



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 2021/08

A G E N D A

Monday, August 23, 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: 133 431 331#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

1.0 Roll Call

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

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

2.0 Oath of Office: 2021-2023 Student Trustee

2.1 Grace Molinski: (Lake Superior High School)

3.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 23, 2021 be called to order at _____ p.m.

4.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/08 Regular Board Meeting, August 23, 2021 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 Meetings

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

1. Regular Board Meeting 2021/07: June 21, 2021_

(Sent under separate cover)

7.0 Business Arising Out of the Minutes

8.0 Delegations and/or Presentations

8.1 Showcasing Learning: Welcome Back Video
Presentation Titled: Director Message to Staff

(Video Presentation - N. Morden Cormier)

9.0 Reports and Matters for Decision

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

9.1.1 Report No. 60:

Board Audit Committee Report June 17, 2021

(Sent under separate cover - A. Marton)

10.0 Reports of the Business / Negotiations Committee

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

10.1 Report No. 61:
Board Estimates 2021-2022

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

10.2 Borrowing By-Law No. 150

[\(Attached\)](#) – B. Harris/ A. Marton)

11.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

11.1 Report No. 62:
Multi-Year Strategic Plan Cycle One Goals:
Final Assessment and Report

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

- 11.2 Report No. 63:
Student Census at SGDSB – All Schools

(~~Attached~~–Mahejabeen Ebrahim/
N. Morden Cormier)

12.0 Reports of the Education Committee

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

- 12.1 Report No. 64:
Summer Learning Programs

(~~Attached~~ – Carole Leroux & Tara Balog/ W. Goodman)

- 12.2 SGDSB Reopening Update

(C. Bishop & W. Goodman)

13.0 New Business

Board Chair: Pinky McRae

- 13.1 Board Chair

- 13.2 Trustee Associations and Other Boards

- 13.3 Trustee Activities

- 13.4 Future Board Meeting Agenda Items

- 13.5 Board Meeting Evaluation Summary: June 21, 2021
- Evaluation Form Link for August 23, 2021

(~~Attached~~ - P. McRae)

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. Regular Board 2021/07: June 21, 2021

(Sent under separate cover)

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 2021/08 Regular Board Meeting, Monday, August 23, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
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 2021/08

Committee of the Whole Board: Closed Session.

Monday, August 23, 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 2021-07: June 21, 2021

(Sent under separate cover)

4.0 Personnel Item:

(W. Goodman)



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

Report No.: 61

Date: August 23, 2021

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Board Estimates for 2021/2022

STRATEGIC

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

Background

The Ministry of Education's Grants for Student Needs 2021/2022 were released on May 4, 2021. The Ministry of Education continues to support key student achievement goals.

This year's budget has been prepared with a conservative approach due to the uncertainties posed by the ongoing COVID-19 pandemic. Decisions have been made to ensure that students, staff, and community stakeholders continue to receive the high-quality services SGDSB is known for. Through this approach and an ongoing focus on our strategic priorities, we present the following budget proposal to the Board.

Budget Analysis

The 2021/2022 Estimates have a \$294,151 deficit for compliance purposes. (See Compliance Report, page 9). Typically, we can spend up to 1% of our operating allocation to be used in the compliance calculation, provided that our Prior Year Accumulated Surplus available for Compliance is sufficient to cover this deficit. This year, the Ministry is allowing Board's to incur deficits of up to 2% of their operating allocation, with the same stipulation. Our deficit falls within 1% of our operating allocation and therefore, we are compliant.

Schedule 1.1 is our Consolidated Statement of Operations (page 10). We have projected revenues of \$46,442,395 (for details see Schedule 9 on pages 11-13) and total expenses of \$46,370,207 (for details see Schedule 10 on pages 14-15) for an In-Year Accumulated Surplus of \$72,188. The difference between the In-year Accumulated Surplus and the Compliance Deficit is largely due to employee future benefits in our Accumulated Surplus that must be amortized over the estimated average remaining service life of employees, as determined by our actuary. (See Schedule 5, page 16).

Once again, the 2021/2022 Estimates comply with the Ministry of Education's enveloping and accountability requirements. For Special Education, our expenses exceed our grants. For Governance and Administration, our expenses are less than our grants.

Enrolment

The 2021/2022 Estimates are based on a projected total enrolment of 1,321 FTE (713 FTE for elementary; 608 FTE for secondary). (See Schedule 13, page 17).

Budget Highlights

The following items are included in this year's budget submission:

- Elementary teaching staff, as approved by the Board on May 17, 2021, provided for 69.5 FTE.

- Secondary teaching staff, as approved by the Board on June 7, 2021 provided for 68.67 FTE.
- Educational Assistants staffing was approved by the Board on June 7, 2021 as 50.5 FTE to be allocated based on need.
- The School Effectiveness Lead, Indigenous Lead, Mental Health Manager, Early Years Lead, Technology Enabled Learning and Teaching Lead, and Student Success Lead positions are all supported via Ministry funding.
- With our Applied Behaviour Analysis funding for 2021/22, we continue to fund a Positive Behaviour Interventionist as well as our Positive Behaviour Support Lead.
- We continue to fund a Numeracy Lead in this budget from Priorities and Partnerships Fund (PPF) grants.
- We are funding a Special Education Lead position at 0.5 FTE.
- We are maintaining a 0.5 FTE OYAP Lead position (Ontario Youth Apprenticeship Program) to promote the program across the board;
- We continue to fund an Experiential Lead position at 0.5 FTE.
- We continue to fund a 0.5 FTE clerical position to support the administrative requirements of the above Lead positions and the requirements of PPF grants that we receive.
- We continue to fund a 0.5 FTE System Guidance position to support student success in transitioning to high school.
- We continue to fund 4.0 FTE Early Childhood Educators.
- We continue to fund 4.0 FTE Child & Youth Workers in the District and are adding another 1.0 FTE Child & Youth Worker under the Support for Students Fund and with agreement from our OSSTF Support Staff Federation.
- We continue to fund 2.0 FTE permanent Social Workers – one at Marathon High School and another at Lake Superior High School.
- We continue to support the Hockey Canada Skills Academy at George O'Neill Public and Terrace Bay Public Schools for students in grades 4 to 8.
- We are once again funding the summer coop program for the summer of 2022.
- We are maintaining a 1.0 FTE Indigenous Graduation Coach at Geraldton High School and a 1.0 FTE Indigenous Graduation Coach at Nipigon-Red Rock District High School.
- The Rural and Northern Education Fund grant is projected to remain consistent. In 2021/22, we project an allocation of \$152,000 and plan to use \$78,000 of these funds for:
 - Elementary Guidance;
 - Support for the Indigenous Graduation Coach at Geraldton High School;
 - Support for the Hockey Canada Skills Academy; and
 - Sports Travel and Cultural Events in our schools.
- Funding for Multi-Disciplinary Teams continues to provide 4.0 FTE which we will be utilizing as follows:
 - 1.0 FTE Indigenous Student Success Advocate;
 - 1.0 FTE Special Ed Teacher to support the Marathon area;

