



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

“Working together to engage students through meaningful learning and empower them to build the skills They need to be successful today and in the future”.

Our Vision:

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

Our Motto:

“Small schools make a difference”.

Our Values:

- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

Regular Board Meeting 2026/02 A G E N D A

Monday, December 01, 2025 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Join the meeting now](#)

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 162 131 683#

Board Chair: Pinky McRae

Director: Will Goodman

Location: Board Office, 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					
Fairservice, Dan (<i>censure</i>)						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Anthony, Miley (Student)					
McRae, Pinky						McLeod, Rylee (Student)					
Hardy, Pam						Indigenous Student Trustee (Vacant)					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>					
Leroux, Carole: <i>Superintendent of Education</i>					
Love-Jedruch, Flora: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Balog, Tara: <i>Assistant Superintendent</i>					
Brewster, Annick: <i>Assistant Superintendent</i>					
Harris, Brent: <i>Assistant Superintendent</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Kashak, Doug: <i>Manager of Mental Health</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>Team Lead - Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications Coordinator</i>					
Zeleny, Lisa: <i>Executive Assistant</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, December 1, 2025, be called to order at _____ p.m.

3.0 Trustee Attendance

That, the Superior-Greenstone District School Board approves the absence of Trustee _____ from the Regular Board Meeting scheduled for _____, and that the Trustee be recorded as “excused with approval of the Board,” in accordance with Section 228(1)(d) and Regulation 313/24 of the Education Act.

4.0 Approval of Agenda

That, the agenda for the Superior-Greenstone DSB 2025/02 Regular Board Meeting, December 1, 2025, be accepted and approved.

[\(Attached\)](#)**5.0 Disclosures of Interest re: Open Session****6.0 Minutes: Board Meetings and Board Committee Meetings****6.1 Board Meeting Minutes**

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

1. Organizational/ Regular Board Meeting 2026/01: November 17, 2025;

[\(Attached\)](#)**7.0 Business Arising Out of the Minutes****7.1 2026 Indigenous Education Advisory Committee (IEAC)**

Note: Appointments are in effect until November 2026.

✓ *That, the Superior-Greenstone DSB Chair of IEAC be the Board’s First Nation Representative, Pam Hardy and,*

That, the Superior-Greenstone DSB appoint the following trustees as IEAC members:

1. _____ Appointee
2. _____ Appointee

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Ensuring Growth for Every Learner
Presentation Titled: Embedding the Assessment of Basic Language & Learning Skills within the Kindergarten Program***(Will Goodman,
Video Presentation)***8.2 Excellence in Education: Dorion Public School
Presentation Titled: Learning for All***(PowerPoint Presentation – Vice-Principal,
Jennifer Rissanen)***8.3 Report No. 05:**

Student Trustee Report: November 2025

*(Attached – Student Trustees,
Miley Anthony & Rylee McLeod)***9.0 Reports and Matters for Decision****9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****9.1.1 Board Policy Review Committee Report***(W. Goodman)*

10.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton
Assistant Superintendent: Brent Harris

11.0 Reports of the Director of Education

Director of Education: William Goodman

- 11.1 Report No. 06:
Director's Monthly Report: November 2025 ([Attached](#) – W. Goodman)

12.0 Reports of the Education Committee

Superintendent of Education: Carole Leroux
Superintendent of Education: Flora Love-Jedruch
Assistant Superintendent: Tara Balog
Assistant Superintendent: Annick Brewster

- 12.1 Report No. 07:
SGDSB Special Education Report ([Attached](#) – E. Leroux/ W. Goodman)

- 12.2 Report No. 08:
Indigenous Skilled Trades Training Program Report ([Attached](#) – C. Leroux)

13.0 New Business

Board Chair: P. McRae

- 13.1 Board Chair
13.1.1 Report No. 09:
Trustee Board Meeting Evaluation Summary 2025 ([Attached](#) – P. McRae)

- 13.2 Trustee Associations and Other Boards
13.2.1 OPSBA Board of Directors Meeting (J. Nesbitt)

- 13.3 Trustee Activities

- 13.4 Ministry Updates for Trustees (W. Goodman)

- 13.5 Future Board Meeting Agenda Items

14.0 Notice of Motion

15.0 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.

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

[\(Attached\)](#)

- 16.1 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.*

16.2 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.

17.0 Report of the Committee of the Whole Closed Section B

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

1. Organizational/ Regular Board Meeting 2026/01:November 17, 2025. [\(Attached\)](#)

17.2 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)

18.0 Adjournment

That, the Superior-Greenstone DSB 2026/02 Regular Board Meeting, Monday, December 1, 2025 adjourn at _____, p.m.

<u>2026 - Board Meetings</u>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, January 26, 2026	Monday, February 23, 2026	Monday, March 30, 2026
Monday, April 1, 2026 <i>*Special Board Meeting</i>	Monday, April 27, 2026	Monday, May 25, 2026 <i>*Designate Site: Manitowadge High School</i>
Monday, June 22, 2026	Monday, July 13, 2026	Monday, August 24, 2026
Monday, September 21, 2026 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, October 19, 2026	Monday, November 9, 2026 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 7, 2026		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2026/02

Committee of the Whole Board: Closed Session.

Monday, December 01, 2025

Board Office, 12 Hemlo Drive, Marathon, Ontario

A G E N D A

Board Chair: *Pinky McRae*

Director: *William Goodman*

Location: Board Office, 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. Organizational/ Regular Board Meeting 2026/01: November 17, 2025 [*\(Attached\)*](#)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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 - Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

Annual Organizational/ Regular Board Meeting 2026/01

MINUTES

Monday, November 17, 2025 – 1:00 p.m.

