



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 2021/11

A G E N D A

Monday, November 15, 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: 324 622 078#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

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

1.0 Roll Call

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

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
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>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</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, November 15, 2021 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ ***That***, the agenda for the Superior-Greenstone DSB 2021/11 Regular Board Meeting, November 15, 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 meetings be adopted:
1. Regular Board Meeting 2021/10: October 18, 2021

[\(Attached\)](#)**5.2 Board Policy Review Committee: November 2, 2021**[\(Attached\)](#)

✓ ***That***, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of November 2, 2021 and approves as reviewed:

- P-411 Display of Flags
- P-801 Director of Education Role Description
- P-725 Confidentiality of Medical Records (New Policy)
- P-612 IT Change Management Policy (New Policy)

[\(Attached\)](#)[\(Attached\)](#)[\(Attached\)](#)[\(Attached\)](#)

to be posted to the Board website with an implementation date of November 16, 2021, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: George O'Neill Public School Drum Group Presentation Titled: Veteran Song**

(PowerPoint Presentation
- N. Morden Cormier)

7.2 Excellence in Education: Marjorie Mills Public School Presentation Titled: Community & School Relationships

(Presentation
– Principal Bev Vachon)

7.3 Report No. 78: Student Trustee Report: November 2021[\(Attached\)](#) - Trustees, E. Couture & G. Molinski**8.0 Reports and Matters for Decision****8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Indigenous Education Advisory Committee (IEAC)**

(P. Cormier/ N. Morden Cormier)

8.1.2 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

8.1.3 Board Policy Review Committee (BPRC)

(M. McIntyre/ N. Morden Cormier)

9.0 Reports of the Business / Negotiations Committee

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

- 9.1 Report No. 79
Capital Project Work 2020/2021

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

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 80:
Director's Monthly Report: November 2021
- 10.2 Report No. 81:
Multi-Year Strategic Plan Mid-Point Evaluation
2021-2022

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

([Attached](#) – 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. 82:
Canadian Welding Bureau (CWB) Welding Foundation
Sparking Success Program

([Attached](#) – Carol Leroux/ W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
12.1.1 Trustee Professional Development Session Planning
- 12.2 Trustee Associations and Other Boards
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation Summary: October 18, 2021
- [Evaluation Form Link for November 15, 2021](#)

([Attached](#) - P. McRae)

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

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

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

([Attached](#))

- 15.1 Agenda: Committee of the Whole Board – Closed
✓ That, the Superior-Greenstone DSB go into a
Committee of the Whole Board Section B (Closed Session)
at _____ p.m. and that this portion be closed to the public.
- 15.2 Rise and Report from Closed Session
✓ That, the Superior-Greenstone DSB rise and report
from the Committee of the Whole Board Section B (Closed Session)
at _____ p.m. and that this portion be open to the public.

16.0 Report of the Committee of the Whole Closed Section B

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

1. Regular Board 2021/10: October 18, 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 2021/11 Regular Board Meeting, Monday, November 15, 2021 adjourn at _____, p.m.

<p><u>2021 - Board Meetings</u></p>
<p>Virtual Meeting - Time 6:30 p.m.</p>
<p>Monday, November 29, 2021 (1:00 p.m.)</p>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/11

Committee of the Whole Board: Closed Session.

Monday, November 15, 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 2021-10: October 18, 2021 [\(Attached\)](#)
- 4.0 Personnel Item A (W. Goodman)
- 5.0 Personnel Item B (N. Morden Cormier)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2021/10

MINUTES

Monday, October 18, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 217 917 100#

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) 7:59 p.m.

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.

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			Grace Molinski (Student)			x		
McRae, Pauline (Pinky)			x								

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Bishop, Charlie: <i>Superintendent of Education</i>			x		
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		
Grecica, Jason: <i>Team Lead - Business Services</i>			x		
Nault, Denis: <i>Manager of Human Resources</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>			x		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GeriLynn: <i>Executive Assistant & Communications</i>			x		

2.0 Regular Meeting Call to Order**108/21**

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 18, 2021 be called to order at 6:33 p.m.

Carried**3.0 Approval of Agenda****109/21**

Moved by: Trustee M. Mannisto

Second: Trustee J. Nesbitt

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/10 Regular Board Meeting, October 18, 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****110/21**

Moved by: Trustee M. Groulx

Second: Trustee J. Nesbitt

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

1. Regular Board Meeting 2021/09: September 27, 2021

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

Nil.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: LSHS Gr. 12 University English Class - Youth Public Service Announcement Regarding Truth & Reconciliation**

Director of Education Nicole Morden Cormier presented the showcasing learning video. The presentation highlighted the students from the Lake Superior High School Gr. 12 University English Class, who were assigned the project of creating a Youth Public Service Announcement regarding Truth and Reconciliation. The video showcases the videotaped interview of the students discussing their reflections on the assignment with their teacher. The Director shared this video as it is reflective of all four pillars of the Multi-Year Strategic Plan as it focuses on student learning, well-being, relationships and stewardship.

7.2 Excellence in Education: Lake Superior High School - Community Connections – Pays Plat First Nation

Lake Superior High School Principal Christopher Martin presented the video presentation titled, "Community Connections". The video featured teacher Chris Dube and his students who worked in collaboration with Pays Plat First Nation to build bleachers on the sacred Powwow grounds of the First Nation Community. The project was funded through the combined amount of approximately \$30,000 from Hydro One, TD Bank and the Jane Goodall Foundation. The project was years in the making and is thanks to the collaboration and support of the school, community members and elders. During the event, students engaged in learning from the community about Truth and Reconciliation, cultural teachings, canoeing, camping skills, and medicine teachings from elders.

The presentation highlighted one of the many ways that the School Board is working to include Indigenous Teachings in to everyday learning for students. The successful project was

highlighted provincially as teacher Chris Dube was invited to attend the Northern Regional meeting of the Ontario Public School Board's Association to present the project.

7.3 Report No. 73: Student Trustee Report: October 2021

Student Trustees Erin Couture and Grace Molinski provided an energetic review of their report. They highlighted the communication techniques being utilized to continue to engage with the Student Senators across the school district. They are currently planning icebreaker activities, building a welcome package and planning for asynchronous learning days. Their main focus for the school year will be well-being, positivity and mental health. The first Student Senate meeting is scheduled for October 29, 2021.

8.0 Reports and Matters for Decision

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

8.1.1 Special Education Advisory Committee (SEAC)

Trustee Margaret McIntyre provided a review of the SEAC meeting held on October 12, 2021. She advised that the meeting was very informative and included several presentations including one from Mental Health Manager Deana Renaud regarding the mental health and well-being priorities for this year, a presentation from Sara Curtis regarding the multi-disciplinary team and a presentation from Dilico regarding their available services. The next meeting is scheduled for November 9, 2021.

9.0 Reports of the Business / Negotiations Committee

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

Nil.

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

10.1 Report No. 74: Director's Monthly Report: October 2021

The Director provided a brief review of the Monthly Report for October 2021. The report focuses on well-being initiatives across the school district. The Director highlighted the many activities that students have engaged in that demonstrate the achievement of our aim of Well-Being as outlined within the Multi-Year Strategic Plan. The report highlighted the celebration and recognition of Every Child Matters and the return of fall feasts, sports teams, clubs, Terry Fox events and new initiatives such as Meet the Author. She expressed her gratitude to system staff for their work to create these opportunities for our students.

10.2 Report No. 75: Board Improvement and Equity Plan

School Effectiveness System Principal Kellie Wrigley presented the report. She indicated that the new title, "Board Improvement and Equity Plan", replaces the "Board Improvement Plan and Achievement and Well-being Plan" title that has been presented in previous years. The Board Improvement and Equity Plan outlines the School Board's areas of focus to operationalize the priorities established by the Ministry of Education, such as continuous quality improvement, improved achievement and equity for all students. She advised that the next steps will include the establishment of priorities that align with school specific data, provide the baseline data and engagement of Trustees. The Ministry has requested that baseline data be established by May 2022 and the BIEP will be submitted yearly moving forward.

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. 76: Milo Update

Positive Behaviour System Support Melissa Bianco presented her report with an update regarding Milo. She discussed the success of the pilot project, despite the challenges introduced by the COVID-19 pandemic. The project was introduced as a soft launch last year with one school. The Milo project was a great success and the skills learned by the student through the

engagement with Milo were seen transferred into the school. Milo is currently receiving repairs from the IT Team and will soon be introduced to new students.

- 11.2 Report No. 77: Hiring Permanent Occasional Teachers – Marathon/Manitouwadge & Greenstone
Superintendent of Education Charlie Bishop presented a detailed review of the request to hire Permanent Occasional Teachers to work at Marathon/Manitouwadge & Greenstone area. He discussed the challenges the school board has faced with regards to recruitment and the availability of supply teachers.