- 1.0 FTE Principal to support the Manitouwadge area;
- 0.5 FTE Principal to support the Terrace Bay/Schreiber area; and
- 0.5 FTE Vice-Principal to support the Dorion/Red Rock area.
- We continue to fund annual Behavioral Management Systems (BMS) recertification training, shop training at the secondary panel, occasional teacher orientation, and health & safety training.
- We are investing \$87,000 to upgrade our Enterprise Resource Management software as part of a 4-year initiative towards modernization and efficiency.
- We are investing \$65,000 to implement a centralized intranet platform for workflows and file management
- Further budget enhancements to address COVID-19 include the following:
 - Provision of a 1.0 FTE Virtual Teacher and .5 FTE Virtual VP to address remote learning.
 - Provision of a 1.0 FTE EA for additional student support.
 - In Plant, we are provisioning 2.0 FTE custodial staff for potential enhanced cleaning requirements.
 - Provision of a 1.0 FTE position to support student reengagement.
 - We have increased our PPE supplies budget by \$25,000.
 - We are retaining a 0.5 FTE temporary HR Administrator position to assist with increased pressures on the department.
 - Enhancements have also been made for increased use of relief coverage for the projected increase in sick days (approximately \$310,000).
- We have received the following allocations for capital project for the upcoming year:

Funding	Planned spending for 21/22:
School Condition Improvement	\$5,386,087
School Renewal	\$1,362,298
Child Care Capital	\$4,204,052
Capital Priorities - Major Capital Programs	\$1,013,510

- As in previous years, input for the budget was sought from School Councils.

The formal budget submission to the Ministry is required by August 24, 2021 as we requested the extension for submission which had been offered by the Ministry to all boards due to the late release of the grants.

Administrative Recommendation

That the Superior-Greenstone DSB having received Report No. 61, Board Estimates for 2021/2022, adopts the Estimates for the 2021/2022 school year as presented.

Respectfully submitted by:

Alex Marton
Superintendent of Business

Nicole Morden Cormier
Director of Education

Compliance Report

Administration and Governance

Gross Expenses excluding internal audit	3,038,834
Other incomes	794,704
Net Expenses excluding internal audit	2,244,130
Funding allocation excluding internal audit	2,425,223
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	45,985,895
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	0
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	46,280,046
1.3	In-year surplus/(deficit) for compliance purposes	-294,151
Item 1.1 - item 1.1.1 - Item 1.2	
		REQUIRES FURTHER COMPLIANCE CALCULATION / REQUIERT DES CALCULS COMPLÉMENTAIRES AUX FINS DE CONFORMITÉ
1.4	If item 1.3 is greater or equal to zero, board is in compliance. Otherwise, see calculation below.	

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	33,119,998
1.6	1% of item 1.5	331,200
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	5,852,605
1.8	Lesser of item 1.6 and item 1.7	331,200
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. (Note 1)	COMPLIANT / CONFROME

Compliance Calculation After Ministry Approval Amount (Education Act 231 (1) (b))

1.10	Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8	-
1.11	Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10	331,200
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance.	COMPLIANT / CONFORME

Note 1: School boards will need to seek ministry approval if line 1.9 of the Board Active Compliance Report indicates "Not Compliant". The Stabilization COVID-19 Support funding and the Supplemental COVID-19 Support funding will be calculated after the school boards' 2021-22 Estimates submission, and will be loaded by the ministry into Schedule 9.1, line 2.01 and line 2.02, respectively, of the FO Active version.

Schedule 1.1 - Consolidated Statement of Operations

	Budget
1 REVENUES	
1.1 Provincial Legislative Grants	36,285,735
1.2 Provincial Grants - Other	1,123,633
1.3 Local Taxation	3,244,374
1.4 School Generated Funds Revenues	456,500
1.5 Federal Grants and Fees	4,584,428
1.6 Investment Income	-
1.7 Total Other Fees and Revenues from School Boards	275,000
1.8 Fees and Revenues from Other Sources	472,725
1.10 Total Revenue Category	46,442,395
2 EXPENSES	
2.1 Total Instruction Expenses	29,462,518
2.2 Total Administration Expenses	3,290,895
2.3 Total Transportation Expenses	1,579,162
2.4 Total Pupil Accommodation Expenses	11,450,818
2.5 Total School Generated Funds Expenses.	458,800
2.6 Other Expenses.	128,014
2.7 Total Expense Category	46,370,207
 3.1 Annual Surplus (Deficit)	 72,188
3.2 Accumulated Surplus (Deficit) at Beginning of Year	7,585,185
3.3 Accumulated Surplus (Deficit) at End of Year	7,657,373

Schedule 9 - Revenues

1	PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS		
1.1	Legislative Grants - Current Year	23,824,048	
1.2	Legislative Grants - Amounts from Deferred Revenue	6,059,599	
1.3	Provincial Grants - Grants for Student Needs		29,883,647
2	PROVINCIAL GRANTS - OTHER		
2.8	Other EDU Grants - Amounts from Deferred Revenue	-	
2.8.1	Stabilization COVID-19 Support	0	
2.8.2	Supplemental COVID-19 Support	0	
	Specify other grants for operating:		
2.9	PPF Grants	108,571	
2.10	PPF Grants	263,000	
2.11	PPF Grants	1,900	
2.12	PPF Covid	637,623	
2.13	PPF Grants	19,500	
2.14		-	
2.15	Provincial Grants - Other EDU	1,030,594	
	Grants from Other Ministries and Other Government Reporting Entities (GRE)		
2.16	Provincial Employment Assistance Programs		
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL		
2.18	MCU Grant - Literacy and Basic Skills		
2.19	MCU Grant - OYAP	93,039	
2.20	MCU Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LMDA		
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	-	
	Specify other grants from other ministries:		
2.22			
2.23			
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-	
	Specify other grants from other government reporting entities (GRE):		
2.25			
2.26			
2.27	Grants from Other Ministries and Other Government Reporting Entities (GRE)	93,039	
2.32	Grant Accrual Re. 2022 Accrued Tax Adjustment	-	
	Prior years' grant adjustments (specify):		
2.33			
2.34			
2.35	Grant Adjustments	-	
2.40	Provincial Grants - Other		1,123,633
3	Local Taxation		
3.1	Tax Revenue from Municipalities	3,244,374	
3.2	Tax Revenue from Unorganized Territories		
3.3	Tax Revenue Adjustment	0	

