



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

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

Regular Board Meeting 2021/06

A G E N D A

Monday, May 17, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 169 886 409#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

1.0 Roll Call

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

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

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 17, 2021 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2021/06 Regular Board Meeting, May 17, 2021 be accepted and approved.*

[\(Attached\)](#)

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

✓ *That, the minutes of the following Board meeting be adopted:*
1. Regular Board Meeting 2021/05: April 19, 2021;

[\(Attached\)](#)

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

Presentation Titled: Panel of Experienced Student Trustees

(Video Presentation - N. Morden Cormier)

7.2 Excellence in Education: Geraldton Composite High School

Presentation Titled: Creating Equitable Pathways to Student Success

*(PowerPoint Presentation
– Principal, Carlo Porretta &
Vice-Principal Tom Rivers)*

7.3 Report No. 38:

Student Trustee Report: May 2021

[\(Attached\)](#) - Trustees, S. Schwantz & E. Couture)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Indigenous Education Advisory Committee (IEAC)**

(P. Cormier/ N. Morden Cormier)

8.1.2 Special Education Advisory Committee (SEAC)

(M. McIntyre/ N. Morden Cormier)

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No. 39:

2021-2022 Grants for Student Needs (GSN) & Education Funding Update

[\(Attached\)](#) - A. Marton)

9.2 Report No. 40:

Tender for HVAC UV Disinfection Upgrades Eastern Region (Project No. 1801.35C)

[\(Attached\)](#) – M. Paris/ A. Marton)

✓ *That, the Superior-Greenstone DSB having received Report No 40, Tender for HVAC UV Disinfection Upgrades Eastern Region, and award Thermal Mechanical Systems Inc. the project in the amount of Six Hundred and Forty-Five Thousand, Eight Hundred & Seventy-Eight Dollars (\$645,878.00) with HST extra.*

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 41:
Director's Monthly Report: May 2021 ([Attached](#) - N. Morden Cormier)
- 10.2 Report No. 42:
Free Menstrual Product Access ([Attached](#) – H. Freeburn/ N. Morden Cormier)
- 10.3 2021-2023 Student Trustee Appointment (N. Morden Cormier)
✓ **That**, the Superior-Greenstone DSB accept the appointment of _____ from _____ High School to serve as the 2022-2023 Student Trustee, effective for the period August 1, 2021 to July 31, 2023.
- 10.4 Report No. 43:
Graduation Schedules for Information ([Attached](#) – N. Morden Cormier)
- 10.5 Report No. 44:
Non-Union Compensation and Job Description Review ([Attached](#) – N. Morden Cormier)

11.0 Reports of the Education Committee

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

- 11.1 Report No. 45:
Finalized Elementary Teaching Staffing and Organization for September 2021 (Sent Under Separate Cover – C. Bishop)
- 11.2 Report No. 46:
Proposed Secondary Teaching Staffing And Organization for September 2021 (Sent Under Separate Cover – W. Goodman)
- 11.3 Report No. 47:
Early Years Update ([Attached](#) – H. Freeburn/ C. Bishop)
- 11.4 Report No. 48:
Summer Program Update ([Attached](#) – W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.2 Trustee Associations and Other Boards
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation Summary: April 19, 2021 ([Attached](#) - P. McRae)

13.0 Notice of Motion

14.0 Observer Comments

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

15.0 Committee of the Whole Board (In-Camera Closed)[\(Attached\)](#)**15.1 Agenda: Committee of the Whole Board – Closed**

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

15.2 Rise and Report from Closed Session

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

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

1. Regular Board 2021/05: April 19, 2021

[\(Attached\)](#)**16.2 Other Recommendations from Committee of the Whole Closed Session**
(This section may be used as required coming out of closed session)

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

- (list motions here which may apply)

17.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2021/06 Regular Board Meeting, Monday, May 17, 2021 adjourn at _____, p.m.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/06

Committee of the Whole Board: Closed Session.

Monday, May 17, 2021

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2021-05: April 19, 2021 [\(Attached\)](#)
- 4.0 Personnel Items
 - 4.1 Item A: IC-05-21 [\(Attached\)](#) - W. Goodman
 - 4.2 Item B: IC-06-21 [\(Attached\)](#) - W. Goodman
 - 4.3 Item C: (N. Morden Cormier)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2021/04

MINUTES

Monday, April 19, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 461 024 430#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:17 p.m.

1.0 Roll Call

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

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

Land Acknowledgement

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

2.0 Regular Meeting Call to Order**51/21**

Moved by: Trustee M. Mannisto

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, April 19, 2021 be called to order at 6:32 p.m.

Carried**3.0 Approval of Agenda****52/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/05 Regular Board Meeting, April 19, 2021 be accepted and approved.

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

There were no disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings**

The meeting minutes have been amended as per the received changes outlined below;

- Correction of the title for Cathy Tsubouchi during acknowledgment;
- Agenda item 7.3 – Removed the word “of” that was in the second sentence;
- Agenda item 8.1.2 – The words “wind” and “water” were added to the parentheses describing the word “ahki”;
- Agenda item 8.1.3 – The sentence has been revised to indicate that Trustee McIntyre had submitted her resignation as Committee Chair prior to the Audit Committee meeting;
- Agenda item 12.3 – The last sentence has been removed from the paragraph.

53/21

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

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

1. Regular Board Meeting 2021/04: March 29, 2021;

Carried**5.2 Board Policy Review Committee: April 6, 2021****54/21**

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of April 6, 2021 and approves as reviewed:

- P-501 Visitors to School
- P-512 Student Exchanges
- P-611 Copyright Policy
- P-308 Student Fees
- P-511 Student Questionnaires
- P-532 Bomb Threat
- P-405 Smoking
- P-712 Recognition of Employees, Trustees and Community

to be posted to the Board website with an implementation date of April 20, 2021, and all of which shall supersede any previous policies.

Carried

6.0 Business Arising Out of the Minutes

Nil.

7.0 Delegations and/or Presentations

7.1 Showcasing Learning: Marathon High School: Wawatay Thorsen Project Video

The Director of Education provided an introduction of the video presentation created by Marathon High School Student, Wawatay Thorsen for teacher, Stefan Rohner. The video highlights the manufacturing class, and the skilled trades students are experiencing at school. This video project is connected to all aspects of the Multi-Year Strategic plan and is a celebration of learning and the sense of belonging that students have within their classrooms.

7.2 Excellence in Education: Dorion Public School - Calming Our Environment

Vice-Principal Amanda Gyori provided the Excellence in Education presentation showcasing Dorion Public School. The presentation highlighted the social and emotional learning implemented within the school and the importance of self-regulation. Through the implementation of environmental changes such as removing the school bell and morning announcements, the students and staff experienced a decrease in anxiety, disruptive behaviours in the classroom and improvements to their well-being. The environmental changes allowed teachers to be more responsive to student needs by allowing flexible time schedules and the ability to be more responsive to student social cues. With the removal of the school bell and morning announcements, the Canadian Anthem is still part of everyday however students are now engaged through learning the anthem in different languages including French, Ojibwe, and sign language. The Vice-Principal explained how the work of creating a calming environment within their school has demonstrated the Board's commitment to encouraging student voice and enhancing student centered learning environments.

7.3 Report No. 31: Student Trustee Report: April 2021

Student Trustees Erin Couture and Sydney Schwantz presented their monthly report. Trustee Couture highlighted the Human Rights and Equity session she facilitated with assistance in planning from the Human Right and Equity Advisor Mahejabeen Ebrahim and Trustee Paul Cormier. The report also included a review of the activities of the Asynchronous Day and its success. The Student Senate meeting was postponed until April 21, 2021. New Student Trustee elections will take place in the upcoming weeks and will include a Student Trustee Panel that will include former Student Trustees Stephanie Rathwell and Logan Furoy. Student Senators will be given an opportunity to ask questions to the panel regarding the role and activities of a Student Trustee.

8.0 Reports and Matters for Decision

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

8.1.1 Board Policy Review Committee (BPRC)

Trustee Margaret McIntyre provided a detailed review of the Board Policy Review Committee meeting that took place on April 6, 2021. Trustees were requested to please review Policy 724 - Conflict of Interest, as it is currently posted for stakeholder review and will impact the By-Laws. She discussed the review that was provided at the BPRC meeting regarding the significant changes to Policy 704, Equitable Hiring Practices. The next meeting is scheduled for June 15, 2021 at 6:30 p.m.