Videoconference & Teleconference

Microsoft Teams meeting -1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 343 809 745#

Board Chair: Pinky McRae

Director: Will Goodman

Location: SGDSB Learning Centre, Videoconference & Teleconference

Recorder: G. Christianson

Times are Approximate

Part I: 1:00 p.m. - Election of Officers

Section (A)

Part II: 1:15 p.m. – Annual Organizational Appointments (Open to Public)

Section (A)

Part III: 1:45 p.m. - Regular Board Meeting: (Open to Public)

Section (A)

Part IV: 2:06 p.m. - Committee of Whole Board In-Camera (Closed to Public)

Section (B) In-Camera

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. Megen	x					Nesbitt, Jason	x				
Fairservice, Dan (<i>censure</i>)						Pristanski, Kal		x			
Jarvis, Allison	x					Michano, Julie					x
Liscomb, Pat		x				Anthony, Miley (Student)	x				
McRae, Pinky	x					McLeod, Rylee (Student)			x		
Hardy, Pam						Indigenous Student Trustee (Vacant)					
<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
							OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>							x				
Leroux, Carole: <i>Superintendent of Education</i>							x				
Love-Jedruch, Flora: <i>Superintendent of Education</i>							x				
Marton, Alex: <i>Superintendent of Business</i>							x				
Balog, Tara: <i>Assistant Superintendent</i>							x				
Brewster, Annick: <i>Assistant Superintendent</i>							x				
Harris, Brent: <i>Assistant Superintendent</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>Team Lead - Information Technology Services</i>			X		
Kitchener, Nick: <i>Manager of Information Technology</i>			X		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					X
Christianson, GerriLynn: <i>Executive Assistant & Communications Coordinator</i>	X				
Zeleny, Lisa: <i>Executive Assistant</i>	X				

LAND ACKNOWLEDGEMENT

Louis Riel Day

The Board took a moment to recognize that Louis Riel Day was on Sunday, November 16th. Across the district students have engaged in learning about his legacy and the impacts on the continued work of the Metis community.

Bullying Awareness and Prevention Week

The week of November 17-21, 2025 is Bullying Awareness and Prevention Week. Our schools will be highlighting the importance of positive and inclusive learning environments.

Part I: 1:00 p.m. - Election of 2026 Officers

(Open to Public)

2.0 Welcome and Direction for Proceedings

Will Goodman, Director and Secretary to the Board presided over the meeting until the election or acclamation for the 2026 Board Chair was complete. He welcomed Trustees and expressed his gratitude for their dedication to the School Board.

3.0 Naming of Two Scrutineers

The Director named Superintendents Carole Leroux and Flora Love-Jedruch as scrutineers for all occasions where ballots may be cast to determine position.

4.0 Election: Board Chair for 2026

4.1 Board Chair: Call for Nominations

The Director called for nominations for the Chair of the Board. Trustee K. Pristanski nominated Trustee Pinky McRae, Trustee M. Brunskill seconded the nomination. Thrice called and hearing no further nominations, Pinky McRae was acclaimed as Board Chair.

5.0 Chairperson Assumes Office for 2026

Board Chair Pinky McRae welcomed everyone and thanked the board for entrusting her with the position. She expressed her gratitude for the Trustee's dedication and excellent working relationship. She thanked the Trustees for their commitment to good governance and their strong understanding of the role of a Trustee.

6.0 Election: Board Vice-Chair for 2026

6.1 Call for Nominations

Board Chair P. McRae called for nominations for Vice-Chair. Trustee J. Nesbitt nominated Trustee Allison Jarvis. Thrice called and hearing no further nominations, Allison Jarvis was acclaimed as Board Vice-Chair.

Part II: 1:15 p.m. – Annual Organizational Appointments

(Open to Public)

7.0 Appointments: Statutory Committee Members

7.1 Special Education Advisory Committee (SEAC)

Note: Appointments to SEAC are effective for the Term of the Board.

1. Megen Brunskill Appointee
2. Jason Nesbitt Appointee
3. Allison Jarvis Alternate Appointee
4. Pat Liscomb Alternate Appointee
5. Pam Hardy First Nations Representative

7.2 2026 Parental Engagement Committee

Note: Appointments are in effect until November 2026.

1. Allison Jarvis Appointee
2. Pat Liscomb Alternate Appointee
3. Kal Pristanski Alternate Appointee

7.3 Audit Committee

Note: Appointments to the Audit Committee are effective for the Term of the Board. The following trustees are members for the term ending November 15, 2026

1. Kal Pristanski
2. Allison Jarvis
3. Pat Liscomb

7.4 2026 Student Alternative Learning (SAL) Committee

Note: Appointments are in effect until November 2026.

In accordance with the Education Act, a Board shall establish a SAL Committee to function as a committee to make decisions at meetings regarding supervised alternative learning by pupils of the Board. A Board shall appoint the following individuals to be members of a committee:

1. Kal Pristanski Appointee
2. Jason Nesbitt Alternate Appointee
3. Director of Education or a Superintendent of Education
4. At least one person who is not a member or employee of the Board

11.0 Appointments: Standing Committee

11.1 2026 Board Discipline Committee

Note: Appointments are in effect until November 2026.

1. Jason Nesbitt Appointee
2. Allison Jarvis Appointee
3. Pat Liscomb Appointee
4. Kal Pristanski Appointee
5. Megen Brunskill Appointee

11.2 Board Policy Review Committee

Note: Appointments to the BPRC Committee are effective for the Term of the Board. The following trustees are members for the term ending November 15, 2026.

1. Allison Pelletier
2. Megen Brunskill
3. Jason Nesbitt
4. Pat Liscomb
5. Pam Hardy
6. Kal Pristanski (Alternate)

- 11.3 2026 Indigenous Education Advisory Committee (IEAC)
The appointment of IEAC Chair and Appointee's was deferred to the next meeting date.
- 11.4 2026 Occupational Health and Safety Committee
Note: Appointments are in effect until November 2025.
1. Jason Nesbitt Appointee
 2. Megen Brunskill Alternate Appointee

Part III: 1:45 p.m. - Regular Board Meeting:

(Open to Public)

12.0 Regular Meeting Call to Order

01/26

Moved by: Trustee J. Nesbitt Second: Trustee M. Brunskill

That, the Superior-Greenstone DSB Organizational and Regular Board Meeting on Monday, November 17, 2025, be called to order at 1:19 p.m.

Carried

13.0 Trustee Attendance

02/26

Moved by: Trustee A. Jarvis Second: Trustee J. Nesbitt

That, the Superior-Greenstone District School Board approves the absence of Trustee Julie Michano, Pat Liscomb, Pam Hardy and Kal Pristanski from the Regular Board Meeting scheduled for November 17, 2025, and that the Trustee be recorded as "excused with approval of the Board," in accordance with Section 228(1)(d) and Regulation 313/24 of the Education Act.