Schedule 9 - Revenues

3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2022 Amounts		
3.5	Local Taxation		3,244,374
4	SCHOOL GENERATED FUNDS		
4.1	Elementary Schools Generated Funds and Other Revenues	307,000	
4.2	Secondary Schools Generated Funds and Other Revenues	149,500	
4.3	Amounts from Deferred Revenue - Schools Generated Funds	-	
4.4	School Generated Funds Revenues		456,500
5	FEDERAL GRANTS & FEES		
5.1	Fees - Day School	4,434,428	
5.2	Transportation Recoveries - Federal	110,000	
5.3	Employment Assistance	-	
5.4	Language Instruction for Newcomers to Canada (LINC)	-	
5.5	Amounts from Deferred Revenue - Federal Government	-	
	Specify other:		
5.6	misc	40,000	
5.7		-	
5.8	Federal Grants and Fees		4,584,428
6	INVESTMENT INCOME		
6.1	Interest income		
6.2	Interest on Sinking Fund Assets	-	
6.3	Investment Income		-
7	OTHER FEES & REVENUES FROM SCHOOL BOARDS		
7.1	Transportation Recoveries - Other School Boards		
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	243,000	
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards		
7.4	Northern Adjustment - Other School Boards	-	
	Specify other:		
7.5	administration fee	32,000	
7.6		-	
7.7	Total Other Fees and Revenues from School Boards		275,000
8	FEES & REVENUES FROM OTHER SOURCES		
8.1	Fees from Boards outside Ontario		
8.2	Fees from Individuals - Day School - Ontario Residents		
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	-	
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues		
8.4	Fees from Individuals - Continuing Education		
8.5	Transportation Recoveries from other sources		
8.6	Rental Revenue - Instructional Accommodation - Other sources		
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	267,725	
8.8	Rental Revenue from Community Use		
8.9	Rental Revenue - Other		
8.10	Insurance Proceeds Other than Capital Appurtenances		

Schedule 9 - Revenues

8.11	Cafeteria Income	
8.12	Board Level Donations - to be Applied to Classroom Expenses	
8.13	Board Level Donations - Other	
8.14	Government of Ontario - Non grant payment	
8.15	Amounts from Deferred Revenue - Other Third Party	-
8.16	Education Development Charge - Transferred to Revenues	-
8.17	Fees for Extended Day Program related to Early Learning	
8.18	Net Gain on Disposal of Assets	-
8.18.1	Revenue related to benefit plan reserves	
	Other Grants - Non-GREs (specify):	
8.19	Recoveries	205,000
8.20		
	Specify other:	
8.21		
8.22		
8.23		
8.24		
8.25		
8.26		
8.27		
8.28		
8.29		
8.30	Revenue Recovery on Land Disposal	-
	- (Schedule 5.6, item 1.4, Col. 3 - Sch 5.5, Col. 6.1, Total Land Projects)	
8.31	Fees and Revenues from Other Sources	472,725
9.0	DEFERRED CAPITAL CONTRIBUTIONS	
9.1	Amortization of Deferred Capital Contributions	6,402,088
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	
9.3	DCC Related to the Loss on Disposal of Restricted Assets	
10.0	Revenue Categories	46,442,395

Schedule 10 - Expenses

		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest Charges on Capital	Rental Expense
	INSTRUCTION	02	03	04	05	07	08
51	Classroom Teachers	13,302,313	1,692,653		1,000		-
52	Supply Staff	1,217,566	103,824				
53.1	Teacher Assistants	1,974,620	629,625				
53.2	Early Childhood Educator	183,055	55,946				
55	Textbooks and Supplies				524,348		6,700
54	Computers				189,551	-	-
56	Professionals Paraprofessionals and Technicians	1,129,396	275,648		55,300		-
57	Library and Guidance	938,891	159,014		7,870		
58	Staff Develop.	64,624	5,839	689,781			
67	Department Heads	-	-				
61	Principals and VPs	1,905,003	181,330	23,500	25,200		
62	School Office	901,105	242,410	5,000	141,969	-	1,100
59	Coordinators and Consultants	1,560,245	224,226	-	94,500		-
63	Continuing Education	70,532	14,659	-	3,500	-	-
72	Instruction - Amortization and Write Downs						
72.1	Instruction - Loss on Disposal of TCA and Assets Held for Sale						
	Total Instruction Expenses	23,247,350	3,585,174	718,281	1,043,238	-	7,800
	ADMINISTRATION						
64	Trustees	68,429	4,598	30,000	10,000		
65	Directors and Supervisory Officers	546,861	43,195	20,200	29,500		
66	Board Administration	1,144,094	288,208	32,100	251,975	-	15,383
73	Admin - Amortization and Write Downs						
73.1	Admin - Loss on Disposal of TCA and Assets Held for Sale						
	Total Administration Expenses	1,759,384	336,001	82,300	291,475	-	15,383
	TRANSPORTATION						
68	Pupil Transportation	59,741	13,874	2,868	119,940	-	-
69	Transportation - Provincial Schools	-	-	-	-		-
74	Transportation - Amortization and Write Downs						
74.1	Transportation - Loss on Disposal of TCA and Assets Held for Sale						
	Total Transportation Expenses	59,741	13,874	2,868	119,940	-	-
	PUPIL ACCOMMODATION						
70	School Operations and Maintenance	2,169,067	666,473	125,770	1,667,300	-	24,888
71	School Renewal Expense				-	-	
77	Other Pupil Accommodation				-	416,978	-
75	Pupil Accommodation - Amortization and Write Downs						
80.1	Pupil Accommodation - Loss on disposal of TCA and Assets Held for Sale						
	Total Pupil Accommodation Expenses	2,169,067	666,473	125,770	1,667,300	416,978	24,888
	OTHER						
79	School Generated Funds Expenses				458,800		
78	Other Non-Operating Expenses	-	-	-	-		
76	Other - Amortization and Write Downs						
76.1	Other - Loss on Disposal of TCA and Assets Held for Sale						
80	Provision for Contingencies						
	Other Expenses Category Total	-	-	-	458,800		
90	Total Expenses Category	27,235,542	4,601,522	929,219	3,580,753	416,978	48,071

Schedule 10 - Expenses

		Fees and Contract Services	Other Expenses	Transfer to Other Boards	Amortization and Write Downs and Net Loss on Disposal	Total Expenses
	INSTRUCTION	09	10	11	12	13
51	Classroom Teachers	-				14,995,966
52	Supply Staff					1,321,390
53.1	Teacher Assistants					2,604,245
53.2	Early Childhood Educator					239,001
55	Textbooks and Supplies	166,811	3,940			701,799
54	Computers	119,509				309,060
56	Professionals Paraprofessionals and Technicians	147,000	-			1,607,344
57	Library and Guidance	30,000	-			1,135,775
58	Staff Develop.		-			760,244
67	Department Heads					-
61	Principals and VPs		-			2,135,033
62	School Office	86,426				1,378,010
59	Coordinators and Consultants	-	-	-		1,878,971
63	Continuing Education	-	-	-		88,691
72	Instruction - Amortization and Write Downs				306,989	306,989
72.1	Instruction - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Instruction Expenses	549,746	3,940	-	306,989	29,462,518
	ADMINISTRATION					
64	Trustees		-			113,027
65	Directors and Supervisory Officers		9,400	-		649,156
66	Board Administration	364,222	158,300	-		2,254,282
73	Admin - Amortization and Write Downs				274,430	274,430
73.1	Admin - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Administration Expenses	364,222	167,700	-	274,430	3,290,895
	TRANSPORTATION					
68	Pupil Transportation	1,374,649	8,090	-		1,579,162
69	Transportation - Provincial Schools	-	-	-		-
74	Transportation - Amortization and Write Downs				-	-
74.1	Transportation - Loss on Disposal of TCA and Assets Held for Sale				-	-
	Total Transportation Expenses	1,374,649	8,090	-	-	1,579,162
	PUPIL ACCOMMODATION					
70	School Operations and Maintenance	533,775	-			5,187,273
71	School Renewal Expense	-	-			-
77	Other Pupil Accommodation	-	14,600			431,578
75	Pupil Accommodation - Amortization and Write Downs				5,831,967	5,831,967
80.1	Pupil Accommodation - Loss on disposal of TCA and Assets Held for Sale				-	-
	Total Pupil Accommodation Expenses	533,775	14,600		5,831,967	11,450,818
	OTHER					
79	School Generated Funds Expenses					458,800
78	Other Non-Operating Expenses	-	128,014	-		128,014
76	Other - Amortization and Write Downs				-	-
76.1	Other - Loss on Disposal of TCA and Assets Held for Sale				-	-
80	Provision for Contingencies		-			-
	Other Expenses Category Total	-	128,014	-	-	586,814
90	Total Expenses Category	2,822,392	322,344	-	6,413,386	46,370,207