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi

Superintendent of Business: Alex Marton

Business /Negotiations Chair: Mark Mannisto

9.1 Grants for Student Needs (GSN) Update

Superintendent of Business Alex Marton provided a verbal update regarding the Grants for Student Needs (GSN). He advised that the Ministry of Education has not yet released the GSN

budget. The delay presents some barriers for budgeting for the next school year and therefore may impact the timelines for upcoming reports. The GSN is anticipated to be released by the Ministry within the next couple of weeks.

9.2 Report No. 32: Capital Project Update: 2019/2020

Manager of Plant Services Marc Paris provided a review of the Capital Project Report for 2019/2020. He advised that capital projects are identified through annual consultation with stakeholders and include technical, mechanical, and capital investments. The report outlined the projects completed and the funding amounts. The project summary also included several projects that will not be fully completed as of August 31, 2021 and will continue in 2020/2021 until fully completed. This report was provided in follow up to the report provided in the fall that included many visual images of the projects. He advised that with the implementation of new reporting software, the report will include additional project information when next presented.

9.3 Report No. 33: Tender for Heat Pump Replacement & Radon Ventilation Upgrades

The Manager of Plant Services presented the report and provided a review of the request for tender process followed by the school board. As per policy, all projects over \$500,000 are approved by the board. He reviewed the project highlights for the replacement of the 34 heat pumps which have reached product life expectancy at the Margaret Twomey Public School as well as the radon mitigation work. It was recommended to the Board that the project tender be awarded to CLOW Darling Mechanical Contractors who submitted the lowest project tender that met all project specifications.

54/21

Moved by: Trustee P. Cormier

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Report No 33, Tender for Heat Pump Replacement & Radon Ventilation Upgrades, award CLOW Darling Mechanical Contractors the project in the amount of Six Hundred and Forty-Eight Thousand dollars (\$648,000) with HST extra.

Carried

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 34: Director's Monthly Report: April 2021

Director of Education Nicole Morden Cormier provided a brief review of the monthly report. She advised that the report highlights the many projects and activities that support the overarching goal to strengthen the Vision of the Board.

10.2 Report No. 35: 2020-2021 Employee Recognition Awards

Manager of Human Resources Denis Nault advised that the Employee Recognition Award Report is an annual report prepared in conjunction with Board Policy 712. The report provides an additional opportunity to publicly celebrate employees who have reached 10 and 25 years of service. The board expressed their gratitude and congratulations to the staff who have reached this significant employment milestones.

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Allison Pelletier

11.1 Report No. 36: Proposed Elementary Teaching Staffing and Organization for September 2021

Superintendent of Education Charlie Bishop provided a comprehensive overview of the report, noting the consultation process with Principals regarding the development of the staffing for elementary schools. He advised that the Grants for Student Needs budget has not yet been received from the Ministry and the March 31st enrollment numbers have not yet been received. Therefore, he anticipates changes to some of the numbers within the report once the GSN budget and enrollment numbers have been received. The final report will be presented at the Special Board meeting in May 2021.

11.2 Report No. 37: Mental Health Portfolio

Mental Health Manager Deana Renaud provided a detailed review of her report with the support of a PowerPoint presentation. The focus was mental health and well-being, a priority during challenging times. The report highlights included the supports that are being offered in our school board system for students and staff, the Mental Health program staffing compliment, and

statistics regarding the audiences reached through Mental Health focused virtual events. She discussed the continued work to build capacity, increase professional development opportunities, and provide the most evidence-based service and support. Building relationships has been a strong strategic component through co-creating resources as a region with services and coterminous school boards. Mental Health staff are engaging students through health promotion and direct service provision. She discussed the work done to develop a social emotional learning strategy across the system and the implementation of trauma informed, identity based, and culturally appropriate approaches focused on equity.

Note: Trustee M. Mannisto left the meeting at 7:46 p.m.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Letter to Minister of Education April 6, 2021

The letter was provided for information and was sent to the Ministry in follow up to the Board discussion at the March 29, 2021 meeting. To date, a response has not been received from the Ministry of Education.

12.2 Trustee Associations and Other Boards

Trustee Paul Cormier participated in the round table discussions held virtually between the Ministry and the Ontario Public School Board Association (OPSBA) regarding the de-streaming of Grade 9. He noted that he was disappointed with the way the session was organized and felt that there was very little opportunity to provide feedback. He advised that Trustee Mark Mannisto participated in the OPSBA Special meeting regarding online learning. The meeting was followed up with a Northern Board meeting.

12.3 Trustee Activities

Trustee Cormier met with Student Trustee Erin Couture to provide constructive feedback regarding the materials utilized in a presentation regarding Human Rights and Equity.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Summary: March 29, 2021

The Board Chair reminded Trustees to please complete the meeting evaluation form for each meeting. The results of the Board Meeting Evaluation Summary for March 29, 2021 were included in the agenda package for information.

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) 8:17 p.m.

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

15.1 Agenda: Committee of the Whole Board – Closed

55/21

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:17 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session**56/21***Moved by: Trustee K. Pristanski**Second: Trustee C. Major*

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:51p.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 57/21***Moved by: Trustee C. Major**Second: Trustee J. Nesbitt*

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

1. Regular Board 2021/04: March 29, 2021

Carried**16.2 Other Recommendations from Committee of the Whole Closed Session**

Nil.

17.0 Adjournment**58/21***Moved by: Trustee J. Nesbitt**Second: Trustee C. Major*

✓ **That**, the Superior-Greenstone DSB 2021/05 Regular Board Meeting, Monday, April 19, 2021 adjourn at 8:52, p.m.

Carried**2021 - Board Meetings***Virtual Meeting - Time 6:30 p.m.*

Monday, May 3, 2021 <i>*Special Board Meeting – Cancelled</i>	Monday, May 17, 2021	Monday, June 7, 2021 <i>*Special Board Meeting</i>
Monday, June 21, 2021	Monday, July 19, 2021	Monday, August 23, 2021
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/05

Committee of the Whole Board: Closed Session.

Monday, April 19, 2021

Videoconference and Teleconference

T O P I C S

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:17 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2021-04: March 29, 2021
- 4.0 Personnel Items
 - 4.1 Item A:
 - 4.2 Item B:

Regular Board Meeting 2021-05

Monday, April 19, 2021

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2021

SECRETARY

CHAIR



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

Report No.: 38
Date: May 17, 2021

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

FROM: Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: May 2021

**STRATEGIC
PRIORITY:** Stewardship

Background Information

On April 21st, we held our Student Trustee Panel, as well as our Student Senate meeting. Logan Furoy and Stephanie Rathwell joined us in providing information to the staff and students about their experience and knowledge as Student Trustees. We spoke about why we became Student Trustees, our biggest challenges, and gave our best advice to the future Student Trustees. The Senators were very interactive throughout the panel and they asked us great questions. Not only did we inspire the current Student Trustee candidates, but we also encouraged younger students to visualize their candidacy.

After the Student Trustee Panel, we began our Student Senate meeting. Our main idea for the Senate meeting was to provide the Senators with information regarding Earth Day on April 22nd. We discussed how the Senators can reduce their carbon footprint. The group came up with various ways we can all reduce our footprints. Some examples include; driving less, planting a garden, practicing recycling, using the dryer less, and unplugging our electronics.

Current Situation

We have been engaged in recruiting our new Student Trustee. Our election took place on April 29th. Our candidates gave their speeches to the Student Senate and answered questions regarding their goals, new communication techniques, and how they will promote student voice.

Senators have been voting for the past week on who they would like to be the next Student Trustee. We are excited to welcome the winning candidate into the position! Congratulations to Grace Molinski, of Lake Superior High School!

Next Steps

As the school year is quickly coming to an end, we are searching for new ways to engage students to join the Senate. This year we are inviting not only the younger students in our elementary schools, but we are also inviting grade 7 & 8 students from the Superior North Catholic District School Board to attend a

special Senate meeting. We want to show these students what we do at Senate meetings and encourage them to join our team.

Through this process we will be including the new Student Trustee in order for them to gain insight and experience with the position before they begin their term.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 38, Student Trustee Report: May 2021, for information.