111/21

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB having received Board Report No. 77, Hiring Permanent Occasional Teachers – Marathon/Manitouwadge & Greenstone, approves the budget for staffing as presented.

Carried

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Trustee Professional Development Session Planning

Board Chair Pinky McRae introduced the request to hold a Trustee Professional Development (PD) Session beginning at 9:00 a.m. the day of the Organizational/Regular Board meeting on Monday, November 29, 2021. She also noted that November 15, 2021 could be an alternate date for the PD Session. The Board will be receiving a presentation from Human Rights and Equity Advisor Mahejabeen Abraham. The Chair requested professional development session topic suggestions from the Trustees. Requests were received for Student Recruitment challenges in the North and Every Child Matters teachings. Additional ideas can be emailed to the Board Chair and Director. The meeting will be held through Microsoft Teams.

12.1.2 Attendance Notifications

The Board Chair reminded Trustees of their responsibility to contact their Alternate Trustee Committee member in the event that they are unavailable to attend a Committee meeting. She also advised of the importance for advance notice of attendance for Board meetings so that Administration can confirm meeting quorum.

12.2 Trustee Associations and Other Boards

Trustee Mark Mannisto advised that he attended the Northern Regional meeting hosted by OPSBA on Saturday, October 16, 2021. He noted that it was an excellent meeting that featured a presentation regarding at risk groups and a presentation from Teacher Chris Dube regarding the Community Connection project with Pays Plat First Nations. He advised that the Public Education Symposium will be held virtually in January and in-person meetings may possibly resume in February 2022. He also noted that the Labour Management meeting is scheduled for April 2022 and the Youth and Mental Health meeting is scheduled for the Spring. He announced the retirement of OPSBA representative Susan Weinberg. He requested that the Board sign and send a card as a token of appreciation.

12.3 Trustee Activities

Board Chair Pinky McRae and the Director of Education Nicole Morden Cormier were honored to be guest speakers to present about Governance at the recent OPSOA/PCODE training session for the Supervisory Officers' Training, Module 4. The school board was one of three boards identified Provincially for their excellence in governance. The Director expressed her gratitude to the Board Chair for her solid knowledge of governance and exemplary leadership, which have been recognized throughout the province.

12.4 Future Board Meeting Agenda Items

Nil.

12.5 Board Meeting Evaluation Summary: September 27, 2021

The Board Chair reminded Trustees to please continue to complete the meeting evaluation form for each meeting.

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) 7:59 p.m.

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

15.1 Agenda: Committee of the Whole Board – Closed

112/21

Moved by: Trustee M. Groulx

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:59 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

113/21

Moved by: Trustee C. Major

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:23 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 114/21

Moved by: Trustee M. Mannisto

Second: Trustee K. Pristanski

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

1. Regular Board 2021/09: September 27, 2021

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

17.0 Adjournment

115/21

Moved by: Trustee J. Nesbitt

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB 2021/10 Regular Board Meeting, Monday, October 18, 2021 adjourn at 8:24, p.m.

Carried

2021 - Board Meetings

Virtual Meeting - Time 6:30 p.m.

Monday, November 15, 2021

Monday, November 29, 2021 (1:00 p.m.)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/10

Committee of the Whole Board: Closed Session.

Monday, October 18, 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 7:59.

- 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 2021-09: September 27, 2021
- 4.0 Personnel Item
- 5.0 Legal Matters Update

Regular Board Meeting 2021-10

Monday, October 18, 2021

MINUTES

APPROVED THIS _____ DAY OF _____, 2021

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
 Teleconference/Videoconference Meeting – Marathon, ON
 Tuesday, November 2, 2021 @ 6:30 p.m.

MINUTES

Microsoft Teams Meeting
 Or call in (audio only) 1 807-701-5980 Phone Conference ID: 983 683 22#

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			x			Michael Groulx			x		
Allison Pelletier			x			Kal Pristanski (Alternate)					x
Margaret McIntyre			x			Christine Major (Alternate)					x
Mannisto, Mark					x	McRae, Pinky (Ex-Officio)			x		

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			x		
Alex Marton: <i>Superintendent of Business</i>			x		
Charles Bishop: <i>Superintendent of Education</i>			x		
Will Goodman: <i>Superintendent of Education</i>			x		
Marc Paris: <i>Manager of Plant Services</i>					x
Denis Nault: <i>Manager of Human Resources</i>					x
Stephen Wilson: <i>Principal Representative</i>			x		
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>			x		
Nick Kitchener: <i>Manager of Information Technology Services</i>			x		
Gerrilynn Christianson: <i>Executive Assistant & Communications (Recorder)</i>			x		

Land Acknowledgement

Committee Chair Margaret McIntyre 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.

1.0 Review of Minutes: September 14, 2021

The minutes of the September 14, 2021 Board Policy Review Committee were approved by the Board at the September 27, 2021 Regular Board meeting. The minutes have been attached for information only.

2.0 Business Arising from Minutes: September 14, 2021**Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of September 15, 2021 through to October 15, 2021. No stakeholder feedback was received.

- P-411 Display of Flags
- P-801 Director of Education Role Description
- P-725 Confidentiality of Medical Records (New Policy)
- P-612 IT Change Management Policy (New Policy)

Action Item:

Submit Policy 411, Policy 801, Policy 725 and Policy 612 for Board approval at the November 15, 2021 Board meeting.

3.0 Reviews: New/Existing Policies**P-203 Senior Administrative Officials**

Director of Education Nicole Morden Cormier advised that there are no suggested revisions to the policy at this time.

Action Item: Submit policy 203 for stakeholder review.

P-216 Advocacy

Superintendent of Education Charlie Bishop advised that there are no suggested revisions to the policy at this time.

Action Item: Submit Policy 216 for stakeholder review.

P-303 Purchasing

Superintendent of Business Alex Marton reviewed the policy and recommended revisions to the purchasing authority schedule. He advised that these changes pose minimal risk to the Board and will reduce the administrative burden on the Administration team.

Action Item: Submit Policy 303 for stakeholder review.

P-401 Consumption of Alcohol

C. Bishop presented the revisions made to Policy 401. He advised that due to the legalization of Cannabis, the policy was updated to include reference to the controlled substance. The title of the document will be changed to reflect the changes.

Action Item: Submit Policy 401 for stakeholder review.

P-502 Ontario Student Records (OSRs)

A. Marton advised that there are no suggested revisions to the policy at this time.

Action Item: Submit Policy 502 for stakeholder review.

P-523 Work Education Program Approval

C. Bishop conducted a review of the Policy and advised that there are no formal changes and suggested some revisions to grammar and the updating of the Ministry title referenced in the document. He noted that this policy is well performed and maintained by Shawna Grouette, the Board's Ontario Youth Apprenticeship Program (OYAP)/ Experiential Learning System Lead.

Action Item: Submit Policy 523 for stakeholder review.

P-528 Parental Involvement Committee

The Director introduced the policy changes that reflect the ways that the board is re-imagining the Parental Involvement Committee. The changes reflect the increase engagement and involvement and the new Committee terms of reference. Beginning in the next school year all parents/caregivers will be invited to nominate or self identify to be part of the PIC.

Action Item: Submit Policy 528 for stakeholder review.

P-601 Unused Textbooks

A. Marton advised that there are no suggested revisions to the policy at this time.

Action Item: Submit Policy 601 for stakeholder review.

P-612 IT Information Privacy Policy (New)

Nick Kitchener Manager of IT Services introduced the new policy and provided a comprehensive review. He advised that the objective of the policy is to ensure that everyone's privacy is respected and that we have a process in place to govern that.

Action Item: Submit Policy 612 for stakeholder review.

P-703 Non-Instructional Employee Training

W. Goodman reviewed the minor revisions made to the policy that support request to be made to the immediate supervisor or site admin.

Action Item: Submit Policy 703 for stakeholder review.

P-709 Emergency Service Volunteers

W. Goodman discussed the importance of this policy as Emergency Service Volunteers are an integral part of our small communities. No revisions are suggested at this time.

Action Item: Submit Policy 709 for stakeholder review.

P-713 Legal Representation

The Director reviewed the policy and updated the tile of the Executive Assistant and revised the timelines for the presentation of the annual Legal Report to the Regular Board meeting in January of each year.

Action Item: Submit Policy 713 for stakeholder review.

P-802 Individual Trustee

The policy was reviewed by the Director and the Board Chair Pinky McRae. They advised that there are no recommended changes at this time. They clarified the definition of the “Board” for the Committee and discussed the potential to add this topic to the next PD session. The Director invited Trustee Nesbitt to speak to this definition for the Board’s marketing video project.

Action Item: Submit Policy 802 for stakeholder review.