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	5,607,780	-	-294,150	5,313,630
1.2	Available for Compliance - Unappropriated	5,607,780	-	-294,150	5,313,630
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	0	-	-	0
2.1.1	Retirement Gratuities Adjustment	0		0	0
2.2	WSIB	0	-	-	0
2.3	School Renewal (previously included in pupil accommodation debt reserve)	159,843	-	-	159,843
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Winning Teams	21,404	-	-	21,404
2.5	Insurance	14,826	-	-	14,826
2.6		0	-	-	0
2.7		0	-	-	0
2.8		0	-	-	0
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.1.1	Committed Sinking Fund interest earned Adjustment	0	-	0	0
2.8.2	Committed Capital Projects	-	-	-	-
from Schedule 5.5				
2.8.3	Committed Capital Projects Adjustment	0		0	0
	Other Purposes - Capital:				
2.9	Equipment	48,752	-	-	48,752
2.10		0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	244,825	-	0	244,825
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	5,852,605	-	-294,150	5,558,455
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-378,020		252,013	-126,007
4.1.1	Retirement Gratuities Adj	0		0	0
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-116,625		116,625	0
4.1.3	Employee Future Benefits - other than retirement gratuity	-		-	-
4.2	Interest to be Accrued	-146,211		0	-146,211
4.3	Committed Sinking Fund interest earned Adj	0		0	0
4.4	School Generated Funds	353,438	-	-2,300	351,138
4.4.1	Committed Capital Projects Adj	0		0	0
4.7	Revenues recognized for land	2,019,998	-	0	2,019,998
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	1,732,580	-	366,338	2,098,918
5	Total Accumulated Surplus (Deficit)	7,585,185	-	72,188	7,657,373

Schedule 13 - Day School Enrolment - Average Daily Enrolment

	Elementary	Pupils of the Board	Other Pupils	Total
3.1	Junior Kindergarten	71.50		
3.2	Kindergarten	59.00		
3.3	Grades 1 to 3	177.70		
3.4	Grades 4 to 6	217.00		
3.5	Grades 7 to 8	146.00		
3.6	Grades 4 to 8	363.00		
3.7	Total Elementary Day School	671.20	42.50	713.70
Sum of items 3.1 to 3.5			
	Secondary - pupils less than 21 years			
3.7.1	Secondary Day School - Grade 9 to 12	498.50	109.69	608.19
3.7.2	Independent Study	0.00	0.00	0.00
3.8	Total Secondary Day School	498.50	109.69	608.19
3.9	Total Day School	1,169.70	152.19	1,321.89
	High Credit: Grades 9 to 12 (under 21 years)			
3.10	Secondary Day School - Grade 9 to 12	0.00		0.00
3.11	Independent Study	0.00		0.00
3.12	Total High Credit Secondary Day School	0.00		0.00
3.13	Elementary 21 years and over	0.00	0.00	0.00
	Secondary - pupils 21 years and over			
3.14	Secondary Day School - Grade 9 to 12	0.00	0.00	0.00
3.15	Independent Study	0.00	0.00	0.00
3.16	Total Adult Day School	0.00	0.00	0.00
	Pupils admitted under Regulation 20/10			
	Fees For Non-Permanent Residents - Exemptions			ADE
5.1	Elementary			0.00
5.2	Secondary			0.00
5.3	Total Day School			0.00

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW No. 150

A By-Law to authorize the borrowing from time to time of Ten Million Dollars (\$10,000,000.00).

WHEREAS the total amount of the estimated revenues of the Superior-Greenstone District School Board as set out in its 2021-22 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Forty-Six Million Four Hundred Forty-Two Thousand Three Hundred Ninety-Five Dollars (\$46,442,395).

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Ten Million Dollars (\$10,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2021-22 fiscal year and the debt charges of the Board in such year.

NOW THEREFORE BE IT RESOLVED

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

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

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

Read a First, Second and Third Time, this **23rd** day of **August 2021**.

Chair

Secretary to the Board



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

Report No.: 62

Date: August 23, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Multi-Year Strategic Plan Cycle One Goals: Final Assessment and Report

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

Background

The 2019-2020 school year was defined as **Year One of Cycle One** of implementation of our Strategic Plan; as such, communicating the specific goals for each pillar of the plan occurred. The 2020-2021 school year was identified as **Year Two of Cycle One** of implementation, meaning that this was to be the year where we would be providing reports on the progress in meeting the identified goals. Adjustments have had to be made to the timelines for this reporting due to the loss of implementation time resulting from labour negotiations job action and the COVID-19 Pandemic. As the result, we have compressed the reporting of our progress into a single report that is being brought at the end of the 2020-2021 school year. This report will provide quantitative measures of the degree to which we have met our identified SMART goals.

Current Situation

The following table provides an update on the effectiveness of goals that we were able to reach during the 2019-2021 school years -Years One and Two of Cycle One of implementation.