Respectfully submitted by:

Sydney Schwantz
Student Trustee

Erin Couture
Student Trustee



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

Report No: 39

Date: May 17, 2021

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2021-2022 Grants for Student Needs and Education Funding Update

STRATEGIC PRIORITY: Learning, Well-being, Stewardship

Background

On May 4, 2021, the Ministry of Education (Ministry) released the Grants for Student Needs (GSN) for the 2021-2022 school year. In addition, the Ministry released details for planned 2021-2022 Covid-19 Supports and allocations for the Priorities and Partnership Funding (PPF).

Grants for Student Needs

This year, the Ministry has announced an overall increase of 2.2% for a projected total of \$25.6B. Notable changes include:

Capital

- The Ministry is continuing with investments in both School Condition Improvement, School Renewal Allocation and Capital Planning in addition to the ongoing Federal and Provincial Covid-19 Resilience Infrastructure Stream.
- 2% increase in non-staff School Operations Allocation to account for higher commodity prices.
- The Capital Priorities Program, including Child Care Capital Funding will continue in 2021-2022.

Online Learning and Remote Learning

- Hybrid and virtual classrooms are expected to apply in-person class size requirements.
- Adjustment to benchmarking for the Online Learning Adjustment Allocation, assuming 8% of secondary students take at least one online credit.

Labour Funding

- Salary benchmarks will increase 1%, including benefits up to 1%, in accordance with central labour agreements.

Education Software

- Increase of per-pupil amount and minimum amount per board to \$50K for digital tools that support learning inside and outside of the classroom.

Special Education

- Consolidation of PPF and other amounts in to the GSN to reduce administrative burden (After-Schools Development Programs, and Integrated Services for Northern Children).

Enhanced Accountability

- Indigenous Languages Allocations will now be enveloped, with unspent amounts allocated to the Board Action Plan (historically this has not been an issue for our Board).

- Library Staffing funding will now be subject to additional reporting requirements to ensure full utilization.
- Enhanced accountability through reporting and approval for capital project cost overruns.
- Enhanced reporting requirements for Covid-19 Supports.

2021-2022 Covid-19 Supports

The Ministry has announced additional funds for the 2021-2022 school year to ensure the safe operation of schools. In addition, the Ministry is extending the flexibility to access reserve funds for up to 2% of the board's operating budget, as needed, due to Covid-19-related cost overruns.

PPF Funding of \$487M will be made available for several areas. School boards are expected to budget for half of these resources where the remaining resources will be confirmed by the Ministry in the Fall, if needed. GSN investments (\$105M), Connectivity and Remote Learning (\$20M), and Learning Recovery and Renewal (\$20M) will not be subject to this provision.

Specified areas of support include:

- Additional Staffing
- School Operations, including enhanced cleaning and PPE
- Renewal of Technology and Devices
- Transportation
- Special Education
- Mental Health, Well-Being, and Equity
- Re-engaging Students and Reading Assessments

Priorities and Partnership Funding

In addition to the above-noted Covid-19 Supports allocated via the PPF, the Ministry is introducing a new digital platform to manage all Transfer Payment Agreements (TPAs), reducing reporting and administrative burden.

This year's program allocations include:

- Engaging Parents and Communities
- French-Language Education
- Indigenous Education
- Math
- Mental Health & Well-Being
- Special Education
- Student Pathways
- Supporting Student Potential; and
- System Support and Efficiencies.

Current Situation

The Ministry's deadline for submission of the 2021-2022 budget is June 30, 2021. Uncertainty with respect to the challenges and needs of Covid-19 continue to create budget pressures. To mitigate against risk, a conservative approach is necessary.

Administrative Recommendation

That, the report No. 39, 2021-22 Grants for Student Needs and Education Funding Update be received by the Board for information.

Respectfully submitted by:

Alex Marton
Superintendent of Business



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

Report No: 40
Date: May 7, 2021

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

FROM: Marc Paris, Manager of Plant Services

SUBJECT: Tender for HVAC UV Disinfection Upgrades Eastern Region (Project 1801.35C)

**STRATEGIC
PRIORITY:** Stewardship

Background

COVID-19 has created new demands for infrastructure investments, a new time limited COVID-19 Resilience Infrastructure Stream (CVRIS) was introduced under the Investing in Canada Infrastructure Program (ICIP) in combined federal-provincial funding for education-related infrastructure projects.

The COVID-19 Resilience Infrastructure Stream – Education Related Projects (CVRIS-EDU), were Superior-Greenstone District School Board put forward proposals for consideration that will protect the health and wellbeing of students, staff and children in schools and co-located child care facilities.

The CVRIS-EDU aim is to support HVAC (Heating Ventilation Air Conditioning) retrofits, repairs and upgrades to school board facilities to respond to the COVID-19 pandemic by supporting health and safety. Eligible facilities included elementary & secondary schools, child care centers co-located with school board facilities.

Construction must commence by September 30, 2021 and construction must be substantially completed by December 31, 2021.

Current Situation:

A tender for HVAC UV Disinfection Upgrades Eastern Region (Schreiber Public School, Terrace Bay Public School, Lake Superior High School, Marathon High School, Manitouwadge Public School & Manitouwadge High School) Project No. 1801.35C was publicly advertised in compliance with the Ontario Broader Public-Sector Accountability Act 2010, on MERX (Canada's electronic tendering services for government contract) and two compliant bids were received.

The lowest tender bid, which met all the requirements of the specification, was submitted by Thermal Mechanical Systems Inc. in the amount of \$ 645,878.00 before HST.

Administrative Recommendation:

That, the Superior-Greenstone DSB having received Report No. 40, Tender for HAC UV Disinfection Upgrades Eastern Region, and award Thermal Mechanical Systems Inc. the project in the amount of Six Hundred and Forty-Five Thousand, Eight Hundred & Seventy-Eight dollars (\$ 645,878.00) with HST extra.

Respectfully submitted by:

Marc Paris
Manager of Plant Services

Alex Marton
Superintendent of Business



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

Report No.: 41

Date: May 17, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: May

STRATEGIC

PRIORITY: Learning: A Focus on Adopting an Anti-Racism Approach for Equity

Background

The Director's Monthly Report is an opportunity to showcase examples of the numerous ways in which school personnel and system staff are operationalizing the 2018-2023 Multi-Year Strategic Plan. This month, the focus of this report is on how SGDSB is further understanding how we can celebrate, through our practices, the diverse identities of our students by ensuring that provide safe, welcoming and discrimination free environment.

"Anti-racist work in all schools is essential. It is the exercise of hope, the practice of undoing and dismantling systems of oppression, the practice of freedom and of truth-telling. Anti-racist work is the practice of healing and of restoring; it is a practice of love. We live in a time where it is increasingly clear that some lives are deeply undervalued and violently treated. And as the words anti-racist and equity become dangerously trendy, educators should pause and grapple with what they truly mean. It is important that we have a shared understanding of what anti-racist practices in schools look like, that we have an understanding of what it is not, and that we embrace the understanding that this work is never completely finished, nor does it always look the same. I hope, however, we may begin to think about anti-racist work in schools in ways that are holistic and practical" (learningforjustice.org).

We have made some progress in how we talk about and understand equity – in our behaviours (including harassment, discrimination, and violence) and attitudes (bias and prejudice), and systems (including our policies and practices). Our policies are being enhanced and articulate our vision for making a difference in the lives of students. We must ensure that what we do every day in our schools must be reflective of our students, specifically to include students who have been historically under-served by the education system.

Since 2013 we have recognized the need to increasingly shift towards a learner centered environments and pedagogy, in order to achieve our urgent need – improved persistence, engagement, motivation and belonging for all. We know that for equity of opportunity and outcomes, anti-racist, and anti-oppressive approaches are fundamental for allowing optimum brain growth and development for our students. When students do not have a positive sense of belonging, do not see their identity reflected in their learning, encounter racist micro-aggressions, even unconsciously, their brains view that as a sign of danger and shut down the thinking capacity and the executive functioning features of their brain. While other students' brains are being stretched and making connections, their brains are in survival mode. To ensure optimal brain growth and development and an unlimited trajectory for everyone, this work is essential and should be viewed as the realization of a basic human right.