Carried

14.0 Approval of Agenda

03/25

Moved by: Trustee A. Jarvis Second: Trustee M. Brunskill

That, the agenda for the Superior-Greenstone DSB 2026/01 Regular Board Meeting, November 17, 2025, be accepted and approved.

Carried

15.0 Disclosures of Interest re: Open Session

There were no disclosures of interest offered at this time.

16.0 Minutes: Board Meetings and Board Committee Meetings

16.1 Board Meeting Minutes

04/25

Moved by: Trustee J. Nesbitt Second: Trustee K. Pristanski

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

1. Regular Board Meeting 2025/11: October 20, 2025;

Carried

16.2 Board Committee Meeting Minutes

16.2.1 Committee Meeting Minutes

05/25

Moved by: Trustee A. Jarvis Second: Trustee M. Brunskill

That, the minutes of the following Board Committee meetings be acknowledged as received:

1. Indigenous Education Advisory Committee May 20, 2025

Carried

17.0 Business Arising Out of the Minutes

There was no business arising.

18.0 Delegations and/or Presentations

18.1 Showcasing Learning: Nipigon-Red Rock District High School - Indigenous Skilled Trades and Training Program

The Director provided an introduction to the video presentation that was prepared by Lisa MacLeod, Vice-Principal of the Indigenous Skilled Trades and Training Program. He advised that the school board will have the honour of presenting the project at the OPSBA Public Education Symposium in January 2026.

19.0 Reports of the Business / Negotiations Committee

*Superintendent of Business: Alex Marton
Assistant Superintendent: Brent Harris*

19.1 Report No. 01: Capital Projects: Summary of 2025-2026

Superintendent of Business Alex Marton presented an overview of the capital plan, noting it is informed by multi-year data and consultation with staff and IT. The Board received \$7.1 million in new capital funding, along with accumulated carryover allocated across defined categories, with surplus use permitted if in-year allocations are spent. Planned projects focus on accessibility, flooring, and core infrastructure, as overall facility conditions reduce the need for major classroom upgrades. The Board maintains both a five-year and in-year plan, with awareness of future economic factors such as inflation.

19.2 Report No. 02: Legal Representation 2024-2025

Provided a review of the report for information.

20.0 Reports of the Director of Education

Director of Education: Will Goodman

20.1 Director's Annual Report 2024-2025

The Director presented the Annual Report for the 2024–2025 school year, highlighting key accomplishments achieved during the first year of the Multi-Year Strategic Plan. The report will be shared with community partners, the Ministry, and families.

20.2 Report No. 03: Proposed Board Meeting Schedule for 2026

06/25

Moved by: Trustee M. Brunskill Second: Trustee A. Jarvis

✓ That, the Superior-Greenstone DSB having received Report No. 03, Proposed Board Meeting Schedule for 2026, approves the 2026 Regular Board Meetings as outlined.

Carried

21.0 New Business

Board Chair: Pinky McRae

21.1 Board Chair

21.1.1 Report No. 04: Process for Trustee Exceptions to In-Person Attendance and Documentation of Approvals

A review of the new regulation was provided, emphasizing the need to strengthen processes to ensure alignment with good governance and legislative requirements. Trustees are expected to meet in-person attendance obligations. If a Trustee is unable to attend a meeting, either in person or virtually, they must provide the reason in advance so that appropriate documentation and consideration can occur.

In situations where no communication is received, the Board will follow up with the Trustee, and any necessary decisions can be revisited at the next Board meeting. It was noted that the Ministry is monitoring compliance closely, and procedures related to vacancies must follow legislative requirements if attendance expectations are not met.

21.1.2 Trustee Board Meeting Evaluation

A link was included in the agenda for Trustees to complete the annual Board meeting evaluation form. The Board chair will review the results and provide a report at the next meeting. Trustees are requested to complete the survey by Friday, November 21, 2025.

21.2 Trustee Associations and Other Boards

Trustee Jason Nesbitt advised that he will be attending the upcoming OPSBA Board of Director's meeting virtually on Sunday, November 23, 2025. The Board Chair issued a reminder to Trustees to please review the OPSBA Reports that are sent regularly via email.

- 21.3 Trustee Activities
The Board Chair participated in a school tour and meeting with MPP Lise Vaugeois on November 11, 2025.
- 21.4 Ministry Updates for Trustees
The Director provided a review of Ministry updates for the Trustees.
- 21.5 Future Board Meeting Agenda Items
If you have any future agenda items.

22.0 Notice of Motion
Nil.

23.0 Observer Comments
Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 2:06 p.m.

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

24.1 Agenda: Committee of the Whole Board – Closed

07/25

Moved by: Trustee J. Nesbitt Second: Trustee M. Brunskill

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 2:06 p.m. and that this portion be closed to the public.

Carried

24.2 Rise and Report from Closed Session

08/25

Moved by: Trustee J. Nesbitt Second: Trustee P. Liscomb

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 2:31 p.m. and that this portion be open to the public.

Carried

25.0 Report of the Committee of the Whole Closed Section B

25.1 **09/25**

Moved by: Trustee K. Pristanski Second: Trustee M. Brunskill

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

1. Regular Board 2025/11: October 20, 2025

Carried

25.2 Other Recommendations from Committee of the Whole Closed Session

10/25

Moved by: Trustee J. Nesbitt Second: Trustee M. Brunskill

✓ **That**, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:

That, the Superior-Greenstone DSB, having received Report No. IC-02-26 approves the requested carryover of unused 2025 vacation days for Senior Administration and the Executive Team.

Carried

26.0 Adjournment

11/25

Moved by: Trustee J. Nesbitt

Second: Trustee A. Jarvis

✓ **That**, the Superior-Greenstone DSB 2026/01 Regular Board Meeting, Monday, November 17, 2025 adjourn at 2:32, p.m.

Carried

<u>2026 - Board Meetings</u>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, January 26, 2026	Monday, February 23, 2026	Monday, March 30, 2026
Monday, April 1, 2026 <i>*Special Board Meeting</i>	Monday, April 27, 2026	Monday, May 25, 2026 <i>*Designate Site: Manitouwadge High School</i>
Monday, June 22, 2026	Monday, July 13, 2026	Monday, August 24, 2026
Monday, September 21, 2026 <i>*Designate Site: SGDSB Learning Centre</i>	Monday, October 19, 2026	Monday, November 9, 2026 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 7, 2026		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Annual Organizational / Regular Board Meeting 2026/01

Committee of the Whole Board: Closed Session.