P-903 Tributes

W. Goodman discussed the minor revision to the policy. No other revisions are suggested at this time.

Action Item: Submit Policy 903 for stakeholder review.

P-906 Environmental Education

W. Goodman discussed the changes to the language made within the policy to include “Refuse and Recover” to what is now known as the 5 R’s of waste management. He also noted the inclusion and importance of the traditional knowledge for the care of the environment within environmental education. A grammatical error was noted in the title for Superior-Greenstone District School Board. The revision will be made prior to posting for stakeholder review.

Action Item: Submit Policy 906 for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of November 3, 2021

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

5.0 List All Policies to Refer to Board for Approval on November 15, 2021

P-411 Display of Flags
 P-801 Director of Education Role Description
 P-725 Confidentiality of Medical Records (New Policy)
 P-612 IT Change Management Policy (New Policy)

6.0 2021 Meeting Schedule

The 2022 schedule will be reviewed/approved at the Board’s November Organizational meeting.

- Tentative dates include;
 - February 8, 2022
 - April 12, 2022
 - June 14, 2022

7.0 Adjournment

Moved: J. Nesbitt Second: M. Groulx

That, the Board Policy Review Committee Meeting of November 2, 2021 adjourn at 7:10 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	FACILITIES & GROUNDS	
Policy Name	DISPLAY OF FLAGS <i>Management Guideline Applies</i>	411
Board Approved:	<div style="display: flex; justify-content: space-between;"> <div> <u>May 24, 2017</u> September 18, 2012 December 4, 2007 </div> <div> Reviewed: <u>September 4, 2012</u> </div> <div> Review By: <u>December 2026</u> December 2022 </div> </div>	

POLICY

It is the policy of the Superior-Greenstone District School Board to display flags with dignity and respect. This policy is aligned with and supports the principles and expectations of the Board's policies for Safe Schools (520) and Equity and Inclusive Education (536). At all times, this policy shall be consistent with all SGDSB policies and the Ontario Human Rights Code.

It is the Policy of SGDSB to display the National Flag of Canada at all schools on an external flagpole and to display the National Flag of Canada and the Provincial Flag of Ontario inside schools as per Ontario Regulation 298 with dignity and respect.

2. Responsibilities

- 2.1 It is the responsibility of the Director of Education to administer this policy.
- 2.2 It is the responsibility of principals and site managers to implement this policy.

References

- The Education Act and Ontario Regulation 298 – Operation of Schools -General Section 5: Flag
- Department of Canadian Heritage's National Flag of Canada Etiquette
- Ontario Human Rights Code
- SGDSB Policy 520 Safe Schools
- SGDSB Policy 536 Equity and Inclusive Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	ROLE DESCRIPTIONS	
Policy Name	DIRECTOR OF EDUCATION	801
<hr/>		
Board Approved:	----- May 24, 2017 January 23, 2012 February 20, 2007	Review Prior To: December 2026 Reviewed: <u>January 23, 2012</u> December 2022

POLICY**1.0 JOB DESCRIPTION – DIRECTOR OF EDUCATION (April 2014):**

The following is a job description for the role of the Director of Education. It incorporates the most recent provisions of the Education Act. This resource parallels the job description of the elected Board, the dialogue and decision-making that clarifies the respective responsibilities of the Board of Trustees and the Director of Education.

SUMMARY

Accountable to the Board of Trustees, the Director of Education is responsible for providing leadership and direction in all matters relating to education in the district. The Director is responsible for ensuring equitable practices in leadership, supervision and support to the Principals, Vice-Principals, Superintendents and Managers in compliance with relevant legislation, regulations, acts and policies of Superior-Greenstone District School Board and the Education Act.

RESPONSIBILITIES (This is not an exhaustive list)**1.1 Student Achievement and Well-Being**

The Director of Education:

- 1.1.1 Takes the necessary steps to provide a safe, caring, learning environment.
- 1.1.2 Provides advice and leadership to the Board in setting goals for student achievement and in promoting the value that all children can learn.
- 1.1.3 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- 1.1.4 Maintains the conditions that foster respectful and responsible behaviour for each student.
- 1.1.5 Takes the necessary steps to provide for the safety and well-being of students while they are participating in school programs, or are being transported to or from school programs on transportation provided by the school board.
- 1.1.6 Takes the necessary steps to provide facilities to accommodate students.
- 1.1.7 Ensures an attendance counseling function is maintained in the district.

2.1 Education Leadership

The Director of Education:

- 2.1.1 Provides leadership and direction in all matters relating to education in the district.
- 2.1.2 Develops and maintains positive and effective relations with schools and Board departments.
- 2.1.3 In accordance with the Director's responsibilities to the Ministry of Education through the Deputy Minister provides a Director's Annual Report to the Ministry.

3.1 Director/Board Relations

The Director of Education:

- 3.1.1 Establishes and maintains positive working relations with the Board of Trustees.
- 3.1.2 Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy. Communicates effectively with the governing Board and individual trustees.

4.1 System Leadership

The Director of Education:

- 4.1.1 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.
- 4.1.2 Develops effective approaches for succession planning.

5.1 Fiscal Responsibility

The Director of Education:

- 5.1.1 Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the Education Act and Regulations.
- 5.1.2 Ensures that the fiscal management of the district is in alignment with the elected Board's Multi-Year Strategic Plan.

6.1 Organizational Management The

Director of Education:

- 6.1.1 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- 6.1.2 Reports to the Ministry with respect to matters identified in and required by the Education Act and Regulations.
- 6.1.3 Bring to the attention of the Board any act or omission by the Board that in the opinion of the Director of Education may result in or has resulted in a contravention of the Education Act or any policy, guideline or regulation made under the Act; and if the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission

7.1 Planning

The Director of Education:

- 7.1.1 Provides leadership for the development of the Board's multi-year plan and annual review of the multi-year plan.
- 7.1.2 Ensures that the multi-year plan establishes Board priorities and identifies specific actions that will be taken to achieve those priorities, specifically with regard to the Board's responsibility for student achievement.
- 7.1.3 Ensures appropriate involvement of the Board of Trustees (approval of process and timelines, establishment of the Board strategic priorities, key results and final Board approval).
- 7.1.4 Reports regularly on implementation and results achieved in relation to the Board's Multi-Year Strategic Plan and District Improvement Plans.

8.1 Personnel Management

The Director of Education:

- 8.1.1 Has overall authority and responsibility for all personnel-related issues, save and except from those personnel matters precluded by Board policy, legislation or collective agreements.
- 8.1.2 Ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- 8.1.3 Ensures ongoing capacity building and succession planning throughout the organization.
- 8.1.4 Ensures compliance with human rights and labour relations legislation.
- 9.1 Policy
The Director of Education:
- 9.1.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 10.1 Communications and Community Relations
The Director of Education:
- 10.1.1 Establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and Board decisions.
- 10.1.2 Ensures that open, transparent and positive internal and external communications are in place.
- 10.1.3 Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- 10.1.4 Participates in community affairs in order to enhance and support the district.
- 11.1 Student, Staff and District Recognition/Public Relations
The Director of Education:
- 11.1.1 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

2. SKILL

Education/Experience

- A Post Graduate University Degree in Education or another specialization relevant to the position, or a combination of experience, education and training.
- A minimum of ten (10) years of progressive related experience in a unionized environment.
- Experience as a Superintendent is recommended.
- Demonstrated leadership in a team environment.
- Proficiency in computer skills such as Microsoft applications, e-mail, cloud-based applications.

Additional Competencies/Skills

- Demonstrated ability to lead and implement change in complex environments.
- Open to learning, sharing ideas and accepting feedback.
- Strong planning and organizational skills with the ability to multitask and manage timelines.
- Communicate effectively both verbally and in writing, including presentation skills when required.

- Display excellent interpersonal skills while building positive relationships.
- Quality of work meets a high standard of accuracy and attention to detail.
- Take the initiative and make decisions based on judgement, facts and alternatives.
- Foster collaborative relationships and provide excellent customer service to internal and external stakeholders.
- Bilingualism (English/French) is considered an asset.

3. EFFORT

- Demand on energy as a result of developing relationships with and responding to multiple stakeholders, making presentations and juggling multiple and different areas of responsibility.
- Regularly required to respond to/address difficult interactions with little or no notice.
- Required to drive to various sites which may require extended periods of time sitting in a vehicle.
- Work does not require extended physical effort.

4. WORKING CONDITIONS

- Most working hours are in a normal indoor working environment.
- Regularly exposed to difficult or demanding clientele.
- Required to respond to emergencies, and regularly attend meetings outside normal business hours.
- Regularly required to travel to alternative Board locations.