Click on the link to view this message via video: <https://youtu.be/8oBnFnsxofk>

	<p>At Manitouwadge High School our librarian has been maintaining a bulletin board where the "Unlearn" resources are highlighted ... leaving spaces for students to comment. With the move for the start of Quad 4 to online learning she has brought this resource to the students through EDSBY. We haven't worked out the kinks for student responses but continue to try and encourage open minded thinking and reflection. As always, our teachers continue to bring the outside world to our students in Manitouwadge - opening their minds to differing ideas, approaches and ways of being (ie. - English assignment to represent their home through poetry; Birch Sap tapping and syrup making; Discussion of Women and in Canada leading to Murdered and Missing Indigenous Women - Gender Studies).</p>
	<p>The Wildcat's Learning Team has begun to embark on supporting students with "exploring their colours," so as to support the development of a safe environment where students can self-identify and celebrate their superpowers. Three days a week, an unlearn image is shared with students and their teachers via the virtual morning announcements. This is then a topic of critical conversation, and deep learning around social injustices. The images allow for an entry point into dialogue for all students.</p>
	<p>To create equity and inclusion within Marathon High School we have been reflecting on the importance of spaces. We have been using student data, (from the <i>Tell Them From Me</i> survey) to inform our work around anti-bullying education and healthy relationships. We have also heard from students about a desire to prominently display a Pride flag, and one has been displayed in our Common Area. We are also excited about the ongoing construction of a new Cultural Space for all students. The Cultural Room will provide space for learning and well-being and will be a focal point of the school. These are examples that bring students together in a safe way to create a sense of belonging so our students can thrive.</p> <div data-bbox="1040 800 1421 1081" data-label="Image"> </div> <div data-bbox="1040 1098 1421 1379" data-label="Image"> </div> <div data-bbox="498 1348 961 1627" data-label="Image"> </div>
	<p>Our April 30th PD Day stimulated a great deal of reflection on our programming and student needs. There was a great deal of discussion around the need for students to be able to see and feel themselves reflected in the school and learning. When kids see themselves reflected in the learning and connected to the curriculum, their engagement increases. Staff are committed to practices and resources that allow for all students to feel reflected in their learning.</p>

ENVIRONMENT:

- Offering Indigenous Language courses
- Representation matters- Stacy

COMMUNITY:

- Take part in board wide workshops
- Partnership with Northeast Wellness and Crisis Team-Meg
- Bringing in local indigenous resources and elders into our teaching
- Go to the community. Build relationships- Stacy

TEACHING PRACTICES:

- Including a variety of cultures into daily lessons to open discussions and normalize that each culture is different and important.
- Encourage students to share their experiences and what do they want to see changed
- Include indigenous perspectives and resources in lessons
- Listen...Stacy


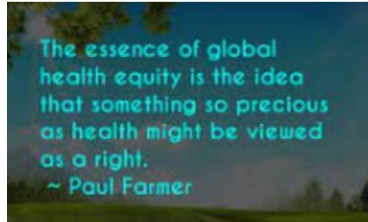

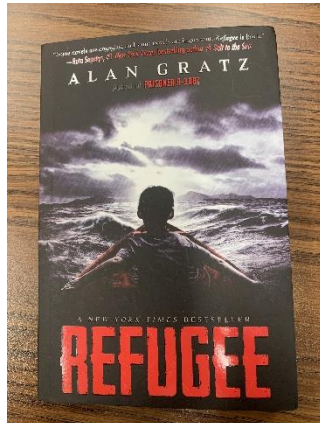

RESOURCES:

- Northeast Wellness and Crisis Team -Meg
- Attend PD sessions and commit to self-directed PD- Stacy
- Finding that lots of modern resources have indigenous knowledge and teachings integrated. Use that resource from LEAP about climate change that based around story telling

How might we do this work?



We are grateful to have participated in the powerful Professional Learning Day on April 30th. Our Team came together to reflect on our school culture and the need to ensure we are adopting and implementing equitable and anti-racist practices. We celebrated our success and engaged in conversations about what we could do better.....recognizing that we continue to grow and can make enhancements to ensure every member of our school community is safe and welcomed. We have all made commitments to be more mindful and promote equity in a meaningful way.

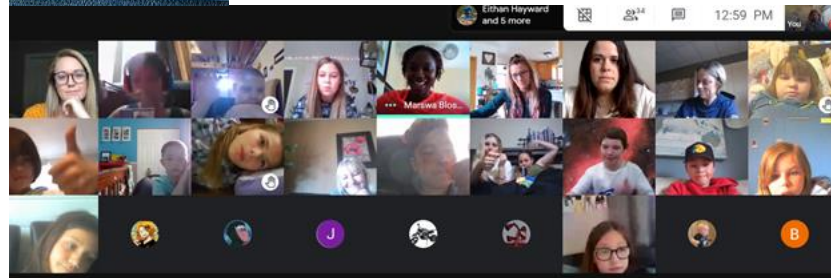
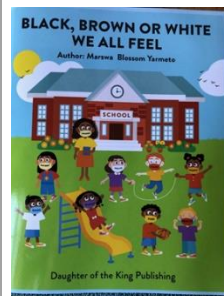
	PERSONAL	PROFESSIONAL
	<p>Learning more about how my choice of words or how my perspective may bias my teaching</p> <p>More understanding</p> <p>I want to always feel that I'm a part of the change that allows everyone to feel EQUAL.</p> <p>I will educate my own children and will advocate for an anti-racist view in my own home. Lead by example.</p> <p>Unpacking my unconscious prejudice.</p> <p>Being committed to change. Its ongoing. It is a process!!!!</p> <p>Learning more about my social location and understanding that although I can't change what has made me me, and embracing diversity</p> <p>reinforcing our shared beliefs in compassion, empathy, and shared value in the beliefs, ideas, and opinions of others</p> <p>Unpacking my unconscious prejudice. Working on self first!</p>	<p>Not shying away from difficult conversations -though some of the topics might be uncomfortable to discuss, I must also ensure my language is reflective of inclusivity</p> <p>Listening. Observing. Sharing experience, using words which is age-appropriate</p> <p>to continue to work with co-workers in providing an environment that is a safe place for every student that will support THEIR needs</p> <p>To look for those small teaching moments where inclusion, perspective, and other histories can be included in the learning</p> <p>Helping creating a school environment where our students feel safe, secure, respected, and valued.</p> <p>I want to become better at recognizing students needs with Maslow's pyramid in mind, understanding that learning can only happen only after the foundational needs have been met.</p> <p>Co-creating a safe environment for students to be themselves unapologetically.</p> <p>how do we help students build a positive sense self where they see their value based on who they ARE and not who they think they SHOULD be? -we class is, um, non-racist?</p> <p>Having my classroom environment reflect the language of my learners.</p>
		<p>"Equity is not regarding different things similarly. Equity is regarding different things differently."</p> <p>The Grade 5/6 Class at SCPS is learning all about Human Rights! This topic naturally lends itself to discussions about equity and the class has been engaging in important discussions about what equity really means. They have been using "equity quotes" to encourage students to think deeply about the ideas and make personal connections. The overarching theme, as borrowed from the Universal Declaration of Human Rights states that "all people are born free and equal" regardless of any distinctions between them. During this time of remote learning, these discussions have provided students an opportunity to engage in authentic learning from homes.</p>
		<p>The Grade 6/7/8 class is engaging in a novel study called "Refugee". The book is about 3 children from Germany, Cuba, Syria, who will go on a harrowing journey in search of refuge...all will face unimaginable dangers. Students have been reading and learning about groups that have been oppressed throughout history, through literature. Students have demonstrated empathy towards the characters and have shared their thoughts on how they think these characters are feeling, "while reading the book I felt scared for them and bad because they're not that old and they're going through hard stuff." During class discussions, students came to a deeper realization that, even though these are characters in a story, these occurrences did actually happen. As discussed in our Professional Development Day we need to start with building awareness. (Head, Heart, Hand) then connection, then action.</p>
	<p>The learning engaged in during the PD Day led to many personal and professional reflections that will lead to some important next steps as we continue adopting an anti-racism approach for equity. The many keynotes featured throughout the day presented a range of important topics. Some of the important messages that stood out for many staff from the day were: "We cannot tell someone who they are... We can only create space for them to safely identify;" "Do the best you can until you know better. Then when you know better, do better;" "What do we need to learn and unlearn?" and "The kids are our curriculum."</p>	

