a hands-on label reading activity and made Bannock with the principal of Netamisakomik Centre for Education.

Students reflected on their learning through a medicine wheel routine to help with deeper understandings of themselves as learners and their strengths and needs. These valuable learning strategies/tools will be important as students transition to high school.

### **Summer Co-operative Education/Alternative Learning Program**

These programs were active from July 6<sup>th</sup> to August 2<sup>nd</sup>.

The Co-op program was supported through both virtual and in-person visits, email, and phone conversations. **Seven students** acquired 14 **credits** in total.

Alternative Learning was supported through a Google Classroom. Phone and email were also well-utilized communication options by these students. Students met online for lessons and support for a variety of courses with the educator and educational assistant. There were **four consistently active students** who completed a credit each, and a few others who will finish up this fall.

### **Next Steps:**

Moving forward, our intention is to continue to review and revise each program based on student, educator, and caregiver feedback. Summer Programs offer significant value to our system, families and communities.

As we continue to engage in the development of teaching and learning within the 21<sup>st</sup> century environment we endeavour to explore a hybrid learning model that may offer some students the in-person instruction that they seek while offering equity of opportunities for others in smaller communities that still wish to participate. This method would offer connection between students in different communities within our district, continued contact between staff and students during the summer months, as well an opportunity for student engagement and confidence in their learning. Finally, this provided the opportunity to develop and strengthen family and community relationships.

We know and acknowledge the role that summer learning plays in the continued support of our Superior-Greenstone District School Board learners and leaders as very important and necessary for continued growth.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 66, Summer Learning for information.*

Respectfully submitted by:

Will Goodman,  
Superintendent of Education

Carole Leroux,  
Student Success System Principal



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
**Trustee Evaluation: Regular Board Meetings**  
**RESPONSE SUMMARY FOR**  
**June 26, 2023 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?	0	0	0	0
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	0	0	0	0
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	0	0	0	0
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	0	0	0	0
The meeting was successful in carrying out the aims of the Board’s Multi-Year Strategic Plan.	0	0	0	0
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.	0	0	0	0
<p><b>Optional:</b>                      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?</p> <p><b>Responses:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
<p><b>Optional Comments:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				