Table 1: Goals Successfully Attained

SMART Goal	Sphere of Influence and Objective
STEWARDSHIP	
By June 2021, there will be a 20% increase in the number of students being exposed/participating in skilled trade activities/events, as measured by the year-to-year comparison.	Staff Objective: To meet our Aim, provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.
By June 2021, there will be an increase of one more elementary and 1 more secondary school participating in skilled trade related activities/events as measured by the year-to-year comparison.	Staff Objective: To meet our Aim, provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.
By August 2020, 75% of school administrators, System Support Staff and managers will have corporate charge cards, as measured by a year-to-year comparison.	Staff Objective: To meet our Aim, we will enhance operational practices to effectively and responsibly manage human, material and financial resources in support of students.
LEARNING	
By 2020, 100% of grade 7/8 teaching staff will be provided support in using assistive technology for students.	Staff Objective: To meet our Aim, we will demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.
By June 2020 100% of all IPRC's with an LD diagnosis will be based on clinical diagnosis as well	Staff Objective: To meet our Aim, we will intentionally plan and implement the principles of our Student Centered, Well-Being Theory of Action (Formative Assessment, Formal and

as school-based data collection, as measured by the IEP audit results.	Informal Leadership, Learning Environment, Culture of Learning for All) with the goal of empowering individual identity and enabling a sense of belonging.
By June 2020, 100% of our schools will be able to identify the stage of implementation in relation to the 'school look-fors (within their identified School Effectiveness Framework indicators), as measured by our Board Learning Plan Evidence Collection Tool.	Staff Objective: To meet our Aim, we will enhance our culture of professional, collaborative learning through a job-embedded approach.
RELATIONSHIPS	
By June 2020, all leaders within our system will be able to provide an answer to the district wide inquiry questions, as demonstrated through their final reflections within their problem of practice.	Student Objective: To meet our Aim, we will work collaboratively through job-embedded professional learning that is supported by knowledgeable others.
By June 2020, all employee recognition procedures will be created as a component of the Human Resources Action Plan.	Staff Objective: To meet our Aim, we will foster a collaborative, creative, solution-oriented work environment where the contributions of staff are recognized, valued, and respected, and where staff strive to achieve their career aspirations.
By June 2020, 20% of students will lead the IEP meeting with staff, family and partners as measured in the IEP audit.	Staff Objective: To meet our Aim, we will work collaboratively through job-embedded professional learning that is supported by knowledgeable others.
By June 2020, high school transition teams will learn and implement individualized supports necessary to create seamless Transitions for all students as collected in the IEP audit (transition planning).	Staff Objective: To meet our Aim, we will foster a collaborative, creative, solution-oriented work environment where the contributions of staff are recognized, valued, and respected, and where staff strive to achieve their career aspirations.
By June 2021, the after-school development program will be accessible throughout the district for all students with ASD and their families as measured by program attendance. By June 2021, the creation of a secondary "online" component for secondary students with ASD at the secondary level will be complete and ready to roll out by September 2021.	Partner Objective: To meet our Aim, we will collaborate with our partners to meaningfully celebrate individual identity and the pursuit of collective identity anchored in curricular transformation.
By June 2020, 38% (an increase of 10%) of our parents/guardians will be actively enrolled in Edsby as measured by the data collected in Edsby and Trillium.	Partners Objective: To meet our Aim, we will develop strategies to enhance communication and transparency with and among staff, students, families, and community partners to foster a positive sense of belonging.
WELL-BEING	
By June 2021, 70% of SGDSB schools (K-3 focus) will demonstrate an increase of one level on the Self-Reg Competencies Rubric (emerging, developing, applying, extending) indicating a deeper understanding of Self-Regulation and the impact of stress on relationships.	Staff Objective: To meet our Aim, we will promote everyday work-life balance and an understanding of the importance of assuming responsibility for our own well-being (to ensure we are in a place to co-regulate those we serve).

Table Two: Goals Still in Progress

Smart Goal	Sphere of Influence and Objective	Brief Rationale for Goals in Progress
STEWARDSHIP		
By June of 2020, 100% of Managers and School Administrators will be trained on the guidelines of Disability Management and Attendance Management, as measured by knowledge of their roles, responsibilities, and procedure to follow within the Attendance Support Program.	Staff Objective: To meet our Aim, we will enhance operational practices to manage human, material and financial resources effectively and responsibly in support of students.	80% completed Final Refresher training for Administrators on Attendance Support scheduled for August 2021 and information sessions for staff will be hosted during the fall of 2021.
RELATIONSHIPS		
By 2021, 100% of secondary schools will collect baseline data on student success in Co-op based on grade, gender, stream, special education needs, OYAP, SHSM, attendance, placement, and "attempted but did not finish" as measured by a google survey.	Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.	Due to provincial restrictions for much of the school year, only in-person Co-op placements within home schools were supported. Some students continued their Co-op placements virtually, but others chose to take supplementary courses. Many SHSM students took advantage of the Co-op substitutions. As a result, Co-op participants/number of credits attained are down considerably compared to previous years and is not a true indicator of participants. In addition, educators were taxed with many additional duties surrounding placements assessments, safety protocols, back and forth from in-person and virtual, coupled with the fact that the board is moving from Trillium to Power School. This goal is under review for next year.
By June 2021, the number of students participating in Co-op will increase from 120 to 124, and the number of credits will increase from 206-210 as measured by a year-to-year comparison.	Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging	Due to provincial restrictions for much of the school year, only in-person Co-op placements within the home school were supported. Some students continued their Co-op placements virtually, but many students chose to take other courses. Many SHSM students took advantage of the Co-op substitutions. As a result, Co-op participants/number of credits attained are down considerably compared to previous years. As of Quad 4, there has been 51 students enrolled in Co-op, and 84 credits have been achieved.
By June 2021, the number of students participating in OYAP, will increase by 5%, as measured by the Ministry of Training, Colleges and Universities SGDSB OYAP Monitoring appendices.	Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.	According to the Ministry of Labour, Skills and Development's OYAP Monitoring Feedback Report, the yearly SGDSB OYAP participation was on an upward trajectory before the pandemic hit. Pandemic restrictions have affected the OYAP participation negatively; however, the number of grade 11 and 12 students enrolled in OYAP has exceeded the provincial percentage (20% versus 4.8% in 2019-2020) and has done so for the past 8 years. SGDSB 2020-2021 OYAP data will be available in the fall/winter of 2021. To-date, SGDSB has enrolled 48 of the 70 projected OYAP participants for the 2020-21 school year. Participation numbers could increase depending on participation in summer Co-op.