References
Education Act: Bill 177 Student Achievement and School Board Governance

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	725
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<i>Policy Name</i>	CONFIDENTIALITY OF MEDICAL RECORDS <i>Management Guideline Applies</i>
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<i>Board Approved:</i>	_____
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<i>Review Prior To: December 2026</i>

POLICY

It is the policy of the Superior-Greenstone District School Board that all employee medical records, received by the Disability and Wellness Administrator, or designate, are kept in strictest confidence, whether active or in storage, and maintained separately from the respective Human Resources file, by the Disability and Wellness Administrator, or designate.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PROGRAM	612
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<i>Policy Name</i>	IT CHANGE MANAGEMENT POLICY
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Board Approved: _____

Review Prior To: December 2026

OBJECTIVE

The objective of this policy is to define formal requirements to manage changes to IT systems and applications, in order to prevent unscheduled disruption of service delivery, data corruption, data loss, breaches of information governance, or the introduction of security vulnerabilities.

POLICY

The SGDSB formally manages changes to its Information Technology ("IT") resources to prevent disruptions to the stability or integrity of the board's IT systems, applications, and data.

DEFINITIONS

"validated" means that a detailed plan exists, has been reviewed by qualified people with the necessary subject matter expertise, and approved by an authority responsible for governing the process.

"authorized" means that an authority responsible for ensuring that this policy is adhered to has performed their duties.

"verifiable" means the ability to prove that the intended outcome will be achieved upon the successful completion of intended changes.

"risk managed" means that potential negative consequences of making the change have been identified, assessed, and mitigation plans formulated where appropriate. It also means the inclusion of a process to follow if the change needs to be undone and the systems returned to their former state.

"service delivery" means information technology hardware, systems, and networks that are relied upon to maintain operational capability of the organization.

JUSTIFICATION

Uncontrolled changes to IT systems and applications could potentially result in significant system disruption, data corruption or loss.

A formalized IT change management process is designed to ensure that proposed changes are validated and authorized, while authorized changes are clearly articulated, scheduled, verifiable, and risk managed.

SCOPE

This policy applies to:

1. All IT systems or applications managed by the SGDSB that store, process or transmit information, including network and computer hardware, software and applications, mobile devices, and telecommunication systems.
2. All change requests made to IT.

EXCEPTIONS

Exceptions to the guiding principles in this policy must be documented and formally approved by the Manager of IT Services, with evidence of support from the appropriate Superintendent.

Policy exceptions must describe:

1. The nature of the exception including:
 - a. A reasonable explanation for why the policy exception is required.
 - b. Any risks created by the policy exception.
 - c. Evidence of approval by the Manager of IT Services.

INQUIRIES

Inquiries regarding this policy can be directed to the Manager of IT Services.

POLICY METADATA

Responsibility	IT Manager
Review Schedule	Every 5 Years

REFERENCES

Document	Description	Location
IT Change Management Process	Document encapsulating how this policy is to be implemented.	

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

Report No.: 78

Date: November 15, 2021

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

FROM: Erin Couture and Grace Molinski

SUBJECT: Student Trustee Report: November

STRATEGIC

PRIORITY: Well-Being

Background Information

The month of October was very successful! We hosted our first Student Senate meeting of the school year! At this meeting, we prioritized breaking the ice, and welcoming back returning Senators, and our new Senators!

At the beginning of the meeting we used a JamBoard, where we gave the Senators a few quick questions, so we can get to know them. This step was very important, as getting to know our Senators is very important, as we do not have the opportunity to meet in person this year. We also asked our Senators a few questions, an example being, "What major qualities do Senators have?" and "How can those skills be improved?". These questions were an "informal diagnostic". From the results, we can determine where to start encouraging leadership, and teaching how to be a leader!

We also had Ms. Morden and Mrs. Leroux present a few slides on making change and being a leader. Ms. Morden and Mrs. Leroux also showed examples from previous students who have made change happen! This helped Senators tremendously, as a prompt for them begin to generate ideas on what they want to champion in their schools this year!

Current Situation

We are currently in the process of planning our next Student Senate meeting, and what we want to accomplish during that meeting. During our next Student Senate meeting, we will be giving the Senators time to present to us ideas on what they would like to champion in their schools this year! If they still are unsure, that is totally okay as well! We are there to inspire, so hopefully those who are unsure can eventually be inspired by their peers!

We also have just launched our Instagram page! If you are interested in following along our journey, you can request to follow us. Our @ is sgdsb.student.senate! Again, we have created this page as an opportunity for us to communicate virtually, as meeting in-person is currently not an option! Using the wonderfully innovative Instagram features, we can quickly interact with Senators, as it is a popularly used social media platform! This is a private account, so there will be limited access to who can follow the account! For those Senators who do not use Instagram, we still will be using Edsby to post updates!

Next Steps

For our next steps, we are looking forward to hosting our second Student Senate meeting on November 25th! We are in the process of having Lake Superior High School principal, Mr. Martin, speak on his experiences regarding school spirit during the Student Senate meeting as well. As previously mentioned, we finally have our Instagram account up and running! We will be engaging with the Student Senators via Instagram posts, stories, polls, quizzes, and so much more!

We will continue to not only focus on our main topics of wellness, positivity, and mental health, but also intertwine them with some great education opportunities during future asynchronous days and Student Senate meetings. Sometime in the future, we would love to use these asynchronous days to provide students with certain skills, certificates, and/or qualifications that can be useful in their everyday and post-second endeavours.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 78, Student Trustee Report: November 2021, for information.

Respectfully submitted by:

Grace Molinski
Student Trustee

Erin Couture
Student Trustee



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

Report No.: 79

Date: November 15, 2021

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

FROM: Marc Paris, Manager of Plant Operations

SUBJECT: Capital Project Work 2020/2021

**STRATEGIC
PRIORITY:** Stewardship

Background:

During the 2020/21 school year, the largest capital investment since 1999 took place in all SGDSB schools and facilities. Capital projects completed were prioritized, identified and selected in consultation with the Ministry of Education Facility Audits, Senior Administration, School Principals, Plant Department (Maintenance & Custodial), Educational Staff, Facility Partners, Parent Council and Student Councils through the Annual Plant Department Capital Budget process.

Capital upgrade work in the total amount of \$ 15,519,720 was carried out in SGDSB Schools and Facilities.

Funding for this work included:

CAIF (Climate Action Incentive Fund)	164,441
CSPGNO (Conseil Scolaire Public du Grand Nord de Ontario)	25,999
Early On	165,771
Capital Priorities	4,762,534
School Renewal Allocation (SRC)	2,665,261
School Condition Improvement (SCI)	6,448,077
CVRIS (Covid-19 Resilience Infrastructure Stream)	1,287,637
Total	\$ 15,519,720

Current Situation:

Attached please find a detailed project list for the 2020-2021 capital expenditures, the link https://sgdsb-my.sharepoint.com/:f/g/person/mparis_sgdsb_on_ca/Er3AYpuj_YhluB5MD57DVCsBiOol5UOYajiKagLq5jYf_g?e=1h2UoV is a collage of pictures of larger scale projects to enables a remote view capital work in 2020/2021.

As delays continue in the supply chain for material, equipment and shortage of trades due to COVID any projects that was not completed, as of August 31, 2021, will be continued in 2021/2022 until fully completed.

Below is a breakdown of the capital investment at each SGDSB School and Facilities for 2020-2021. In the appendix attached to this report, the projects are listed in detail for each school.

Beardmore PS	177,615
Board Office	1,794
Dorion PS	454,711
George O'Neill PS	466,225
Geraldton Comp HS	7,680,908
LSHS - Terrace Bay	911,381
Manitouwadge HS	205,022
Manitouwadge PS	306,686
Marathon HS	1,620,455
Margaret Twomey PS	1,393,734
Marjorie Mills PS	179,783
Nakina PS	271,466
Nip-Rock HS	1,093,333
Red Rock Learning Centre	11,327
Schreiber PS	188,198
Teacherage - 4 Plex	0
Terrace Bay PS	557,082
Total	\$ 15,519,720

Administrative Summary:

That, the Superior-Greenstone DSB receive Report No. 79, Capital Project Work 2020/2021, for information.