Monday, November 17, 2025

Videoconference and Teleconference

TOPICS

Board Chair: Pinky McRae	Director: Will Goodman
Location: SGDSB Learning Centre, Videoconference & Teleconference	Recorder: G. Christianson

PART II: Committee of Whole Board – Closed	Section (B): In-Camera 2:06 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 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2025/11 October 20, 2025
- 4.0 Report No.: IC-01-26:
- 5.0 Report No.: IC-02-26:
- 6.0 Personnel Update
- 7.0 Trustee Attendance Update

Organizational/ Regular Board Meeting 2026-01

Monday, November 17, 2025

MINUTES

APPROVED THIS _____ DAY OF _____, 2025

SECRETARY

CHAIR

Report No.: 05

Date: December 1, 2025

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

FROM: Miley Anthony and Rylee McLeod, Student Trustees

SUBJECT: Student Trustee Report: November 2025

Background Information

Student Trustees Miley and Rylee have been working on reaching their goals for this school year. As leaders we learnt a lesson that things don't always go as planned when setting meetings. For the October meeting we had set it to be on Halloween, which in turn ended up being a bad idea as only a few schools were able to attend. Although this was the case, we were still able to check in with the ones who attended and started to bring up ideas that we will talk more about in the future. Two things that have been going well though, have been taking a few minutes each meeting to talk to students about what us as student trustees have been doing. This gives senators a bigger picture of the work we are doing and also breaks the ice at the beginning of the meetings. The second thing is to give students time at the end of every meeting to bring up their own topics or request things to be talked about in the next meeting, similar to what is done in our Monthly board meetings. These two factors, although small, have had positive effects on the senate.

In late October Miley and Rylee went on a trip to Manitowadge accompanied by Mr. Goodman to gain new perspectives on the schools within the board. During the day long trip we got to see Manitowadge High School and Manitowadge Public School. We began with an assembly where we could talk about our purpose and goals with coming to the schools then were given a tour of the schools by the students who walk the halls every day. This was a great opportunity to gain insight into what students see versus what the staff see. The highlights of the day were being able to sit down with our student senators from the schools and have conversations 1 on 1 where the students can share their opinions in a safe space where we as Student Trustees could help make action plans with both schools. Overall, the day was successful and both us as the student trustees and the students had a positive impact on the visit. We are looking to go to the Greenstone area in the new year so we can gain insight in how the school environment is in all regions of the board.

Current Situation

Our November meeting is taking place on Wednesday, November 26th. This meeting we plan to talk about how to set goals with senators so they can make a set plan on achieving goals to help their schools thrive. We will be encouraging each school to meet outside of a regularly scheduled senate meeting to work on their goals as there won't be a December senate meeting. They will have some time to work and come back with an update as to how their goal is being achieved. Miley and Rylee will be available to support senators with their goals as needed to ensure things are going smoothly.

Next Steps

Rylee and Miley are planning on going to Ottawa on the date of February 19, 2026. This trip will be for the purpose of great experience and awesome leadership. Rylee and Miley will get the opportunity to meet new people and gain new insight into the different situations in schools all over Ontario. There will be many great activities planned at this event with the purpose of educating the trustees while encouraging thoughtfulness and leadership. They will be going with Mr. Goodman as he will be the chaperone, this will also give way for more connections. They will advocate for the North and allow our voices to be heard.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 05 Student Trustee Report: November 2025 for information.

Respectfully submitted by:

Miley Anthony
Student Trustee

Rylee McLeod
Student Trustee

Report No.: 06

Date: December 1, 2025

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

FROM: Will Goodman, Director of Education

SUBJECT: Director's Monthly Report: November 2025

Background

For the 2025–2026 school year, the Director's Monthly Report will serve as an opportunity to showcase the many ways school and system staff are bringing the Multi-Year Strategic Plan to life. Each month, we will highlight tangible examples of how our strategic priorities are being implemented—demonstrating the innovative practices, collaborative efforts, and student-centered initiatives that are shaping learning across Superior-Greenstone District School Board.

The Director's Monthly Report for November 2025 highlights the continued growth of Trades Opportunities for Skilled Workers, reflecting our commitment to *Meaningful Community Connections and Partnerships*. This focus underscores the importance of creating real-world pathways for students while strengthening relationships with local industries, employers, and community partners across the region.

Together, these stories will celebrate progress, inspire continued growth, and reinforce our shared commitment to creating engaging, inclusive, and future-ready learning environments for all students.

Current Situation

Please click on the following link to read the *Director's Monthly Report: November 2025* to read about explicit examples of how SGDSB is accomplishing the work of the Multi-Year Strategic Plan.



[Director's Monthly Report: November 2025](#)

[Go to this Sway](#)

<https://sway.cloud.microsoft/Dis0bUFN5Pirr1ot?ref=Link>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 6, Director's Monthly Report: November 2025, for information.

Respectfully submitted by:

William Goodman,
Director of Education



Superior-Greenstone District School Board Multi-Year Strategic Plan



Report No.: 07

Date: December 1, 2025

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

FROM: Will Goodman, Director of Education

SUBJECT: Superior-Greenstone DSB Special Education

Background

As part of the Multi-Year Strategic Plan, the Superior-Greenstone District School Board is committed to leading the Special Education Program by creating inclusive and supportive learning environments that foster a sense of belonging. Our focus is on meaningful learning experiences that empower students to develop the skills they need to succeed. The Board is actively working to eliminate barriers for students with special needs, as well as those who identify as Indigenous. Through data collection, we are informing our practices and strategies to effectively remove these barriers and better support our students.