	<table border="1"> <thead> <tr> <th>PERSONAL</th><th>PROFESSIONAL</th></tr> </thead> <tbody> <tr> <td> <p>Being conscious of the language I am using when speaking about people i.e. cultures, experiences, etc.</p> <p>How do I better challenge those that may not see the importance of this work?</p> <p>More thinking before I speak to ensure I am not hurting another's feelings</p> <p>Teaching to the kids instead of the curriculum - turn the learning over to the students in deciding what they want to learn about (student choice)</p> <p>What can I do to help each of my students see themselves in what we are learning.</p> <p>What do I need to learn and unlearn moving forward?</p> <p>Learn more about our local history - the treaty in place here</p> </td><td> <p>Using stories, resources, etc. that embrace and express different cultures and colours i.e. not choosing representations of only white people or 'straight', etc.</p> <p>Start asking myself the 'why' behind things that we do so I can give a quick check in with your head, heart and hand.</p> <p>Being able to unlearn - how to let things go</p> <p>How can we make the LEARNING and match the curriculum to it, seeing our kids as the curriculum</p> <p>Incorporating more community guest speakers, sharing their knowledge and experiences.</p> <p>RECONCILIATION WHERE WILL YOU START?</p> <p>HEAD: A starting point for Reconciliation is to get to know each other.</p> <p>HEART: How do you feel about Reconciliation?</p> <p>HAND: Reconciliation is to take action.</p> <p>Office of the Treaty Commissioner</p> <p>How do we support parents so that they understand and have buy in to the work that is necessary.</p> <p>Reflecting through the lens of Head/Heart/Hand - which pieces might we need to do better in?</p> </td></tr> </tbody> </table>	PERSONAL	PROFESSIONAL	<p>Being conscious of the language I am using when speaking about people i.e. cultures, experiences, etc.</p> <p>How do I better challenge those that may not see the importance of this work?</p> <p>More thinking before I speak to ensure I am not hurting another's feelings</p> <p>Teaching to the kids instead of the curriculum - turn the learning over to the students in deciding what they want to learn about (student choice)</p> <p>What can I do to help each of my students see themselves in what we are learning.</p> <p>What do I need to learn and unlearn moving forward?</p> <p>Learn more about our local history - the treaty in place here</p>	<p>Using stories, resources, etc. that embrace and express different cultures and colours i.e. not choosing representations of only white people or 'straight', etc.</p> <p>Start asking myself the 'why' behind things that we do so I can give a quick check in with your head, heart and hand.</p> <p>Being able to unlearn - how to let things go</p> <p>How can we make the LEARNING and match the curriculum to it, seeing our kids as the curriculum</p> <p>Incorporating more community guest speakers, sharing their knowledge and experiences.</p> <p>RECONCILIATION WHERE WILL YOU START?</p> <p>HEAD: A starting point for Reconciliation is to get to know each other.</p> <p>HEART: How do you feel about Reconciliation?</p> <p>HAND: Reconciliation is to take action.</p> <p>Office of the Treaty Commissioner</p> <p>How do we support parents so that they understand and have buy in to the work that is necessary.</p> <p>Reflecting through the lens of Head/Heart/Hand - which pieces might we need to do better in?</p>
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	<p>MMPS knows their children access learning in many different ways and in particular through experiential, hands on, cultural activity. With this in mind, during this period of at-home learning, hands on learning kits are being created and delivered weekly to the homes of all students learning both virtually and through paper learning packages. Most recently, children have been involved in making bird feeders, beading and planting their own flowers in pots. Materials for these activities are provided alongside a cultural reading and thinking/writing activity. These learning kits have been positively received by both students and parents/caregivers alike.</p> 				
	<p>B.A. Parker teachers are focusing on increasing student engagement in all of their students. Teachers are posing questions with the intention of having every student take part in the discussion. They are using the five strategies suggested by Usha James and trying some of their own techniques. We have also created a specific section in our BAPS One Note for teachers to share their strategies with one another. Finally, almost every staff member has ordered a book about equity to read over the summer. Students will be seeing the teacher's hard work in all of their classes!</p>				
	<p>Transition meetings with feeder schools have included our SERT to ensure that we are prepared to receive our grade 9s in September. We are currently working with our Indigenous Education System Principal to prepare a submission about understanding the racism in our schools in the next newsletter coming out shortly. Our PD offered much discussion amongst our staff concerning racism in our communities and in our school. We had emotional and passionate responses from our staff who were engaged in their learning. We look forward to the ongoing discussion on systemic racism, diversity and equity and improvement and understanding within our school moving forward.</p>				

What steps should we be taking in my role within the school to create a climate and culture that is equitable for everyone.



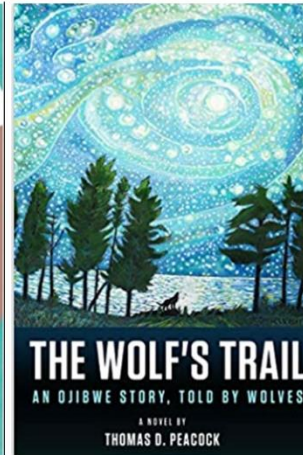
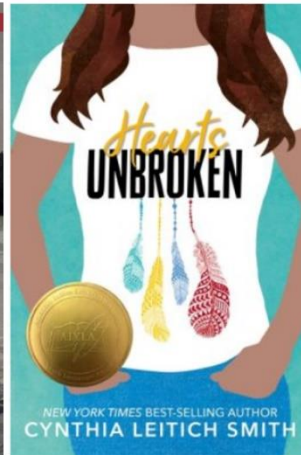
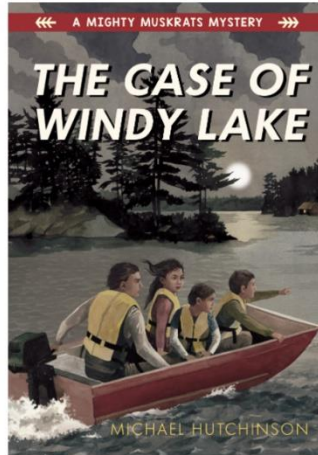
Our grade 6-7-8 class has spent the last several months exploring environmental stewardship and sustainability. This inquiry and exploration has led to a study of environmental equity. Our grade 6-7-8 students have realized the importance that the environment plays in equity-based issues and has developed a commitment to engage their peers inclusively in nurturing and caring for their local environment. Team Green is launching the first week of May and is focused on empowering kids to care for their local environment, whether it be by growing a community garden, cleaning up garbage, or starting a composting program! This movement is completely student driven and has plans to extend a welcome to other elementary schools across SGDSB!



The grade 4/5 and 5/6 classes at George O'Neill Public School had the opportunity to listen to author Marsha Blossom Yarmeto read and speak about her anti-racism children's book called Black, Brown or White, We all Feel. She promoted the importance of kindness and how every little action we do can make the world a better place!



Beginning this year, all our grade 11 English classes are the NBE courses, Understanding Contemporary First Nations, Metis and Inuit Voices. This course is an equivalent to Grade 11 English but with the resources for the course all written by Indigenous authors. These classes are all running this quadmester. We have added to our English resources with more options that are written by First Nations and Metis authors. Some of our most recent additions are larger sets of the following books: *The Wolf's Trail: An Ojibwe Story told by Wolves* by Thomas Peacock; *Hearts Unbroken* by Cynthia Leitich-Smith; and *The Case of Windy Lake* by Michael Hutchinson. During our discussions on the PD day, it was brought up that these resources should be used in all our English courses, not just the grade 11 English classes. We will include these thoughts in our ongoing English teacher meetings regarding changing our approaches to teaching and learning in English classes.