Respectfully submitted by:

Marc Paris
Manager of Plant Services

Alex Marton
Superintendent of Business

Row Labels	Sum of Requirement - Actual Cost
Beardmore PS, Building ID 8224-B01	177615
D201001 Plumbing Fixtures - Water Closets Renewal	13327
D304001 Distribution Systems - Air Distribution, Heating & Cooling - Duct System Renewal	6193
D503021 Communication and Security - IT - Infrastructure Renewal	46230
Fire Alarm Replacement - Addressable Devices	21795
Floor Finishes - Painted Concrete Floor - Original Building Renewal	15127
HVAC - Safety Retrofits - Isolation Rooms	121
HVAC - Ventilation, Filtration, UV Disinfecting	850
IT Infrastructure - Communications & Alarm Systems - Original Building Renewal	12343
Playing Fields - Unpaved Renewal	1086
Plumbing Handwashing stations & Water Filling Stations CVRIS	11939
Roadways - Site Renewal	9597
Sand & Salt Shed Foundation Renewal	26398
Security Upgrades - Lockdown - Card Access	11985
Signage - Site Renewal	624
Dorion PS, Building ID 5689-B01	454711
D503021 Communication and Security - IT - Infrastructure Renewal	75324
Floor Finishes - Carpet Renewal	28543
HVAC - Geothermal Heat Pumps	164441
HVAC - Safety Retrofits - Isolation Room	1193
HVAC - Ventilation, Filtration, UV Disinfecting	1816
HVAC Geothermal Heat Pumps	96804
HVAC Ventilation	11889
Lighting Equipment - Original Building - Gym LED	25120
P/A System Communications & Alarm Systems, Lockdown - Original Building Renewal	11370
Plumbing - End of Line FLushing	5406
Plumbing - Handwashing Station, Water Bottling Station	14181
Plumbing Handwashing Stations & Water Bottling Fill Stations	18000
Signage - Site Front Entrance - Brick Wall Front Parking	624
George O'Neill PS, Building ID 6354-B01	466225
C302003 Floor Finishes - Wood - Stage Renewal	43650
Ceiling Finishes - Suspended Acoustic Panel Ceilings - Original Building and Addition 1 Renewal	1945
D301002 Energy Supply System - PV Array	16866
D304008 Air Handling Units Renewal	4537
D502004 Lighting and Branch Wiring - Exterior Lighting - Wall Mounted Renewal	46654
D503021 Communication and Security - IT - Infrastructure Renewal	71185
D503021 Communication and Security - P/A - Lockdown - IT - Infrastructure Renewal	7902
Domestic Water Distribution - End of Line LEAD - Pumps	16268
Exterior Walls - Original Building - Masonry Repointing - Expansion Joints	3525
Exterior Window Replacement	16343
HVAC - Safety Retrofit - Isolation Room Ventilation	121
HVAC - Ventilation, Filtration - UV Disinfecting	55511
Interior Doors - Window Glazing - Hardware - Spec Ed - Multipurpose Room	2570
Locker & Cubbies JK-1	4403
Main Switchboards - Main Disconnect Renewal	17543
Millwork JK-SK	13050
Pedestrian Paving - Site Related Stairs - Concrete Stairs Renewal	38604
Plumbing - Handwashing Station & Water Bottling Fill Station	26000
Plumbing - Handwashing Station, Water Bottling Fill Stations	13283
Roadways - Bus Loop - Asphalt Paved - Site Renewal	4245
Wall Finishes - Paint Wall Covering - Original Building and Addition 1 Renewal	62020
Geraldton Comp Secondary School, Building ID 8223-B01	7680908
Air Handling Units - ERV - Original Building- Monday Wing	10207
Auxiliary Equipment - HVAC Pumps Renewal	80112
Barrier Free Washroom - Student success Wing	61000
Cafeteria Interior Renovations	336000
Ceiling - Wall Finishes -Library Fixed Acoustic Panels Renewal	23000
Child Care Centre - New Build	3572352
Child Care New Build - EarlyOn	165771
Cultural Room HVAC Ventilation Equipment - Smudging	92000
Cultural Room Renovations	227000
D2010 Plumbing Fixtures - End of Line Flushing - Fountains - Hand Wash Sinks - Basins	49618
D2030 Sanitary Waste - Food Nutrition Lab	41000
D502003 Food Nutrition - Lighting and Branch Wiring - Interior Lighting Renewal	59000
D503021 Communication and Security - IT - Infrastructure Renewal	102597
EarlyOn - Child Care Centre - New Build	684672
Floor Finishes - Vinyl Tile Flooring BAPS Lunchroom	24000
G202003 Parking Lots - Interlock Paved Bus Loop	235000
Gym Changeroom and Washroom - Barrier Free - Gender Neutral - Upgrade Renewal	56185
HVAC - Ventilation, Filtration & UV Disinfecting	90000

Interior - Renovations - Gneral Constuction	104522
Interior Finishes - Multi Media	13870
Interior Finishes - Library	228985
Interior Finishes- Construction - Student Success Renewal	156000
Interior Renovation - Desing Tech - Seminar Room - Tool Crib	111000
Interior Renovation - Teacher Work Room - Resource Room	84000
Interior Walls - Abatement	90792
IT Infrastructure - Cabling VC Rooms	55387
Landscaping - Site - est Renewal	38719
Parking Lot - Storm Sewer - Catch Basins	284000
Pedestrian Paving - Interlock Pavers - Outdoor Clasroom	40000
Playing Fields - Playground - Border - Protective Surfacing - ODA	37290
Public Address Systems - Lockown - Security	19879
PV Array - Electrical Distribution - Generating 10KW	22553
Roadways - Asphalt Paved Renewal	22406
Roof Drains - Cafeteria	47675
Roof Tie in - New Build Child Care Renewal	17000
Safety Retrofits - Isolation Room ventilation	85000
Sand & Salt Shed Foundation Renewal	10046
Site Development - Drainage - South Track	122510
Stormwater Managment - Groundwater Drainage Renewal	99000
Wall Finishes - Library and Classroom	45760
Wall Finishes - Paint Wall Covering - Multipurpose Room	35000
Lake Superior HS, Building ID 8363-B01	911381
B201015 Exterior Walls - Metal Spandrel Panels Renewal	4402
D201001 Plumbing Fixtures - Barrier Free Washroom	100980
D2040 Rain Water Drainage Renewal	9667
D304001 Distribution Systems - Air Distribution, Heating & Cooling - Duct System Renewal	5065
D503021 Communication and Security - Lockdown	21691
Electrcial Upgrades - Branch Wiring	9997
Electrical Distribution - Generating PV 10KW	28269
Exterior Walls - Brick Replacement	348468
HVAC - Safety Retrofits - Isolation Rom Ventilation	1397
HVAC - Ventilation, Filtration UV Disinfecting	7696
Interior Doors - Welding Booths - Original Building and Additions Renewal	36607
Manufacturing & Construction Interior Renovations	3987
Millwork - VC Classrooms Renewal	20664
Other Communications IT Infrastruture - Cabling	141166
Plumbing Censored Faucets - Hand Wash Station - End of Line Flushing valves	11309
Roadways - Asphalt Paved Renewal	66480
Sand Slat Shed - Foundation Renewal	12671
Signage Renewal	2144
Wall Finishes - Paint Wallcovering - Original Building and Additions Renewal	78135
Wall Padding - Gym	586
Manitouawadge HS, Building ID 11050-B01	205022
Ceiling Finishes - Original Building Renewal	1690
D304007 Distribution Systems - Exhaust Systems Renewal	1576
D502003 Lighting and Branch Wiring - Interior Lighting Renewal	4515
D503021 Communication and Security - IT - Infrastructure Renewal	10262
Exterior Storage Compound - Outers Program	11960
Exterior Walls - Brick Veneer - Original Building Renewal	4133
HVAC - Safey Retrofits - Isolation Room Ventilation	121
HVAC - Heat Pump Replacement	10633
HVAC - Ventilation, Filtration - UV Disinfecting	1962
Information Technology Systems Infrastructure Upgrade - Cabling	58481
Parking Lots - Asphalt Paved - Site Renewal	9237
Plumbing - Handwash Stations - Water Bottling Fill Stations	21000
Plumbing -Bottle Fill station - Hand Wash	49065
Roof Replacement Receiving section	6989
Signage - Site Renewal	4020
Tech Shop Dust Collector Replacement	2896
Washroom - Changeroom Renovation - Gender Neutral	6482
Manitouawadge PS (Perpetaul lease to DSB#57), Building ID 5011-B01	306686
Air Handling Units	6217
Ceiling Finishes - Tile - Grid	958
D304001 Distribution Systems - Crawlspace Air Distribution, Heating & Cooling - Duct System Renewal	77020
D304008 Air Handling Units Renewal	4561
D502003 Lighting and Branch Wiring - Interior Lighting Renewal	51990
D503021 Communication and Security - IT - Infrastructure Renewal	54178
Fencing & Gates - Chain-link Fencing Renewal	25999
HVAC - Safety Retrofits, Isolation room Ventilation	121
HVAC - Ventilation, Filtration, UV Disinfecting	1081
Parking Lot - Roadway - Asphalt Repairs - Sealant - Line Painting	8213