IEP & IPRC Data Summary – Superior-Greenstone DSB (2025–2026)

Total Students: 1,412

Students who identify as FMNI: 588 (41.6%)

IEPs

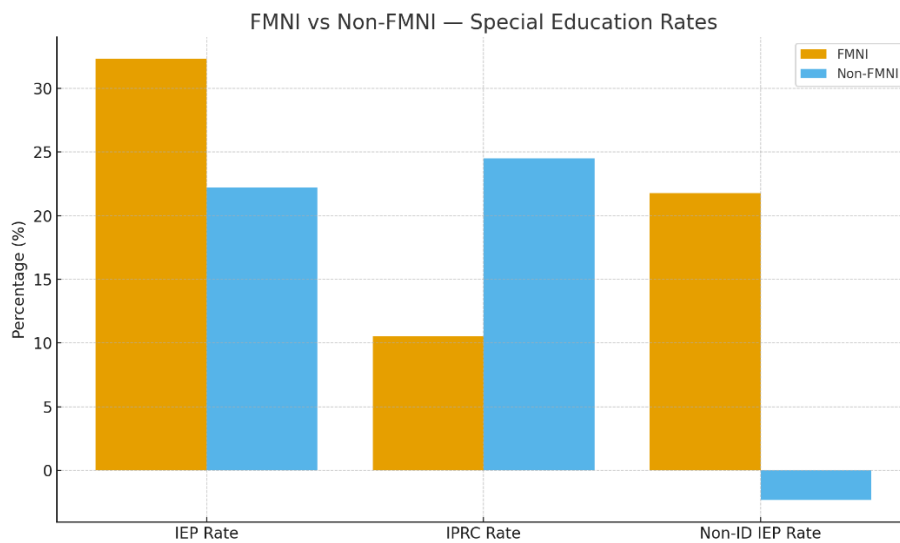
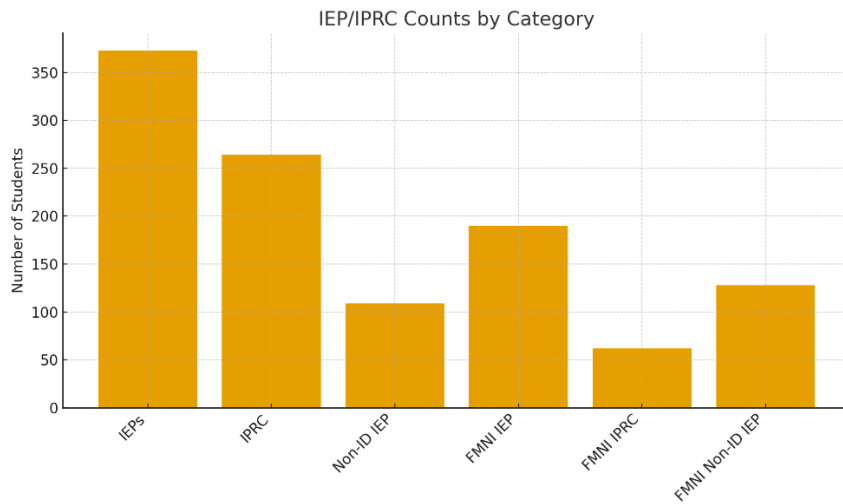
- **373 students** have an IEP
 - **26%** of all students
 - **4% decrease** compared to 2024–2025
- **109 students** have an IEP *but are not formally identified*
 - **7.7%** of all students
 - Also a **4% decrease** from 2024–2025

IPRC Identification

- **264 students** are identified as exceptional through IPRC
 - **18.6%** of all students

FMNI Student Data

- **190 FMNI students** have an IEP
 - **32.3%** of all FMNI students
- **62 FMNI students** are identified through IPRC
 - **10.5%** of FMNI students
- **128 FMNI students** have a non-identified IEP
 - **21.7%** of FMNI students



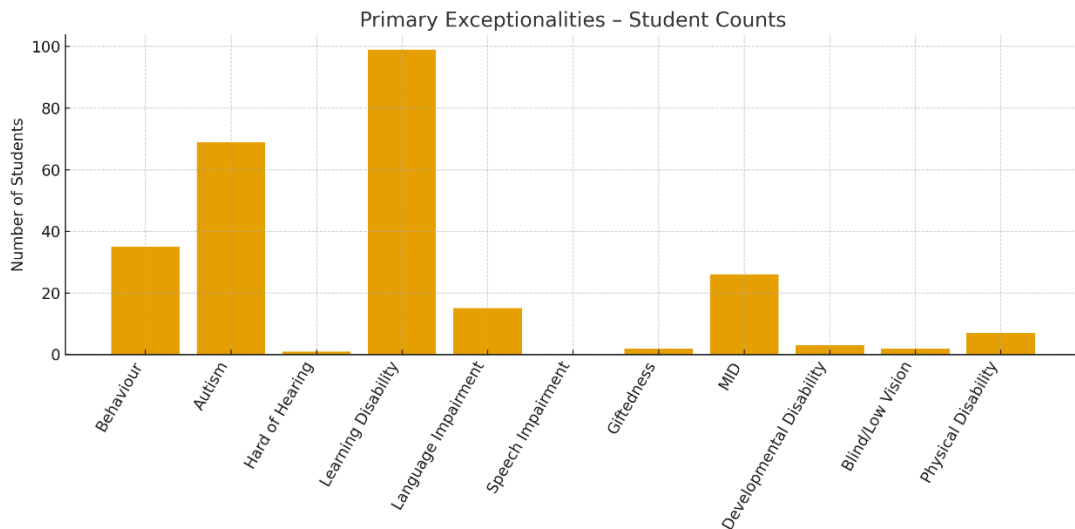
Primary Exceptionality Summary – SGDSB (2025–2026)

Primary Exceptionality Counts

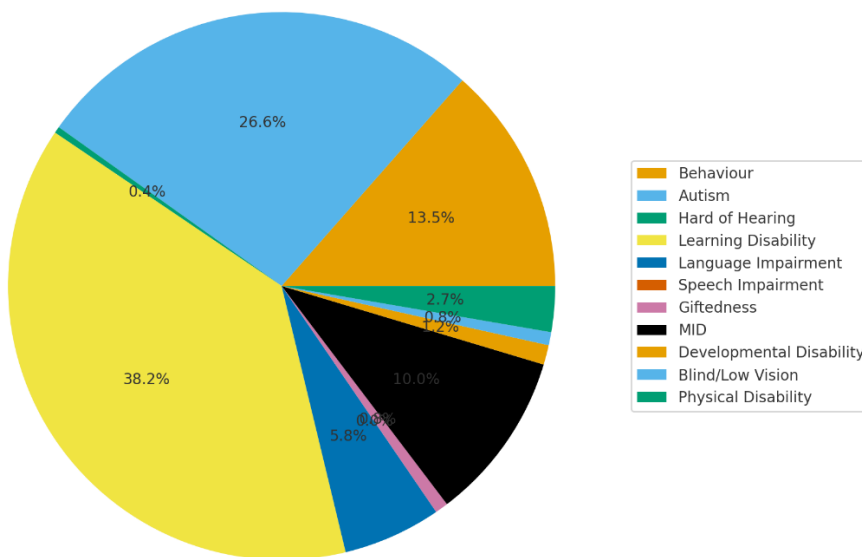
- **Behaviour:** 35 students
- **Autism:** 69 students
- **Hard of Hearing:** 1 student
- **Learning Disability:** 99 students
- **Language Impairment:** 15 students
- **Speech Impairment:** 0 students
- **Giftedness:** 2 students
- **Mild Intellectual Disability (MID):** 26 students
- **Developmental Disability:** 3 students
- **Blind/Low Vision:** 2 students
- **Physical Disability:** 7 students