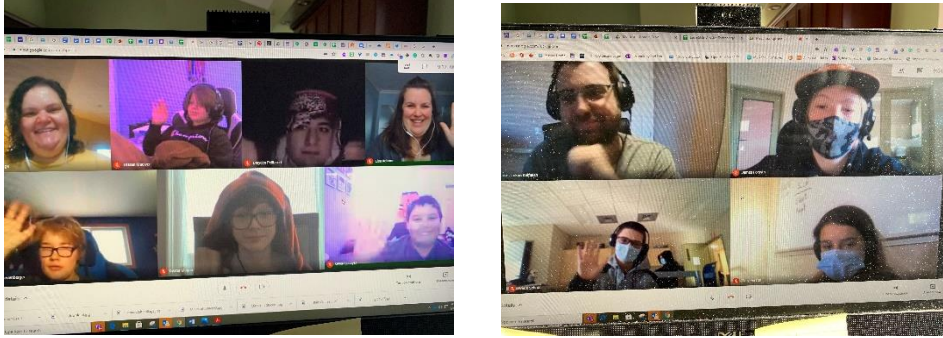
To increase awareness, promote a sense of belonging and increase equitable outcomes for all students, Janine McCallum our Indigenous Language and Culture Educator, brought the teachings of the talking school to all K-8 students. Following the learning visits within each classroom, SGDSB Elementary Virtual School held a whole school talking circle, where all students and staff were able to engage. Based on the feedback from our students, the talking circle has become a monthly gathering, where our whole school population comes together as a community. We have noticed that engagement has increased, and the talking circle approach continues to give a safe place for more student voice to emerge.

The following submissions contain examples of the learning that has occurred at the system level relating to the topic of equity.

Stewardship:
Equaling the
Playing Field-
Featuring Jamie
McMillan (Work
Boot Careers) &
Skills Ontario

SGDSB partnered with Jamie McMillan (Ironworker, Boilermaker & Welder) from Work Boot Careers and Skills Ontario hosted a virtual event on April 21 attended by 70 grade 5 students and 8 staff. Jamie is an advocate for equaling the playing field and opening minds to the possibilities of non-traditional gender employment opportunities. She became an ironworker in 2002 when women only represented two per cent of the workforce across Canada and the United States. She thoroughly understands the stereotypes and struggles that women face in male-dominated occupations, and she is determined to equal the playing field. Her mission is to Engage, Educate and Encourage youth to consider careers in

	<p>skilled trades and technology through school and community outreach. Students participated in an engaging presentation, and an interactive jeopardy challenge which showcased high school and pathways programming, and helped to support and celebrate identity, and a sense of belonging. In addition, students learned that careers in the skilled trades are hands-on, well-paying, in-demand, provide opportunities for advancement, and offer job security. Students then applied their knowledge of structures and function to a take home toothpick tower contest for a chance to win prizes.</p> <div data-bbox="479 489 803 930"> </div> <div data-bbox="901 472 1274 846"> </div>
<p>Learning: Transition Plans</p>	<p>This is only our second year co-creating formal Grade 8-9 Transition Plans in each of our hubs based on voice from students, community members, and educator teams. While we still have much work to do to refine this process we have already enhanced so many of the opportunities that students experience to help their transition in a way that is more supportive of each student's unique needs. This work is a journey based on learning more about our students: their interests, their identities, their strengths and their aspirations. Our learning on the PA Day pushed us to think more deeply about our practices that inspire, create and provide our transition opportunities which is leading us to look at our remaining opportunities for this year with an increased equity lens as a collective. When we know better, we must do better...and we are learning...together.</p>
<p>Learning and Relationships: LearnStyle Assistive Technology Virtual Camps-Stacey (TELTC)</p>	<p>Students from across the board have had the opportunity to learn more about global competencies, understand their individual strengths and the impact those strengths have on their learning and they have connected with other students from across the board to recognize, accept and celebrate individual uniqueness. Students who participated in the virtual camps were selected based on their having an IEP. The virtual camps were hosted by LearnStyle Inc. and provided an opportunity for students to learn more about themselves, their learning strengths and how best to use the board provided assistive learning tools to their advantage while in SGDSB and beyond. This opportunity provides the additional supports that will support their learning needs and reduce the barriers to learning. It is simply not enough to provide technology to students to support their success. These additional supports will provide a more equitable learning experience for our students in special education throughout their experiences in SGDSB.</p>

	
Xello and Pathways Planning from Home	<p>Elementary guidance continues to provide support to classroom teachers and students during remote learning. Students working synchronously are able to participate in Xello Pathway Planning from home using their school provided device. Although not ideal, students working at home asynchronously without a device can still participate in Pathway Planning. These students can be provided with paper copies of lessons and activities. Our goal is to ensure that all students have equitable opportunities to participate in Pathway Planning from kindergarten to grade 12.</p>
Relationships: Teacher Placements	<p>As we continue to develop and foster new partnerships, we are thrilled to welcome 4, Queens Faculty of Education students who are joining us virtually to complete their final placements across our school board. We are a learning organization and are appreciative of the willingness of our staff to share their practices, their classrooms and their students with a new teacher. We hope that these individuals consider joining us in the future as SGDSB educators in the future.</p>
Learning: SGDSB Reads!	<p>To ensure that our Elementary students and families have access to books and reading materials, schools, teachers and librarians are engaged actively in being creative and distributing (in a COVID safe way) story books, magazines and other reading materials for children, students and families to enjoy together. At some of our schools, there are story walks happening with stories posted around the school yard or in the windows of the building. Librarians are reading to children and sharing a good book virtually throughout the day. We are striving to ensure that books and reading opportunities are available to all of our students in the coming days, weeks and months!</p>
Learning and Well-being Mental Health Profile	<p>Professional development around equity and anti-racism will continue to guide and shape our Mental Health and Resource Team. We are able to utilize the knowledge gained to shape the way in which we provide service to students and frame our approach with an informed lens.</p> <p>We have been intentional and focused on connecting culture, identity and mental health. We currently have a Master of Social Work Student completing a placement with SGDSB. She is offering her second workshop series talking about Gender and Healthy Sexuality. She draws from her experiences as an Indigenous woman to offer a perspective that allows students to connect to the material.</p> <p>Our Resource Team (CYW's, Mental Health Workers, Attendance and Indigenous Grad Coaches) have identified a problem of practice at the beginning of the year around integrating Indigenous perspective and culturally appropriate practice. This month, we've met to look at progress and steps moving forward as we continue to learn to have an equity-based focus to our practice and work.</p>

PD Day Reflections from the Secondary Superintendent	<p>April 30th marks a historical moment in SGDSB history. For the first time ever, we hosted a full day of learning for all staff that was dedicated to equity and anti-racism. This demonstrates our movement in all areas of the strategic plan where equity sits at the center of all learning for students. We had opportunities to listen, learn and share our collective responsibilities and commitments. Although each speaker brought impactful learning and thinking, breakout sessions with individual schools allowed everyone to provide voice and opportunity for reflection. We feel empowered to continue this important work that will continue each and every day in our schools, our procedures and our policies.</p>
Learning and Well-Being School Effectiveness	<p>As a system this year, all educators across all of our schools have engaged in Capacity Building Sessions with Usha James from The Critical Thinking Consortium, during which we explored a collective inquiry question around how we might nurture greater and more meaningful participation from our students. Through our final Session this month, we all had the opportunity to consolidate that learning we engaged in this year, while, Usha supported us in making connections between the strategies we learned about to encourage meaningful participation and an anti-racism approach for equity. She encouraged us to consider: "What is the relationship between instructional strategies and equity/inclusion?" As educators we have to make a multitude of instructional decisions every day. An initial step of considering how can we approach our instructional approaches from an equity mindset, will begin to increase inclusion and result in a greater equity of outcomes. When we ask, "how do we do this work at the classroom level," this could be an initial step. In order to dismantle barriers, we need to bring an equity lens to every instructional decision, and consider, could this cause unintentional harm to some of our learners? By adopting this approach and reflecting on whether our decisions open things up for students or do they create unnecessary barriers, we will be better equipped to provide open, safe and inviting school environments for all learners.</p>
Learning and Relationships Special Education	<p>The PA Day was a powerful and inspirational day. The messages that were shared underpinned the foundational work that we have been engaging in the area of Special Education. As we build relationships of trust and connect with families and communities we are continuously working towards a future where all students and families can see themselves as part of the school community. Of the powerful messages staff heard, one that stood out in particular was what it means to be inclusive? Over the last few weeks staff at SGDSB have been engaged in learning about monitoring student progress and collecting evidence of student learning. We have been digging into how we can support all learners through focusing on ways students can share their learning that best represents who they are, what their strengths are and how their differences should be celebrated in their work. Our work is a collective effort in which all communities, families, staff, and individuals are invited to participate in. Shelley Moore reiterated with us on the PA Day that "Students are the Curriculum" She continued to share that "We cannot tell someone who they are...we can only create space for them to safely identify." As we move forward with our efforts of inclusivity, we are asking ourselves: "What narrative do we have and how is it supporting the learning of students?"</p> <p>Although there is still much to learn, much to experience and much to reflect on, there is also hope. In her book <i>Decolonizing Education: Nourishing the Learning Spirit</i>, Marie Battiste shares about nourishing and recognizing the learning spirit. She writes:</p> <p><i>All learners are diverse, and when we consider the cultural realities in which each has to navigate to feel like they belong and are nourished to succeed, one can see why some students succeed and others don't. Learning itself is complex as well, in that it is not just about institutional contexts and outcomes. Learning is also a process that is 'active, attuned, and intentional observation and listening of the visible environment and of the spiritual dimension.</i></p>