Plumbing Fixtures - Handwash Station - Fill Stations	26000
Plumbing Upgrades - End of Line Flushing- LEAD	10853
PV Array - Electrical Distribution - Generating 10 KW	5783
Retaining Walls Renewal	17820
Security Systems - iPhone - Kantech	11870
Staff Washroom Renovation	4022
Marathon HS (Perpetual lease to DSB#57), Building ID 5013-B01	1620455
Ceiling - Manufacturing, Design Tech, Welding	35450
Ceiling Finishes - Gypsum Board Ceiling - Original Building Renewal	91528
Controls & Instrumentation - Original Building - HoldBack Release	-8853
D202031 Domestic Water Distribution - Multicultural Wing	12051
Door Operator Connected to Fire Alarm	673
Elevator - Lift Replacement	94288
ERV - HVAC Multi Purpose Wing - Smudging	115967
Exhaust System - Dust Extractor Replacement Shop	4449
Exhaust System - Welding Shop - Design Tech	13076
Exterior Walls - Repointing - Sealant - Original Building and Addition 1 Renewal	47514
Floor Finishes - Carpet - Vinyl Sheet - Original Building Renewal	106242
Floor Finishes - Design Tech, Manufacturing, Welding	23123
G202003 Parking Lots - Paved - Resurface Asphalt Paved Parking Area Renewal	9011
HVAC - Safety Retrofit Ventilation	121
HVAC - Ventilation, Filtration, UV Disinfecting	58599
Interior Construction - Welding - Manufacturing- Design Tech	61418
Interior Finishes - Cultural Wing - Upper Level	188387
Interior Finishes - Inventory Room PPE - Fire Separation	45610
Interior Painting - Hallway - Classroom	5986
Interior Walls - Finishes	87222
IT - Infrastructure - Cabling - WIFI	252554
LED Lighting Equipment - Interior Lighting - Original Building Renewal	1981
Main Switchboards - Main Distribution Panel - Original Building Renewal	13252
Metal Roof Replacement - Cafeteria and Art wings	54769
Millwork Original Building - Cultural Wing Renewal	56884
Other Communications & Alarm Systems - Original Building Renewal	11666
P/A System - Lockdown - Security	1384
Parking Lot - Roadway - Asphalt Repairs - Sealant - Line Painting	-8853
Playing Fields - Outdoor Classroom - Running Track - Site Renewal	29382
Playing Fields - Running Track	4970
Plumbing - Handwashing Station - Water Bottling Stations	30000
Plumbing - Water Distribution - Tech Wing	93
Plumbing - Water Lines - Multicultural Wing & Tech Wing	12051
Plumbing Fixtures - End of Line Flushing LEAD - Handwashing Sinks - Bottle Filling Stations	13839
PV Array system 10 KW Renewal	22807
Roof Rain Water Catch Basin Collection	32640
Wall Finishes - Paint Wall Covering - Food Services - Cafeteria Renewal	38084
Wall Finishes - Paint Wall Covering- Manufacturing - Design Tech - Welding Shop Renewal	43231
Wall Finishes - Paint Wall Covering Phase 2 Upper Level	10272
Window Replacement - Food Services Wing	7587
Margaret Twomey PS, Building ID 6235-B01	1393734
Ceiling Finishes - Gypsum Board Ceiling - Original Building Renewal	28220
Ceiling Finishes Renewal	713
D202031 Domestic Water Distribution - Electric Hot Water Heaters Renewal	6879
D304007 Distribution Systems - Radon - Exhaust Systems Renewal	94300
D502006 Lighting and Branch Wiring	31183
D503021 Communication and Security - IT - Infrastructure Renewal	97988
Fire Protection Specialties - Original Building Renewal	4070
Floor Finishes - Original Building Renewal	4033
Floor Finishes - Vinyl Floor Tiles - Original Building Renewal	65990
G203003 Pedestrian Paving - Sealant - Crack - Line Painting Filling SCI 2017-2018 Renewal	11034
Heating-Cooling - HVAC - Geothermal	35394
HVAC - Safety Retrofits - Isolation Room Ventilation	85000
HVAC - Ventilation, Filtration, UV Disinfecting	375000
Interior Wall Finishes - Spec Ed - Multi Purpose Wing	442886
Millwork Upgrade - Multi Purpose Classroom	317
PA System - Lockdown Communications & Alarm Systems - Original Building Renewal	30319
Plumbing Upgrades - End of Line LEAD	44445
Plumbing Upgrades - Handwashing Station & Water Bottling Fill Station	31000
Roadways - Asphalt Paved Renewal	4963
Marjorie Mills PS, Building ID 8731-B01	179783
B308020 Exterior Soffits - Wooden Fascia Renewal	7491
D503001 Communication and Security - Lockdown - Fire Alarm Renewal	6128
D503021 Communication and Security - IT - Infrastructure Renewal	36931
Floor Finishes - Carpet - Vinyl - Classrooms - Hallways Renewal	5653
HVAC - Safety Retrofits, Isolation room Ventilation	3676

HVAC - Ventilation, Filtration, UV Disinfecting	1662
Other Heat Generating Systems - Make-up AHUs Renewal	6969
Pedestrian Paving - Concrete Paved Walkways Renewal	75006
Plumbing Fixtures - Original Building Renewal - End of Line Flushing - LEAD	32023
Roadways - Asphalt Paved - Site Renewal	4244
Nakina Public School, Building ID 12192-B01	271466
B308020 Exterior Soffits - Cold Bridging Renewal	37292
D201006 Domestic Water Distribution - End of Line Flushing - LEAD - Drinking Fountains and Coolers Renewal	16527
D304001 Distribution Systems - Air Distribution, Heating & Cooling - Duct System Renewal	36490
D503021 Communication and Security -Lockdown - IT - Infrastructure Renewal	11568
Exterior Doors - Exterior Door Hardware - Original Building and Addition 1 Renewal	28123
Exterior Walls - Sealant - Original Building and Addition 1 Renewal	15374
Floor Finishes - Carpet Flooring - Original Building and Addition 1 Renewal	10390
HVAC - Safety Retrofits, Isolation room Ventilation	121
HVAC - Ventilation, Filtration, UV Disinfecting	38403
IT Network infrastructure upgrade/installation -VC - Electrical circuits - WIFI	46060
Parking Lot - Roadway - Asphalt Repairs - Sealant - Line Painting	4004
Pedestrian Paving - Pedestrian Paving - Concrete Paved - Site Renewal	12114
Plumbing - Handwashing Station, Water Bottling Fill Station	15000
Nipigon Red Rock DHS, Building ID 8315-B01	1093333
Asbestos Abatement Ceiling and Wall finishes	1811
Auto Shop - Slab - Structural Failure	132884
Ceiling Tile Replacement - Ceiling Finishes	62522
Communication- IT - Infrastructure	130645
D101004 Elevators and Lifts - Wheelchair Lift Renewal	213611
D2010 Plumbing Fixtures - Gender Neutral washrooms	15271
D2040 Rain Water Drainage - pumps - BMS	12894
D304007 Distribution Systems - Exhaust Systems Renewal	11479
D501007 Electrical Service and Distribution - Motor Control Centre Renewal	53258
D502003 Lighting and Branch Wiring - Interior Lighting Renewal	58254
Domestic Water Distribution - Plumbing End of Line Flushing - LEAD - Original Building and Addition 1 & 2 Renewal	4802
Exterior Doors - Exterior Door Hardware - Lockdown - Door Alarm - Original Building Renewal	25408
Floor Finishes - Carpet Renewal	10433
Floor Finishes - Vinyl Sheet - Painted Concrete Floor Renewal	74252
HVAC - Safety Retrofits - Isolation Room Ventilation	121
HVAC - Ventilation, Filtration , UV Disinfecting	74732
Interior Finishes - Room 11 - Elevator Room - Gender Neutral Washroom	1512
Parking Lots - Unpaved Renewal	7105
Plumbing - Handwashing Station, Water Bottling Fill Station	16000
Plumbing - Handwashing Station, Water Bottling Stations	12185
Signage - Site Renewal	624
Wall Finishes - Paint Wall Covering - Original Building, Additions 1 and 2 Renewal	84720
Wall Finishes - Paint Wall Covering - Outers - Shop Additions 1 and 2 Renewal	88810
Red Rock PS, Building ID 6566-B01	11327
HVAC - Ventilation, Filtration & UV Disinfecting	11327
Schreiber PS, Building ID 6646-B01	188198
D502004 Lighting and Branch Wiring - Exterior Lighting - Wall Mounted Renewal	5258
D503021 Communication and Security - IT - Infrastructure Renewal	37726
D503021 Security - IT - Infrastructure Renewal	4775
Door Hardware - Kantech - Lockdown	84968
HVAC - Radon	4953
HVAC - Safety Retrofits - Isolation Room Ventilation	121
HVAC - Ventilation, Filtration, UV Disinfecting	2532
Other Communications & Alarm Systems - Information Technology System - Phase 1 2015 Renewal	5705
Parking Lots - Unpaved - Site Renewal	317
Pedestrian Paving - Concrete - Asphalt Paved - Site Renewal	4004
Playing Fields - Unpaved Playing Field - Site Renewal	1546
Plumbing - End of Line Flushing - Lead	6607
Plumbing - Handwashing Station - Bottle Fill station	19215
Powered Door Openers - Main entrance Aluminum Doors - ODA	8591
Spec Ed Renovation - Student Success - Plumbing Renovation Gym Change & Washroom Upgrade	1880
SGDSB Board Office, Building ID 5013-B02	1794
HVAC - Ventilation, Filtration & UV Disinfecting	1794
Terrace Bay PS, Building ID 6766-B01	557082
Exterior Door Hardware - Security	11897
Exterior Walls - Repointing - Brick Veneer - Entire Building	1045
Fittings - Lockers - Millwork	46044
Floor Finishes - Sheet Vinyl- Entire Building Renewal	11868
HVAC - Safety Retrofits - Isolation Room Ventilation	121
HVAC - Ventilation, Filtration, UV Disinfecting	2490
IT Infrastructure - Cabling WIFI	35864
Other Communications & Alarm Systems - Information Technology System Renewal	24598
Parking Lot - Roadway - Asphalt Repairs - Sealant - Line Painting	4244