Multiple Exceptionalities

- **69 of 264 exceptional students** have **multiple exceptionalities**
- This represents **26.1%** of all exceptional students
- **195 students** have a **single primary exceptionality**



Primary Exceptionalities Distribution



Removing Barriers for Students with Special Education Needs and Indigenous Learners

IEP Audit and Continuous Improvement

The IEP Audit is a reflective school-based process involving the Special Education Teacher, Principal, and, where possible, classroom staff, Educational Assistants, and other team members working with the student. This collaborative review allows teams to assess strengths and identify areas for growth in their IEP development and implementation. The process encourages professional dialogue within schools, helping educators refine practices that lead to stronger programming and more equitable student outcomes. System-wide, the audit results inform the Multi-Disciplinary Team (MDT) in identifying trends, regional priorities, and professional learning needs that directly support the improvement of Special Education services.

Multi-Disciplinary Team (MDT) Referrals

Each month, schools can submit MDT referrals for students with complex needs to request additional assessments, interventions, or modifications to programming. The MDT—comprising system staff from multiple disciplines—has already received 17 referrals this year and continues to collaborate closely with schools to ensure equitable access to supports. These referrals guide decisions around curriculum modification, IEP development, and the allocation of resources, ensuring students’ needs are addressed through coordinated and data-informed planning.

Strategies to Remove Barriers

The Superior-Greenstone District School Board continues to focus on system-wide strategies that promote inclusion, equity, and improved outcomes for students with Special Education Needs and those who identify as Indigenous. Current priorities include:

- Executive Functioning and UDL: Partnering with Laurie Faith to build educator capacity in executive functioning and Universal Design for Learning (UDL) through monthly *Hot Topics* sessions. By June 2026, every school will have implemented at least two new strategies that enhance student independence, self-regulation, and engagement.
- IEP Development Grounded in Indigenous Frameworks: Schools are creating IEP goals aligned with the Medicine Wheel, emphasizing holistic growth—spiritual, emotional, mental, and physical.
- Targeted and Tiered Interventions: A continued focus on reducing highly modified IEPs through stronger Tier 1 and Tier 2 instruction, while implementing targeted supports. SGDSB has introduced Voyager Passport for Grades 3–5 and REWARDS for Grades 6–12 as Tier 2 reading interventions, complementing Empower Reading for Tier 3 learners. These programs align with the Science of Reading and are supported by Acadience screening and progress monitoring tools.
- Early Identification: All students entering Kindergarten are screened using the Ages and Stages Questionnaire (ASQ) to support early learning, developmental growth, and timely intervention.
- Collaborative Language Support: A collaborative model has been introduced in which Speech-Language Pathologists (SLPs) partner with Kindergarten teachers and the Early Years Lead to enhance oral language and communication, focusing on early identification, responsive instruction, and family engagement.
- Reduce the number of students who have IEPs without an identified exceptionality and limit the use of modifications to situations where they are absolutely necessary. This ensures students are not restricted in their pathways and instead receive targeted interventions, UDL-based strategies, and executive functioning supports to help them catch up and succeed

Indigenous Special Education and Cultural Responsiveness

SGDSB continues to advance a holistic, strength-based, and culturally grounded approach to supporting students with special education needs, particularly those who are Indigenous. Guided by the work of Dr. Shelley Knott-Fife and aligned with the *Learning for All* vision, this system shift reframes “special education” through Indigenous worldviews that honour relationship, reciprocity, and community. Every child is recognized as a learner with unique gifts and potential. Grounded in the Medicine Wheel, this approach nurtures the whole child—spiritually, emotionally, mentally, and physically—while ensuring that family and community voices shape educational planning.

Through the Two-Eyed Seeing framework, SGDSB educators blend Indigenous and Western ways of knowing to bring balance between cultural knowledge and academic expectations.

Artificial Intelligence and Universal Design for Learning

Artificial Intelligence (AI) is increasingly supporting the removal of systemic and instructional barriers for students with special education needs and Indigenous learners by enhancing access, personalization, and culturally responsive supports. AI tools assist educators by generating differentiated learning materials, accommodations, modified expectations, and accessible lesson content—reducing planning time and workload so staff can focus on relationship-based, identity-affirming instruction. These applications also strengthen

Universal Design for Learning (UDL) practices by ensuring that learning materials are flexible, engaging, and responsive to diverse needs.

For students, AI-powered features such as text-to-speech, voice-to-text, translation, simplified reading passages, visual organizers, and step-by-step supports promote independence, agency, and multiple ways to demonstrate understanding. These tools also support the development of precise, strength-based IEP goals and user-friendly one-page profiles that improve consistency across classrooms and transitions.

Importantly, AI does not replace professional judgment, cultural knowledge, or the role of Elders and support teams. Instead, it provides a starting point that educators refine to ensure that decisions reflect each student's strengths, identity, communication needs, and lived experiences.

System Goals and Measures of Success

By June 2026, SGDSB aims to:

- Achieve a 5% reduction in the achievement and engagement gap between students with and without IEPs.
- Decrease the number of highly modified IEPs by 10%, supported by stronger Tier 1 and Tier 2 instruction and targeted interventions.
- Ensure every school implements at least two evidence-based executive functioning and UDL strategies that enhance inclusion and independence for students with disabilities.

This coordinated, equity-driven approach reflects SGDSB's ongoing commitment to *removing barriers*, *amplifying student voice*, and *creating inclusive learning environments where all learners can thrive*.