	<p>With this in mind, we are reflecting on our practices and asking ourselves "how can we do better". From the words of Maya Angelou, "Do the best you can until you know better. Then when you know better, do better." And so, as we learn more, we know more and as we know more we do better. The many conversations that we had the privilege of hearing demonstrate that we are all learning together and from one another in order to do better for future generations. We are starting with the Head, so that our hearts and hands can follow.</p>
Relationships - Indigenous Education	<p>Much of the work this year has been focused on relationship building. While building trust in order to move into positive relationships, we need to learn, understand and reflect on racism, equity and diversity in terms of moving forward in a relationship.</p> <p>The PD opened with Elder Marilyn Netemegestic who reminded us to be focused on this journey and the importance of this work. The smudge and song she gave us that day truly opened the day up to include Spirit and intent, opening up the deep and important learning and conversations in a good way.</p> <p>The work and learning of staff that participated in the book studies earlier this year certainly allowed those who participated to enter into the conversations with learning in place, allowing conversations to dive deeper under the surface and facilitate conversations at the school level.</p> <p>Before the PD day we had the opportunity to invite highly respected author and scholar, Dr. Marie Battiste (<u>Decolonizing Education: Nourishing the learning Spirit</u>) into the first and last session of the book study. A question that she posed to the group which resonated deeply with many was, "What would education look like if Indigenous people sat at the table as an equal when the education system was created?". This led to many other conversations. We had invited Dr. Battiste to present on the PD day, and she then introduced us to her daughter, Annie Battiste, who has been instrumental in drawing awareness and giving professional development around understanding Treaties, constitutional rights, legislation and reconciliation. It was a beautiful fit with the day being developed.</p> <p>All of the presentations were extremely effective; however, this submission will focus on Annie's presentation. In her opening she stated, "Reconciliation isn't just a good idea, but constitutional law" and in terms of modern day, it is the modern day understanding of Treaty implementation.</p> <p>In terms of understanding racism, equity and/or diversity from an Indigenous perspective, the history and present situations need to be understood, which requires everyone to understand that no ONE person is responsible for the historical assimilation and oppressive actions, however we are all, as a collective, responsible for reconciliation. The discomfort around accepting the responsibility of each of our roles on this road to reconciliation needs to be normalized.</p> <p>There was so much in her presentation, but we will just draw on a couple points that we should consider as we engage on this journey. What is <i>othering</i>? We must be cognizant that as we engage in offering PD, being part of PD, teaching students, having conversations with community partners or students that are POC or a demographic that has been disadvantaged in some way. This is a great place to start as we just learn how to engage in conversation around racism, equity and diversity... the need to ensure we are <i>not Othering</i> as we have conversations and interactions.</p> <p>Another great place to start is at the heart. As we set ourselves in the understanding and learning as to how we approach learning (or teaching) of anything that represents another demographic or culture, we need to have our</p>

	<p>hearts open, and respect around the information. After our hearts, we engage our heads - the thinking around the things you need to know, the why we are doing it, ensuring we have the full knowledge and understanding first before any step is taken. After we have included the heart and head, we then can move into action, and only then. It is important as individuals within the education system that we fully understand the heart and head before taking action on learning that represents another demographic.</p> <p>We look forward to engaging with more learning and understanding with both Dr. Marie Battiste and Annie Battiste as we, as a system, move into reconciliation. As we move into this new understanding and learning, then we will have the tools to truly engage in trust and relationships with any and all communities.</p>
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Administrative Summary

That the Superior-Greenstone DSB receive Report No. 41, Director's Monthly Report: May, 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.: 42
Date: May 17, 2021

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

FROM: Hillary Freeburn, Early Years System Principal

SUBJECT: Free Menstrual Product Access

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

Background

Without affordable access to hygiene products, people who menstruate are prevented from fulfilling their potential. 70% of people under the age of 25 who menstruate in Canada, miss school, work or social activities due to lack of menstrual supplies during their period. 1 in 3 struggle to afford products. We know that in our rural settings the ability to quickly access products, the financial cost and at times, the stigma around menstruation can hinder students from attending school.

Current Situation

With tremendous support from the not-for-profit organization The Period Purse, SGDSB will be providing every elementary, high school and staff washroom with pads and tampons during the 2021-2022 school year. The products that are being provided will be environmentally responsible and are biodegradable. There will be enough for whoever needs them at any time.

Next Steps

1. All schools will receive products and baskets in June and these will be available in schools for the start of September 2021.
2. Ongoing education, promotion and support will be provided within each school for students and staff from The Period Purse for the 2021-2022 school year.
3. Review the impact of this service and enhance the project after this pilot year.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 42, Free Menstrual Product Access, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education

Hillary Freeburn,
Early Years System Principal



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring our students to succeed and make a difference"

Report No.: 43
Date: May 17, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: 2021 Graduation Dates and Times

STRATEGIC PRIORITY: Learning and Well-Being

2021 Graduation Dates and Times

School	Date	Time
Elementary		
B. A. Parker Public School	Thursday, June 24	6:30 p.m.
Beardmore Public School	Thursday, June 17	TBD
Dorion Public School	Wednesday, June 23	TBD
George O'Neill Public School	Tuesday, June 22	6:30 p.m.
Manitouwadge Public School	Thursday, June 17	TBD
Margaret Twomey Public School	Friday June 18	3:00 p.m.
Marjorie Mills Public School	Wednesday, June 23	5:30 p.m.
Nakina Public School	Tuesday, June 22	TBD
Schreiber Public School	Wednesday, June 16	TBD
Terrace Bay Public School	Combined with SPS	TBD
SGDSB Elementary Virtual School	Tuesday, June 22	TBD
Secondary		
Geraldton Composite High School	Thursday, June 17	7:00 p.m.
Lake Superior High School	Thursday June 24	1:00 p.m.
Manitouwadge High School	Friday, June 25	TBD
Marathon High School	Thursday, June 25	1:00 p.m.
Nipigon-Red Rock District High School	Thursday, June 13	6:00 p.m.
SGDSB Continuing Education School	Friday, June 25	TBA

Next Steps

There are public health and workplace safety measures required under the regulations made under the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020* (ROA) that schools and school boards should consider as well:

- For instance, schools and school boards planning for school graduation ceremonies should carefully consider rules pertaining to organized public events and social gatherings. They should also consider limits on renting of meeting and event spaces, set out in the regulations made under ROA.
- In addition, businesses or organizations that are open shall operate in compliance with any advice, recommendations or instructions from public health officials on physical distancing, cleaning or disinfecting, screening and use of non-medical or medical masking. Moreover, where an organized public event or social gathering is permitted, a person who attends such an event or gathering must comply with public health guidance on physical distancing.

Trustees are invited to attend the Elementary or Secondary School Graduation ceremonies within their Ward. Trustees may participate in the ceremony in roles that may include:

- Trustees may enter in to the ceremony with the staff procession and sit with staff,
- Trustees may hand out the Leadership Award or Governor General Award with the Principal;
- Trustees may act as host for the “Speaker Room”. This is a designated space for the ceremony speakers, bursary and scholarship presenters to gather and enjoy light refreshments prior to the start of the ceremony.

Trustees are requested to contact the School Principal of the ceremony they wish to attend and collaborate with the Principal on what role the Trustee wishes to hold for the Graduation ceremony. Trustees are also requested to notify the Executive Assistant of what ceremony they are available to attend.