Pedestrian Paving - Site Renewal	56865
Plumbing - End of Line Flushing - Lead	14897
Plumbing - Handwash Station & Water Fill Station	20000
Sidewalk Replacement - Accessible Ramp - ODA	2473
Wall Finishes - Paint Wall Covering - Entire Building Renewal	56562
Wall Finishes - VC Room - Former Contact North Space	40459
Window Replacement	77655
Window Replacement CVRIS	150000
Grand Total	15519720

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

Report No.: 80

Date: November 15, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: November 2021

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

Background

The Director's Monthly Report is an opportunity to showcase examples of the numerous ways in which school personnel and system staff are operationalizing the 2018-2023 Multi-Year Strategic Plan. For the month of November, we have provided a variety of examples that demonstrate how schools and the system are focused on building and re-building relationships.



MNHS Students and Staff have been very excited to start to participate in and build relationships amongst each other and with our community coaches, through sport. With the start-up of extracurricular activities - we've had the athletic association coordinating schedules for the

canteen and the refereeing/time keeping; teams practicing and playing together. It's been wonderful to see it all coming together. We'd also like to highlight the support from our School Council through organizing and giving donations for the canteen to fundraising to supporting student travel.



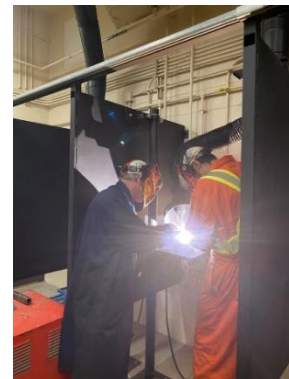


Students at Manitouwadge Public School engaged in a school wide fall and Halloween celebrations. We engaged in a community Fall/Halloween walk within Manitouwadge, and Student Council Planned a series of outdoor physical education games, demonstrating immense leadership for our learners. We continue to work on our connection to the Manitouwadge Community, as well as fostering relationships not just between staff and students, but amongst all students within the school and larger Manitouwadge community.



Marathon High School continues to build and develop relationships within our community. Some examples from the first quadmester include our Hospitality and Tourism class, which has developed a partnership with the Biidabin Healing Lodge in Biigtigong Nishnaabeg to develop an understanding of the land we live and learn

on. Our Grade 11/12 Manufacturing class has a strong partnership with Confederation College through our Dual Credit program, which also benefited from a substantial investment from the Canadian Welding Bureau. Finally, our Grade 11 Parenting class welcomed Jennifer Cress from Brass Bell/Baby Beginnings to share information on Fetal Alcohol Spectrum Disorder. We are grateful for the experiential learning opportunities that come with community and school partnerships!



Students in grades 6-8 at Margaret Twomey Public School joined over 4000 students across the province to build miniature picnic tables. It was part of an initiative by the Ontario Youth Apprenticeship Program promoting opportunities and education pathways in skilled trades. Students were all engaged and excited by this project!

Staff and students at MTPS dressed up for Halloween and took part in a school wide outdoor costume parade. It was noted that this was our first opportunity to assemble as a school since the beginning of Covid.



Staff and students at MTPS dressed up for Halloween and took part in a school wide outdoor costume parade. It was noted that this was our first opportunity to assemble as a school since the beginning of Covid.



Free Hot Dog Lunch

Happening most
Tuesdays starting
on Nov. 2nd.

Keep an eye out for
our hot dog cart that
will be visiting each
lunchroom.



Lake Superior High School is extremely proud of our community partnerships. This month they would like to highlight the relationship that they have with The Northshore Church in Terrace Bay. Each Tuesday a team of fully vaccinated volunteers cooks a free hot dog lunch for all of their students and staff that are interested. This is the same group who has supported their incredible virtual graduations the last two years.



We are incredibly proud of the supportive and nurturing relationships we have within our school community and beyond. On Monday, October 25th our School Community participated in a Hat Day fundraiser with our former Director of Education, David Gordon Tamblyn in mind. Hats for Hope is a movement to raise awareness for brain cancer in Canada and TBPS was able to raise \$306 dollars! Thanks to everyone that participated and made a donation.....very much appreciated!



Hats for Hope is a movement to raise awareness for brain cancer in Canada.

Of the 27 people diagnosed with a brain tumour every day in Canada, 9 of those will find out they have brain cancer. Malignant or not, brain tumours are life-altering and treatment options are limited and often invasive.

Hope, however, is limitless.

Together let's share some HOPE!

On October 24, 2021, join me and recognize Brain Cancer Awareness Day by wearing your hat and spreading hope. Learn more about the campaign by visiting HatsForHope.ca

Hope through research!



TBPS WILL PARTAKE ON MONDAY THE 25TH WEAR YOUR HAT AND BRING A SMALL MONETARY DONATION.





SCPS staff and students are committed to building and maintaining strong relationships within our building and with our community partners and neighbouring schools. In our building this looks like intramurals at lunch that includes staff participation, cohort dances set up by our student council (with student leaders supporting within

	<p>divisions) and student run announcements in the morning, (right now our grade 7/8 class are taking time to introduce themselves, offer tech tips, morning weather, quotes of the day -all in an effort to connect with all students) We are starting within the school and looking forward to coming up with new ideas to continue our connections and relationship building within our community.</p>
	<div data-bbox="604 367 880 571" data-label="Image"> </div> <p>As we begin a new year in schools, we are focused on developing relationships. Sharing circles are used in all classrooms to engage in developing inclusion for all. Through active listening and participation, all students are offered the opportunity to share their thinking with the class.</p> <p>Students in the JK-2 room were introduced to the talking stick as a way to identify the speaker's time. Students requested that they be able to create their own talking sticks.</p>
	<p>Nakina Public School is committed to building strong relationships among our students. We have restarted Reading Buddies on a weekly basis with the Intermediate students pairing up with primary students to share a few books. On Halloween the students in the Intermediate classroom organized an afternoon of interactive activities and fun. The younger students were grouped with older students who supported and helped them complete the games and competitions. We continue to work as a caring cohort, looking out for and taking care of each other.</p> <div data-bbox="592 966 971 1480" data-label="Image"> </div> <div data-bbox="1031 966 1372 1491" data-label="Image"> </div>
	<p>MMPS is committed to building and maintaining relationships with our Ginoogaming partners. On October 13th, MMPS joined with community out at the Ginoogaming Healing Camp. It was a day filled with cultural learning and activity and games and fun! The food was incredibly delicious!! When we can join as school and community out on the land we are in a good place.</p> <div data-bbox="592 1879 641 1932" data-label="Image"> </div> <div data-bbox="1023 1512 1421 1879" data-label="Image"> </div>



This month BAPS' staff has focused on Equity as part of our SLP and in so doing we have worked with our system leads to gain capacity around our autistic and high needs students. We have learned the PECS system which allows these students to communicate with us and therefore gives them the ability to provide input into their learning and their needs. Building these relationships with our students has been difficult at times but so rewarding for all that are involved. Below is a picture of Lisa Adams, SET, and Bree Brattenger, EA, working with a non-verbal student.






This picture was taken at the end of a very long day the student finally communicated his desires and was able to complete task demand for the first time ever.