Positive Behaviour Support:

Student data from 2024–2025—including Autism Comprehensive Needs, Safety Plan/BSP analysis, and the district's PPM 140 review—identified a clear need to strengthen Relationships, Understanding, and Communication for students with neurodivergent learning needs. These findings underscore the importance of intentional work in student engagement, regulation, communication, and functional skill development across classrooms and learning environments.

To address these needs, the PBS Team continues to enhance its Continuum of Support model, beginning with Universal Design for Learning (UDL) at Tier 1 and progressing to differentiated, targeted supports at Tier 2 through the integration of the Assessment of Basic Language and Learning Skills (ABLLS), the Assessment of Functional Living Skills (AFLS), and collaborative planning for IEPs, Safety Plans, and BSPs. Tier 2 supports also include the PBS Summer Transition Programs and the upcoming After-School Learning and Support Sessions beginning January 2026, both designed to strengthen student regulation, engagement, communication, and functional skill development. When students require more intensive intervention, Tier 3 supports may include specialized consultation from Board Certified Behaviour Analysts (BCBAs), and the district is enhancing partnerships with community agencies to increase access to Tier 3 ABA supports where available. Together, this continuum provides a structured, responsive, and developmentally aligned approach that promotes consistent programming expectations across the district.

To ensure all schools continue to receive timely support while deeper capacity-building work is underway, PBS Workers provide virtual support every Friday and one face-to-face day per month per school, regardless of whether a school is involved in project work. This model maintains equitable access to consultation and problem-solving, while also allowing the team to devote sustained time to the capacity-building projects that will strengthen practice across the system.

At present, 8 of 15 schools are requesting increased behaviour, ABA, and BCBA support, demonstrating a significant district-wide demand for deeper capacity. While the small size of the PBS Team presents limitations in meeting all intensive needs immediately, this long-range plan is designed to build sustainable growth across

schools. Positive outcomes are expected to become evident by June 2026 as skills, routines, and collaborative practices strengthen.

Key Implementation Areas for 2025–2026

K–12 Transition & Programming Capacity Projects

- Three projects support transitions from Entry to Kindergarten through post-secondary pathways, integrating Today's ABA, ABLLS, and AFLS into curriculum, routines, and functional activities. This work will expand upon the "Destinations Pathways" learning that began a few years ago.
- Focus on strengthening regulation, communication, engagement, and foundational skill development within inclusive learning environments.
- Collaboration with families, community agencies, and service partners ensures aligned and coordinated supports across settings.

Educational Assistant Learning: PD Days & After-School Sessions

- Ongoing EA learning delivered in partnership with Pyramid Educational Consultants of Canada.
- Emphasis on intentional, in-the-moment interactions that build relationships, increase student engagement, support communication, and foster meaningful skill development.
- This learning also enhances the development of critical communication skills, particularly for students who use Alternative and Augmentative Communication (AAC), including the Picture Exchange Communication System (PECS) and high-tech communication devices.
- After-School Sessions beginning in January will expand hands-on learning and reinforce practice-based skills in real time.

BMST Focus: Debriefing & Safety Plan/BSP Processes

- Strengthening consistency and fidelity in the development and implementation of Safety Plans and BSPs.
- Establishing district-wide debriefing practices that promote safety, emotional recovery, and reflective problem-solving.
- Long-term goal to reduce reliance on Safety Plans and BSPs through preventative, skill-building supports.

Robokind Expansion Across Seven Schools

- Continued expansion of individualized programming in math, phonics, SEL, and speech articulation.
- Provides ongoing assessment and real-time progress monitoring aligned with IEP goals.

Grounded in PPM 140 and aligned with SGDSB's strategic priorities, the PBS Team remains committed to collaborative, relationship-focused, and skill-based practices. With a district-wide emphasis on Relationships, Understanding, and Communication, PBS continues to strengthen safe, supportive, and inclusive learning environments where all students can engage, regulate, communicate, and grow.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 06, SGDSB Special Education Report, for information.

Respectfully submitted by:

Erik Leroux,
Learning for All System Principal

Will Goodman,
Director of Education



Superior-Greenstone District School Board
Additional Information Report



Report No.: 08

Date: December 1, 2025

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

FROM: Carole Leroux, Superintendent of Education: Secondary

SUBJECT: Indigenous Skilled Trades Training Program

Background

Embracing Innovation, the theme of our Multi-Year Strategic Plan, is the basis of our Indigenous Skilled Trades Training Program. This program innovatively connects partners, students, communities and schools through the development of skills, connecting to culture and taking learning beyond the classroom. Students engage in learning through land-based experiences, building solutions to address various First Nation community challenges (i.e. housing crisis, animal wellness, etc) and certifications, building confidence and expertise in various trades-related pathways to ignite passions and curiosities about future options.

Current Situation

This program is the true definition of Truth and Reconciliation as described by one of the First Nation Community's Band Councillors. We are building partnerships, educating our students/communities, fostering inclusive spaces, all while ensuring ongoing reflection, action and engagement.

We currently have 3 programs; 2 in Superior-Greenstone's schools – Geraldton Composite and Nipigon-Red Rock and 1 program at Hammarskjold High School in Thunder Bay at Lakehead Public Schools. All 3 programs are funded by a combination of external funding totaling just over \$800,000 and board funds covering 2 full time teachers through 6 sections – 3 at each SGDSB school.

Student Data:


Nipigon-Red Rock District High School **28 students**
Geraldton Composite High School **24 students**
Hammarskjold High School **27 students**

Connections to the MYSP Pillars

 Culture of High Expectations & Inclusivity

The Indigenous Skilled Trades Training Program exemplifies our commitment to a **Culture of High Expectations and Inclusivity** by embedding Indigenous knowledge and cultural practices into learning pathways, fostering a strong sense of belonging for students and staff. Through relationship-driven approaches and collaboration with community partners, the programme creates safe, restorative spaces that honour Truth and Reconciliation while promoting psychological safety. By leveraging a strengths-based approach and celebrating achievements, we empower every learner to see themselves reflected in their education, ensuring personalised support and high expectations for success across diverse learning styles.

Students attain 4-6 credits through the program and are assessed through individual engagements and demonstrations of skill acquisition and application. Through curriculum curated specific to each cohort's interests and abilities, students participate in experiences rich in culture and Indigenous ways of knowing and learning.