By Fall 2021, 90% of staff and students will have migrated from using local network shares and personal drives to Sharepoint-based cloud storage with a central hub site, as measured by the examination of each system's configuration.	Staff Objective: To meet our Aim, we will enhance operational practices to effectively and responsibly manage human, material and financial resources in support of students.	The IT department has faced significant challenges this year, with losing several key staff members, a manager and a continued priority to adapt on the fly and support everyone under COVID-19. In spite of these challenges 80% of schools are using Teams as their shared file space. The Central Hub Development has been budgeted for third party implementation during the 2021-2022 school year.
By Fall 2021, 90% of I.T. system changes will be governed by a Change Management Policy of the Board, with accompanying practices as measured by audits using a combination of auditing software, helpdesk logs and surveys.	Staff: To meet our aim, we will enhance operational practices to effectively and responsibly manage human, material and financial resources in support of students.	The Change Management Policy will be brought to Board Policy Review in November for final approval. This project will be implemented fully during the 2021-2022 school year.
By June 2021, all 5 high schools will have implemented 75% of the identified criteria as outlined in Our Superior Approach to Transitions Timeline document as measured by and end of year audit.	Student Objective To meet our Aim, we will implement mechanisms that encourage schools to interact with other schools, communities, and the global world to support learning and well-being.	At this point all 5 schools are working towards the implementation of the criteria as outlined in Our Superior Approach to Transitions and will be measured by an end of year audit. The audit was delayed due to the increased pressures at the end of this school year and will be completed in September 2021.
By June 2021, 5 elementary schools will have the opportunity to use and provide feedback on culturally relevant curriculum enhancements, as measured by a feedback collection tool.	Partner Objective: To meet our Aim, we will collaborate with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation.	The ability to complete relevant professional development to ensure the resources are being used effectively has not yet been completed.
By June 2021, Native Language/Native Studies teachers will have met with each other for one face to face session to share curriculum resources with each other as measured through attendance at learning sessions.	Partner Objective: To meet our Aim, we will collaborate with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation.	The inability to find coverage for all Native Language teachers at the same time 2019-2020 (Goal met) 2020-2021 not met 0074f
LEARNING		
By June 2021, 80% of our Grade 9 students will accumulate 8 credits, as measured by Report Card data.	Staff Objective To meet our Aim, we will enhance our culture of professional, collaborative learning through a job-embedded approach.	As of the end of Quadmester 3, 79% of our grade 9 students have achieved 2/2 credits. Summer Learning provided students the opportunity to complete incomplete courses from the year; therefore, Quadmester 4 data will be available in September 2021. We are close to achieving our goal of 80% which is truly something to celebrate during this time.
By June 2021, 30% of pedagogical enhancements will include Indigenous history, perspectives and ways of knowing in each of the four	Staff Objective: To meet our Aim, we will enhance our culture of professional, collaborative learning through a job-embedded approach.	As an interim lead was in place this year, it is unclear if we were able to attain 30%, thus we will deem it as in progress. The following data is available to demonstrate some growth:

focus schools, as monitored through an observation rubric.		6 staff members completed the FNMI Additional Qualifications Course. 23 staff members participated in the San'Yas Training 30% of those who signed up for book studies participated for 75% of the time.
By June 2021, 75% of identified teams will move at least one implementation level on the multidisciplinary rubric.	Staff objective: To meet our Aim, we will demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.	Based on conversations with school teams 100% of identified schools are meeting 55.5% (over half) of identified criteria at "most of the time" or above (5/9).
By June 2020, all elementary educators using MathUp will identify the impact of the resource as measured through indicators within the rubric.	Staff Objective: To meet our Aim, we will demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.	By June 2020 we had 31/55 (just over 50%) of our elementary educators having access to Math Up. All users indicated that they would like to continue to access the resource to support their math planning. Responses indicated a high degree of use of the resource, but it was too early in the implementation stage to identify 'impact'.
WELL-BEING		
By June 2021, 70% of school teams will be functioning at level 3 (integrating) on the BMST Debriefing rubric (Regular, Ongoing)	Staff Objective: To achieve our Aim, we will strive to ensure a safe and welcoming environment for all students, staff, families and community members.	While 100% of schools are engaging in debriefing practices, 60% are scheduled on a regular basis due to barriers yet to be resolved. 40% of debriefing meetings are ad hoc. During debriefing meetings, 73% of schools (10 schools) are reviewing Behaviour Success Plans and IEP goals.
By June 2021, 25% of schools will have engaged in authentic learning within local First nation communities.	Students Objective: To meet our Aim, we will build capacity for intercultural understanding, empathy, and mutual respect.	Due to teacher strike and mitigating circumstances, teachers were unable to attend events on First Nation community, however, 11/15 (73%) schools (including the virtual schools in 2012/2020) have engaged Knowledge Keepers and /or Elders in their learning at the school level
By June 2021, 100% of identified school teams from three schools will be utilizing ABA methods within programming for identified students across home, school and community.	Staff Objective: To meet our Aim we will intentionally plan, implement and monitor ABA-based programming that aligns with our student-centered, Well-Being Theory of Action.	The triangulation of PPM 140 criteria in the area of ABA-based programming was used to monitor this goal. Mastery was identified as meeting 80% of objectives "all of the time". One of the three schools met this target at 82% The remaining schools are progressing and are on track to meet goal with continued job-embedded coaching and support.
By June 2021, the SGDSB 3-year "Staff Well-Being Strategy" will be developed and communicated.	Staff Objective: Promote everyday work-life balance and an understanding of the importance of assuming responsibility for our own well-being (to ensure we are in a place to co-regulate those we serve).	Development of annual planned calendar of initiatives Disability and Wellness Administrator left portfolio and new staff was onboarded in a temporary manner with increased accommodation workload during Covid-19.
By June 2020, communication of wellness tools and strategies will be improved by 20% as measured by increased	Staff Objective: To meet our Aim, we will promote everyday work-life balance and an understanding of the importance of assuming	There was a 20% increase in the number of respondents to the survey this year. In the 2018-19 there were 124 respondents, and there were 149 in the 2020-21 survey.

responses of agreement answers in the AWE committee survey.	responsibility for our own well-being	In this year's survey, respondents chose levels 4 and 5 (using a 5 point lickert scale) at a rate of 6% higher than in the 2018-19 survey on the same questions. Of the 24 questions that were the same, only 4 questions had responses that were below the level 4 and 5 standard from the previous survey, and two questions remained the same.
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Table Three: Goals Abandoned

Smart Goal	Pillar and Objective	Brief Rationale for Goals Abandoned
By 2020, 100% of students will exceed or maintain their achievement scores as measured by their 3 to 6 or 6 to 9 EQAO cohort data in mathematics.	Learning Staff Objective: To meet our Aim, we will enhance our culture of professional, collaborative learning through a job-embedded approach.	We will not be able to measure this goal this year as EQAO is not being held this year due to Covid and was not held in the Spring of 2020 due to labour action. We will revisit this goal in the 2021-2022 school year should EQAO be offered.
By June 2020, 100% of students in the school-based target groups will show an increase in the math attitude and strategy data as measured by school-based surveys.	Well-Being Staff Objective: To meet our Aim, we will intentionally plan and implement the principles of our Student-Centred, Well-Being Theory of Action, through environments that foster conditions of safety, regulation, belonging, positivity, engagement, identity, master and meaning.	Strategies to create math cultures within our schools/classrooms that support the 2 'superpowers': attitude towards math and strategies continue to be implemented. Difficulty in meeting with teams to collect necessary data. We will not be able to measure this goal this year as EQAO is not being held this year due to COVID-19 and was not held in the Spring of 2020 due to labour action. We will revisit this goal in the 2021-2022 school year should EQAO be offered.

Next Steps

The System Support Staff have engaged in a comprehensive review of the data as presented in this report and have utilized this data to inform a Comprehensive Needs Assessment for their portfolio areas. This assessment has driven the formation of goals that will be put into place for the 2021-2022 and the 2022-2023 school years. This change to a two-year implementation cycle for goals ensures that the desired state can be achieved, under "normal" circumstances, and that the cycle can be implemented with fidelity.

Due to the small size of the board, it is important to also analyze the narrative behind the data sets and to understand that quantitative data must be viewed through the lens of the qualitative factors that exist. Therefore, System Support Staff will provide the board of trustees with this information at the Regular Board Meeting on September 27, 2021.