Administrative Summary

That, the report No. 43, entitled 2021 Graduation Dates and Times, be received by the Board 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.: 44

Date: May 17, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Non-Union Compensation and Job Description Review

**STRATEGIC
PRIORITY:** Stewardship

Background

"Good stewardship allows an organization to continually develop and adjust to an ever-changing world" (SGDSB MYSP, 2018). A key objective of the Stewardship pillar has been to focus on enhancing operational practices to effectively manage human resources. This objective has led us to a full analysis of the compensation and job descriptions of the non-union employee group.

In June 2019, members of the non-union employee group began the Pay Equity Process whereby each staff member completed a job questionnaire. Questionnaires were used to review and update job evaluation and determine whether jobs should be reclassified. In April 2020, a non-union performance review process was introduced. It was recognized that job descriptions also required review and alignment.

To support SGDSB in completing this comprehensive project, Cornerstone's Management Solutions was contracted.

Current Situation

Cornerstone's Management Solution undertook a comprehensive review of non-union work and compensation. Milestones included staff completion of job questionnaires, external salary review, new compensation framework and job descriptions.

Job Descriptions were re-formatted, updated, reviewed by Managers, and approved by the Director of Education. Individuals leading a team now have leadership responsibilities added to job descriptions. Core competencies align with organizational values and are consistent for each position. Effort and working conditions align to Pay Equity. Job titles and levels were reviewed and changed to better reflect industry best practices and what the role is responsible for. For example:

"Manager" Level defined with streamlined accountabilities.

"Team Lead" level added for those with direct report and leadership responsibilities.

"Coordinator" level eliminated for those who have direct reports and the term "Coordinator" is positioned at the end of the title.

A number of jobs had been classified in isolation. For example, Mental Health Worker, Positive Behaviour Interventionist and Indigenous Graduation Coach. In addition, over time, the "Officer" classification level was no longer in use. The 'New' classification structure has been streamlined and better reflects the work being performed today and anticipated in the future.

In addition, the organizational structure was reviewed. As of May 1, 2021, the Payroll Department will be supervised by the Business Services Team Lead. Upon the hiring of the Manager of Information Technology, this department will be supervised by the Superintendent of Business. As of September 2021, the Human Resources Department will also be supervised by the Superintendent of Business. Thus, the core business functions of the board will be aligned under one department.

A revised salary grid has also been recommended, taking into consideration the evaluation of work as described in the job description, the external market and statutory pay equity obligations.

Next Steps

Non-union staff have been provided with this information and have engaged in a review of their new job descriptions with their supervisors. Managers and supervisors will resume the Performance Review process in September 2021; a process which will provide feedback to non-union employees to support growth and improvement.

The revised salary grid will be proposed to the Board of Trustees for approval.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 44, Non-Union Compensation and Job Description Review, 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.: 47
Date: April 2021

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

FROM: Hillary Freeburn, Early Years System Principal

SUBJECT: Early Years Update

STRATEGIC PRIORITY: Learning, Relationships & Well-Being

Background

Collective Vision: The Superior-Greenstone District School Board advocates for an integrated early years/child care system in which school board and early years staff work in partnership to provide seamless, high quality programs and services for children and families. In these community hubs, we focus on learning, foster well-being, establish positive relationships and make a difference... beginning from birth.

Current Situation

We continue to work towards supporting the implementation of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development as outlined by the Ministry of Education:

Community Partner Engagement

We are actively and regularly engaging with the TBDSSAB, child care operator, community partners and families to ensure coordination, collaboration and services at a school, neighbourhood and system level. As we have evolved over the last year to virtual programming across all Early Years sectors, we have enhanced communication protocols, aligned pedagogical practices and supported families as we have navigated this tumultuous time.

Culturally, Relevant and Responsive Pedagogy

Over the last several years, we have continued to look critically at our Kindergarten environments to ensure they are inclusive and welcoming to all students and families. Being supported by Natural Curiosity we have looked at authentic ways to embed Indigenous perspectives through a land-based, inquiry approach. While looking critically at the materials we provide in our play-based learning environments, it has helped us determine a gap in not having art supplies for students to access to fully represent themselves or others in their art work and the dolls that are in the house centre have been predominantly white. Moving forward every classroom will have dolls of different skin colours as well as be equipped with flesh-tone colouring supplies (crayons, pencil crayons, markers).

Early Years Professional Learning

We collaborate to offer professional learning opportunities to deepen understandings of the program expectations and foster alignment between the programs in schools and communities by determining the professional learning needs of administrators and educators between programs and offering differentiated opportunities based on those needs. Self-Regulation continues to remain in the forefront of our learning as we strive to deepen our understanding to ensure the critical adults who care for our children are in a regulated state to share their calm.

2021-2022 Welcome to Kindergarten Season

Although there have been some changes to the activities we have done in the past, SGDSB Elementary schools remain committed to getting to know our newest Kindergarten students. We have adapted our registration process to be accessible to families in multiple ways, we have created virtual and Covid-19 appropriate opportunities to get to know our students and families and for them to gain a deeper understanding of the school communities they will be joining as well as the Kindergarten Program.

Next Steps

1. Continue to provide professional learning in the area of Self-Regulation to school and board staff, community partners and families, utilizing a variety of methods including book studies, challenges, resource sharing, School Council Meetings, PIC and SEAC Meetings.
2. Engage in learning and resource development regarding the Science of Reading to ensure that all children have the foundation and tools to become readers. Initially we will develop our understanding of phonemic awareness and move towards explicit and systematic instruction of phonics and decoding of words.
3. Continue to maintain the integrity of the early years mandate throughout the Covid-19 pandemic and beyond. We remain committed to the philosophy's and underpinnings of play-based learning and *How Does Learning Happen?* to fully support all children as they learn, grow and thrive.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 47, Early Years Update, for information.

Respectfully submitted by:

Charlie Bishop,
Superintendent of Education

Hillary Freeburn,
Early Years System Principal



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

Report No: 48
Date: May 17, 2021

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Summer Program Update

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

Background

The current Covid-19 pandemic has created many challenges but also a variety of opportunities. Last year the Ministry of Education increased the funding for Summer Learning expectations through offering more opportunities for students to continue their learning in July and August in a variety of ways. SGDSB offered three Summer Learning Programs: Summer Co-op with an addition of Alternative Learning Program, a Reach Ahead Credit Program (grade 8s going into grade 9) and the Literacy/Numeracy Program as well as Mental Health and Special Education Supports and Resources. The response for registration was encouraging and the success of the programs was absolutely incredible. We had over 150 students participate in a variety of learning opportunities and 64 high school credits were earned.

Current Situation

SGDSB will once again be receiving Ministry of Education funding for summer learning opportunities. We will be continuing with the same opportunities from last year, Summer Co-op, Alternative Education, Reach Ahead Credit Program, Literacy/Numeracy Program, Positive Behaviour Supports, Speech language services, Special Education Supports and a special education/mental health transition back to school program. In addition, we will be enhancing the mental health programs, providing reading intervention opportunities, and hiring more staff to support the many programs. Amongst the program staff we will also be using the specialized funding to hire a Principal of Summer learning on a part-time, four-month contract in order to allow administration to fulfill their vacation entitlements. We are confident that the opportunities for student learning and well-being over the summer will support students in their return to learning in September.

Next Steps

The planning of summer programming will continue for the remainder of the school year and staff will be communicating, consulting, and engaging all of our partners in order to design programs that will best meet our learners needs. Further developing positive relationships and gathering our community resources will impact the number of students served as well as foster belonging to their communities.

Administrative Summary:

That, the Superior-Greenstone DSB receive Board Report No. 48, Summer Program Update, for information.

Respectfully submitted by:

Will Goodman
Superintendents of Education



SUPERIOR-GREYSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
April 19, 2021 REGULAR BOARD MEETING

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	4	0	0	4
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	4	0	0	4
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	4	0	0	4
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	4	0	0	4
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	4	0	0	4
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	4	0	0	4
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • Every item is of importance to the work of the board and fulfilling our commitments in our strategic plan. I appreciate all staffs time and energy put into reports and sharing with us trustees to make decisions whether at the meeting or in the future. • Mental Health update was absolutely fantastic and very timely. 				
Optional Comments: <ul style="list-style-type: none"> • I continue to feel stress and uncomfortable regarding the director evaluation. It is directed at her day to day activities which I as a trustee I do not get to experience, I can only comment on what I am exposed to at our meetings. Am I missing something? • Excellent info and update from Deana Renaud and Amanda Gyori. Senior Admin presentations were well explained and presented. 				