 Joy in Learning & Teaching

The Indigenous Skilled Trades Training Program brings **Joy in Teaching and Learning** to life by offering experiential, hands-on opportunities that deeply engage students in authentic, community-integrated projects. Through building homes for First Nations communities and incorporating land-based learning, the program fosters inquiry, creativity, and cultural connection while supporting future-ready skills such as design thinking and problem-solving. By blending practical trades training with Indigenous knowledge systems, students experience personalised, meaningful learning that celebrates identity and promotes optimism for future possibilities.

Multiple certifications are earned over the course of the year. So far students are lined up for Skid Steer, Chain Saw, Working at Heights and Ice Rescue certifications.

 Meaningful Community Connections & Partnerships

The Indigenous Skilled Trades Training Program strengthens **Meaningful Community Connections and Partnerships** by engaging Indigenous Knowledge Keepers and local communities to share language, culture, and traditional practices within authentic learning experiences. Through collaboration with municipalities and regional employers, the programme creates pathways for students to explore skilled trades careers while contributing to community development projects. These partnerships not only provide real-world, service-based learning but also honour the Engagement Framework Agreement, ensuring decisions are made inclusively and in alignment with Truth and Reconciliation principles.

This program would not have the rich experiences it does without the partnerships we currently have:

Mattawa Tribal Council, Indigenous Services Canada, Canada Mortgage and Housing Corporation, Flourishing Foundation, Lakehead Social Planning, Lakehead Public Schools, Smart

Modular Canada, Aroland First Nation, Ginoogaming First Nation, Biinjitiwaabik Zaaging Anishinaabek and Red Rock Indian Band. Our newest partners fresh onto the scene are NAN (Nishnawbe Aski Nation) Housing Strategy, Skilled Trades Ontario, Oshki-Wenjack Education Institute and K-KETS (Kiikenomaga Kikenjigewen Employment and Training Services).

Next Steps

- 1) **Expand student engagement** by increasing outreach to Indigenous youth
- 2) **Continue to** Integrate **arts-based and land-based learning** into trades training to foster creativity and cultural connection
- 3) Explore increased **inquiry-based and cross-curricular** approaches
- 4) **Expand awareness of the program** and its impact through presentations and exposure to key audiences for future sustainability and support
- 5) **Strengthen partnerships** with First Nations, local employers, invested organizations and municipalities to create career pathways, service-based learning opportunities and future funding opportunities
- 6) Continue **tracking progress and impact** using diagnostics and MYSP metrics to inform necessary next steps

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 08, Indigenous Skilled Trades Training Program, for information.

Respectfully submitted by:

Carole Leroux, Superintendent of Education: Secondary



Superior-Greenstone District School Board Report



Report No.: 09
Date: December 1, 2025

TO: Members of the
Superior-Greenstone District School Board

FROM: Pinky McRae, Board Chair

SUBJECT: Trustee Board Meeting Evaluation Summary 2025

Background Information

An electronic evaluation form was created and first implemented at the January 27, 2020 Regular Board meeting. Since that time, the form has been circulated to Trustees following each Organizational Board meeting throughout the 2020, 2021, 2022, 2023, and 2024 meeting years.

The evaluation form invites Trustees to reflect on their satisfaction with meeting organization, the information provided, relevance of presentations, and the overall success of each meeting. Responses have been reviewed on an ongoing basis by the Board Chair and Director, and periodic summaries have been provided for Trustee review.

Current Situation

The evaluation process for 2025 was implemented from December 2024 to November 2025. During this period, the Board met 11 times for Regular and Special meetings. A total of 2 Trustees completed the Board Meeting Evaluation Survey for the 2025 meeting year.

Overall, the feedback received was positive. One Trustee expressed appreciation for the ongoing reference to the Multi-Year Strategic Plan throughout meetings, noting it as a meaningful way of demonstrating the Board's continued commitment to implementing the plan in practical and visible ways. The feedback reinforces the value of aligning Board discussions and presentations with strategic priorities and celebrating progress toward shared goals.

A summary chart of the responses received is attached for reference.

Next Steps

Trustees are asked to determine whether they wish to:

- Continue the annual meeting evaluation process in its current form;
- Explore alternative methods for gathering feedback on meeting effectiveness.

Direction from Trustees will support planning for the 2026 meeting year.


Administrative Summary

That the Superior-Greenstone DSB receive Report No. 09, Trustee Board Meeting Evaluation Summary 2025, for decision.


Respectfully submitted by:
Pinky McRae,
Board Chair

Responses Overview Active


Responses

2 

Average Time

01:21 

Duration

15 Days 

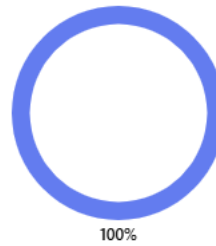
1. Do you feel the materials included in the Board meeting agenda packages adequately prepared you for the meetings?

- Yes 2
- No 0
- N/A 0



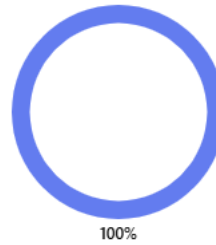
2. The presentations were relevant to the governance work of the Board - (e.g. relating to student achievement, well-being and the budget).

- Yes 2
- No 0
- N/A 0



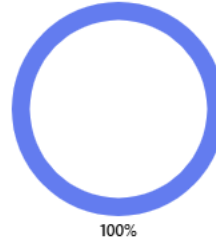
3. The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)

- Yes 2
- No 0
- N/A 0



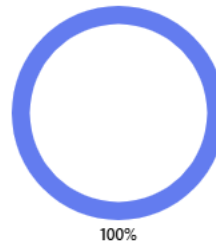
4. The information provided in the agenda package, and through the presentations, was sufficient in order to make an informed decision.

● Yes 2
● No 0
● N/A 0



5. The meetings were successful in carrying out the aims of the Board's Multi-Year Strategic Plan.

● Yes 2
● No 0
● N/A 0



6. 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.

● Yes 2
● No 0
● N/A 0



7. Based upon the role of the Trustee, what items from the meetings 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?

1
Responses

Latest Responses

"Continued references to our Strategic Plan...builds confidence that we are not onl... "

8. Optional Comments:

0
Responses

0 responses submitted



...