In November, a mid-point review of the goals of the Multi-Year Strategic Plan through the lens of the Metrics and Indicators will be provided, as we look to the half-way point of our Multi-Year Strategic Plan implementation. In November 2023, a final report will be presented which will outline the overall progress towards the Aims of the Multi-Year Strategic Plan.

During the Fall and Spring of 2023, a comprehensive review and input cycle will be launched by the Director of Education regarding enhancements and additional/new areas of need required for the future of SGDSB. An enhanced Multi-Year Strategic Plan will be developed and ready to launch in the 2023-2024 school year.

Administrative Recommendations/Summary

That the Superior-Greystone DSB receive Report No. 62, Multi-Year Strategic Plan Cycle One Goals: Final Assessment and Report for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



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

Report No: 63

Date: August 23, 2021

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

FROM: Mahejabeen Ebrahim, Human Rights and Equity Advisor

SUBJECT: Student Census at SGDSB – all schools

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

Background

The Ministry of Education is supporting school boards to collect, analyze and use voluntary student demographic data for the purposes of:

- Promoting inclusive and equitable learning environments in Ontario's publicly funded education system through evidence-informed decision-making on policies, training and targeted programs and supports;
- Meeting their responsibilities to protect and uphold human rights under the Ontario *Human Rights Code*; and
- Meeting their obligations under the *Data Standards for the Identification and Monitoring of Systemic Racism*, and in particular to identify, monitor and address:
 - Disproportionalities with respect to student course enrolment, suspensions, expulsions and exclusion and special education programs and services;
 - Disparities with respect to student achievement, well-being and sense of belonging.

Current Situation

We need to know our students. An accurate picture of all our students will aid with decision-making and is necessary to determine if there is equity of access and outcomes for students. Toward that end, during fall of 2020, a student census pilot was conducted at Geraldton Composite High School. High school students were provided with the opportunity to complete a voluntary student identity survey. This work is guided by the core principles (noted below) and in particular, the commitment to Indigenous cultural safety. Respectfully engaging Indigenous students and their families is important. School staff play a key role with supporting students and families. The pilot was supported by a robust communications strategy to engage students, parents/guardians/caregivers and communities. Parents/guardians/caregivers/students could opt out without penalty. The data collected is confidential not anonymous, so that it can be used to conduct the necessary analysis and further equity of access and outcomes for students.

Next Steps

This year the student census pilot will be scaled up to a board-wide census. As was the case during the pilot, this work will be done mindful of Indigenous cultural safety. The core principles are as follows.

- We believe all students have the right to an education free of discrimination and barriers that limit them.

- We will work with the Ministry of Education toward eliminating barriers to equity of access and outcomes for all our students
- We know that supporting equity requires evidence-informed decision-making and better understandings of local communities. When we know who our diverse students and their families are, we can better serve them, ensure that their needs are met and create conditions where all students can be successful.
- We respect the dignity and privacy of students and their families, and will ensure data is collected, used and disclosed in compliance with relevant legislation, and that appropriate measures are used to protect personal information.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 63, Student Census at SGDSB – All Schools, for information.

Respectfully submitted by:

Mahejabeen Ebrahim,
Human Rights and Equity Advisor

Nicole Morden-Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Student to Succeed and Make a Difference"

Report No.: 64

Date: August 23, 2021

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

FROM: Carole Leroux: Student Success Lead & Tara Balog Interim Summer Learning Principal

SUBJECT: Summer Learning Programs

STRATEGIC

PRIORITY: Learning & Well-Being

Superior-Greenstone has offered Summer Learning Programs in the form of Summer Co-op (last 5 years) for secondary students and Literacy/Numeracy Programs (last 8 years) for elementary students. The Summer Co-operative Education Program to support those students who required a last credit or two to graduate, acquire credits to get back on track or to complete SHSM (Specialist High Skills Major) requirements from each of our high schools.

Historically, the Literacy/Numeracy Summer Learning Program has been offered in high need and consistently engaged communities. However, recognizing the needs that arose from the COVID-19 pandemic, as well as the implementation of the De-streamed Grade Nine Mathematics Curriculum occurring this coming fall, some changes were made to this year's summer programming to ensure continued support of student learning goals and achievements. The elementary Literacy/Numeracy programming was offered throughout the district to all students using online platforms, as well as the Grade 7/8 De-streamed Mathematics course that was added as a program option to families to support students entering, or about to enter high school. The elementary programs were created to support student skill development and well-being with a focus on foundational literacy and numeracy skill sets, and secondary programs, including the Reach Ahead grade eight credit program supported the continued development of student work habits, mental health and well being strategies and tools, as well as reinforcing and sustaining previously attained skill sets specific to programming and academic achievements.

While these programs connect to all pillars of our Strategic Plan, the most focussed areas are Learning and Well-Being. These programs have supported schools, families and communities with resources and structures to increase the success of students at all levels. Registration in our Reach Ahead credit, and Co-Op and Alternative Learning Program increased, and feedback from all programs from families, students, and staff clearly illustrated the success of the Summer Learning Portfolio.

Summer Co-operative Education/Alternative Learning Program

This program was facilitated by Andy McFarlane and was active from June 29th until August 10th.

The Co-op program was supported through virtual visits, email, EDSBY and phone conversations. **Eighteen Students** attained 2 credits each resulting in **36 credits** acquired in total.

Alternative Learning was supported through a Google Classroom and the use of EDSBY. Phone and email were also well-utilized communication options by these students. Students met online for lessons and support for a variety of courses. Some of these were courses were not able to be completed during the regular school year for a variety of reasons and just continued. There were **thirteen active students** who completed up to three credits each, with some special supports for students acquiring five credits resulting in **25 credits** being awarded.

Reach Ahead Program

This program was facilitated by Kevin Smith and Lisa Cantkier and supported by two Student Supports, Timothy Wawia and Lauren Strauss. There were **39 students** who registered, and the program was offered from July 5th to July 30st. All **39 students** who actively participated received the credit. These were grade eight students from a broad mixture of the communities we serve who were interested in meeting students from other communities, being exposed to the routines and expectations of secondary school and acquiring a high school credit in advance of their first year. This was the second year in which our board offered the program and proved to be an amazing transition experience for our students.

As a result of the demographic within the Reach Ahead classes, and the introduction of coding within the Grade Nine De-Streamed curriculum, we also offered some unique opportunities for our students. Creation Camp provided two 60-minute sessions to our Reach Ahead Students that focused on supporting the coding component within the De-streamed curriculum in the fall. The program aimed to introduce our grade eight students, to engaging career pathways that utilize Coding & Language. Students worked with various creators from various industries on projects of topical interest. In addition, Great Lakes Cultural Camps provided 2-2.5-hour sessions that explored land-based skills and learning, that, supported learning about family and community structures, as outlines in the Family Studies curriculum.

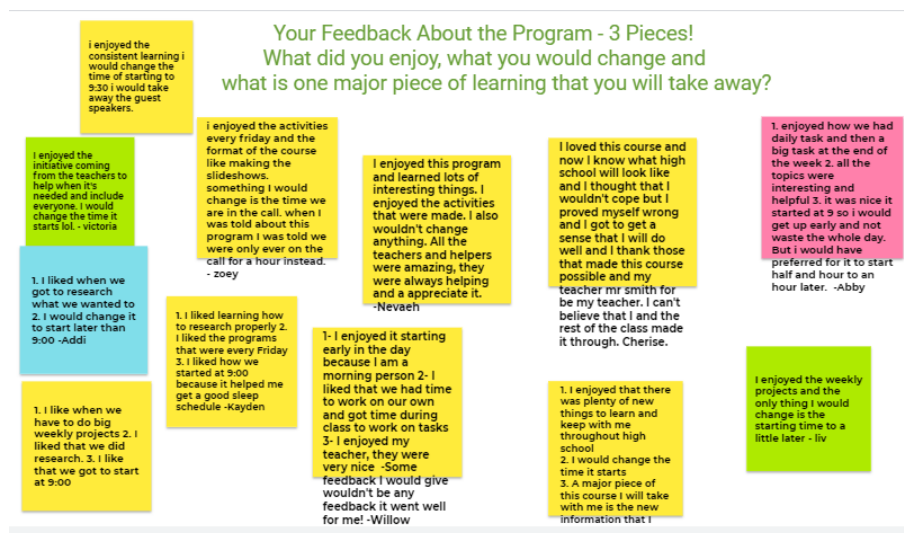
The symbiotic value of the learning will help to inform student programming and supports as they transition to high school. Through a collective Jamboard reflection), we learned that the students felt very positive about their experience and would recommend this opportunity to all future grade eight students. Here are some of the statements from students when asked why they enjoyed or didn't enjoy the course:

"I loved this course and now I know what high school will look like and I thought that I wouldn't cope but I proved myself wrong and I got to get a sense that I will do well and I thank those that made this course possible and my teacher Mr. Smith for be my teacher. I can't believe that I and the rest of the class made it through."

"I enjoyed this program and learned lots of interesting things. I enjoyed the activities that were made. I also wouldn't change anything. All the teachers and helpers were amazing, they were always helping and appreciate it"

"I liked learning how to research properly 2. I liked the programs that were every Friday 3. I liked how we started at 9:00 because it helped me get a good sleep schedule"

"I enjoyed how we had daily task and then a big task at the end of the week 2. all the topics were interesting and helpful 3. it was nice it started at 9 so I would get up early and not waste the whole day."



Feedback was also sought from students throughout the course regarding presentations, and learning brought in from outside sources:

Creation Camp Feedback:

I ENJOYED:

“(1) Seeing my coding come to life with a character (2) Learning about how math connects to coding. (3) Experiencing the "back end" of different coding programs.”

“I enjoyed making my own character, learning new coding terms and trying something new.”

Great Lakes Cultural Camp Feedback:

“Make sure you pick some that can be reused. 5. Baskets are made from natural materials, like twigs from trees like willow, vines, and grass. 6 They make sure they use reusable materials and they teach other people how to live the cultured land.”

“I enjoyed learning about the environment and our connection to it.”

Literacy/Numeracy Summer Learning Program Overview

This year's Summer Learning Kindergarten to Grade Six Program consisted of twelve students. The program was offered virtually using an online platform.

Due to the vast differences in method, and curricular approach between primary and junior grade levels our education team consisted of: Kim Fox (Teacher), and Nandini Buddhi (Educational Assistant), who implemented a primary focused literacy and numeracy program for our Kindergarten to Grade One students. In addition, Vanesha Payamah (Teacher) and Sarah Chappell (Education Assistant), implemented a junior focused numeracy and literacy program to our Grades Two through Six students. Both programs occurred simultaneously from 9:00am to 12:00pm from July 5th to 23rd with focused instruction occurring from 9am to 11am, and extra help and supports offered for the last hour of the program. The summer learning programs provided students a space to engage in skill development, to close learning gaps, and participate in programming to support transitions to high school mathematics. Academic achievement and success was the focal point of programming, however, recognizing the challenges faced by students and families as a result of the COVID19 pandemic, we also engaged a Child and Youth Worker, and Virtual Tutors to support students mental health and wellbeing needs.

Our De-Streamed Grade 7/8 Mathematics Program consisted of fourteen grade seven and eight students. This program was also offered via an online platform.

Vanesha Payamah (Teacher), and Maria De Lorenzi (Educational Assistant) based their instructional focus on the de-streamed mathematics curriculum document that was distributed in June. The program occurred August 3rd to 20th, from 9am-12pm daily, with focused instruction from 9am to 11am, and extra help and individual conferencing occurring from 11am to 12 pm.

The summer learning programs provided students a space to engage in skill development, to close learning gaps, and participate in programming to support transitions to high school mathematics. Academic achievement and success was the focal point of programming, however, recognizing the challenges faced by students and families as a result of the COVID19 pandemic, we also engaged a Child and Youth Worker, and Virtual Tutors to support students mental health and wellbeing needs.

De-streamed Grade 7/8 Mathematics Program

Each week of the program, students engaged in a specific set of skills related to one of the strands of mathematics within the 7/8 curriculum. This included measurement and area, integers, operations and equations, and multi-step problem solving. Students engaged in learning through direct instruction and review of concepts, repeated practice through online platforms including IXL, as well as video learning that related the mathematics instruction to real-life application. As a more focused program, students engaged in daily exit task, and weekly quizzes to support continued academic growth, and inform teachers of student understanding so as to ensure that the course content continued to reflect the needs of students.

Recognizing that the de-streamed grade nine mathematics curriculum has a coding component, we also provided our grade 7/8 students with Camp Creation coding sessions weekly to help students build skills and confidence with coding skills and conceptual understanding.

Attendance

The attendance this year in the SGDSB's Summer Learning Program was excellent. Most students participated in the program on a regular basis with the cumulative absence of 25 days for the 28 students enrolled in the programs, many of which were planned absences communicated with the teacher as a result of vacation activities and appointments.

Next Steps

Moving forward, our intention is to continue review and revise each program based on student, educator, and parent feedback; harvest the successful practices and endeavour to develop solutions to any challenges to offering each program. There is great benefit to offering Summer Programs to our system. As we continue to engage in the development of teaching and learning within the 21st century environment we endeavour to: support online learning skill development, teacher capacity and skill building within our system, virtual connections between students in different communities within our district, offer continued contact between staff and students during the summer months, as well as academic confidence and growth, we know and acknowledge the role that summer learning plays in the continued support of our Superior-Greenstone District School board learners and leaders.

Administrative Recommendation

That the Superior-Greenstone DSB receive Report No. 64, Summer Learning Programs, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education

Carole Leroux,
Student Success Lead

Tara Balog
Vice Principal of MNPS



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
June 21, 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?	3	0	0	3
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	3	0	0	3
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	3	0	0	3
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	3	0	0	3
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	3	0	0	3
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.	3	0	0	3
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"> • 				
Optional Comments: <ul style="list-style-type: none"> • 				