Students and Staff at GCHS continued to build and strengthen relationships with Ginoogaming First Nation. Chief Sher Taylor invited the GCHS students to participate in the traditional Healing Camp taking place in the bush, aimed at supporting students through land-based learning opportunities and traditional teachings. Through a risk assessment, it was determined that the grade 9 cohort could attend the trip. Teachers Brian Skean and Blair Vanden Broek, Educational Assistant Sara Carlson, and Indigenous Grad Coach Bernadine O'Brien attended the camp with 25 grade 9 students. Student highlights of the trip included the moose calling competition, teachings around the sacred fire, and playing in the bush with friends.

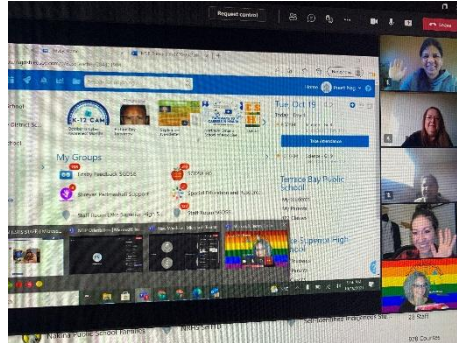


Students at Dorion Public School have been focusing on being kind to help build positive relationships with other students. We hold monthly kindness assemblies, promote kindness in every classroom and

	<p>display student's kind acts on a school bulletin board. Dorion Public School students certainly have kind hearts!</p>
	<p>The students at GOPS worked very hard throughout the past month building relationships through sport! Every lunch hour for several weeks students met teachers and support staff out on the playground and went for a run or walk. During this time students developed perseverance and worked towards their goal of participating in the virtual cross country run. We had 61 students run on our virtual race day and every single student crossed the finish line!</p> 
	<p>Our grade 11 college and university biology classes went to the butcher shop on Lake Helen in October. They engaged in meaningful hands-on learning while they built positive relationships with Lake Helen community members (Chum Ruth and Peter), each other, our grad coach (Sara Park) and biology teacher (Tyse Piening). They learned about the fall harvest, how a mooz (Anishinaabemowin for moose) is processed and the importance of mooz in Anishinaabe diets. They also took part in a mooz heart dissection thanks to generous community members who donated enough moose hearts for students to be able to take part.</p>    

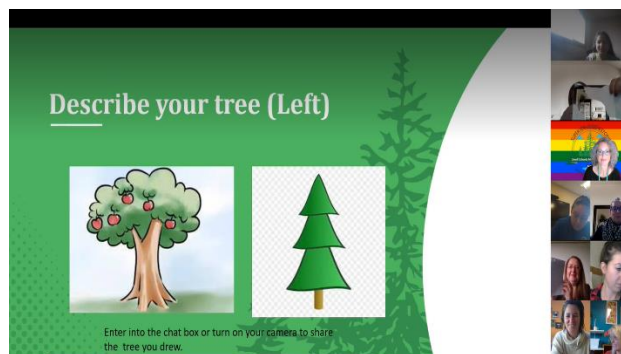
Relationships & Learning:
NTIP Day
TELTC

As part of the New Teacher Induction Program PD Day, teachers were given a session on how Edsby, Teams, Brightspace and PowerSchool can support their teaching and communication needs. These tools directly align with our relationships pillar of the Strategic Plan as we aim to have open and transparent communication with our colleagues, students and families. Most importantly, the day was an opportunity to establish our connections as colleagues across SGDSB. Our relationships with one another are key to ensuring that we are doing our best to support our learners. We are all in this together!



NTIP Orientation Session

This month all of our new teachers had the opportunity to come together virtually for our annual NTIP Orientation session. This was a great opportunity for new teachers to connect and begin to build relationships with each other, but also an opportunity to build them with other members of our system, and with what SGDSB prioritizes, values, and stands for. Teachers had time to engage in relationship building opportunities on line, and engaged in learning with Director Nicole Morden Cormier, Kellie Wrigley the NTIP System Principal, Stacey Wallwin our Technology Enabled Learning Lead, Denis Nault Human Resources Manager, Shy-Anne Bartlett the Manager of Indigenous Education, and Collen Lemieux (ETFO) and Gordon Robitaille (OSSTF). It was a great day of connection and coming together to support each other as our New Teachers embark on their education journey. We look forward to continued connection throughout the year.



Relationships & Learning:
SGDSB Students
Participated in the OYAP
Provincial Picnic Table Event



SGDSB continues to build relationships and collaborate with community partners to support the expansion of experiential learning related to the skilled trades. On October 27th, 139 senior elementary students had the opportunity to engage in a hands-on building project as they constructed their very own miniature picnic table. Through guided support in a live, virtual learning platform, the

reflective process of the Experiential Learning Cycle was modelled during the build. Isabelle Bassinet, who is a female Construction Tradesperson, was on hand to teach students about the skilled trades and the apprenticeship pathway. It is through these authentic learning opportunities that students develop awareness, build global competency skills, and make connections to career choices that best meet their needs, interests, and aspirations.




Relationships: CWB Welding
Foundation

SGDSB is committed to fostering positive working relationships in our communities and with partners. The relationship formed with CWB Welding foundation and Scotiabank will enhance skilled trades and welding training for secondary school students in the region. Opportunities like these create pathways of success that allow our students to remain living and working in our local communities. We look forward to our continued relationships as our programs have begun.

Relationships (Mental Health
and Well-being- Pathways of
Care)

SGDSB prioritizes building relationships with our community partners in order to facilitate pathways of care to students for mental health and well-being. This month we partnered with Dilico Anishinabek Family Care, who facilitated Binaakwii-Giizis Moon Teaching and Virtual Activities in our schools. Students were able to learn about the Fall Moon and meet with Children's Mental Health workers who facilitated the presentation, so that they can put faces and names to professionals in the community who provide mental health services.

Dilico is also partnering with our Child and Youth Workers and Mental Health Workers in Secondary to come into schools and provide Walk In and intake clinics. It is a great attestation to how our in-school supports are

	collaborating with community services to provide wrap around care for students!
Relationships (Safe and Inclusive Learning Environments - Understanding and Supporting Neurodiversity)	<p>As detailed in the strategic plan, we know that strong, healthy relationships among home, school and community are foundational to ensuring a sense of safety and inclusion for ALL students. Through recognizing, accepting and celebrating individual strengths and uniqueness, we help to foster the conditions for learning where everyone feels a sense of belonging and success. With this focus in mind, we engaged in learning on the professional development day to help us further understand how to support students with diverse abilities through the lens of Autism Spectrum Disorder. The morning included a presentation on supporting diverse abilities with a focus on inclusion by Human Rights and Equity Officer, Mahejabeen Ebrahim, and was followed by a presentation from Michael McCreary, a young comedian on the Autism Spectrum, and his father Doug, who shared their personal experiences with the school system through a comedic lens.</p> 
Reciprocal Relationships (with Lakehead University)	<p>By sharing the learning, we are doing across our system in the areas of inquiry, Early Years and social emotional learning, we connected with over 200 Year 1 & Year 2, Primary/Junior Faculty of Education students from both Lakehead and Orillia. Carole Leroux and Hillary Freeburn engaged in an interactive session that allowed students to experience the learning environments we are strive to create for our students.</p> <p>We spent an hour after the session speaking with 45 students who had questions and wonderings about SGDSB, the interview process and future job prospects when they graduate.</p> <p>Starting November 11th, we have 9 students in our SGDSB schools completing their second-year placements. The relationship we have with Lakehead is our best recruitment strategy and we are able to provide amazing learning opportunities for placements.</p>
Child Care & EarlyON Relationships	<p>Despite the challenges of Covid on programming with families in EarlyON programs in our schools, they continue to provide innovative virtual and outdoor programming for children and families, many of these opportunities are taking place in and around our schools. Taking advantage of these programs introduces children and families to our school grounds and an opportunity to meet other children prior to coming to school. We are very lucky to have programs in 7 of our schools and to have such strong relationships with service providers, which aligns with the Ministry of Education's vision of integrated services from birth and beyond.</p>
Apply to Education	<p>Since May we have been implementing a new platform that has electronically moved us to documenting staff absences and automatically calling in casual staff. We have reached full implementation for users (staff) and are now spending time getting the other departments aligned and working as efficiently as possible.</p>
The AWE (Achievement, Well-Being, Equity) Committee	<p>The committee consists of representatives from all sectors of the organization, including union presidents, and represents a cross-section of people with differing perspectives: Education Assistants, Child and Youth Workers, Graduation Coaches, Teachers, Principals, System Level</p>

	<p>Principals, Managers, and Superintendents. As a group, the AWE Committee works to weave achievement, well-being, and equity together, with the purpose of supporting the Multi-Year Strategic Plan by ensuring, enhancing, and promoting the alignment of the plan's pillars within the Board initiatives through collaborating, communicating, and consulting with representatives from all sectors of our Board. The meetings, which take place 3-4 times a year, follow a Restorative Practices model, with the majority of the meeting taking place in a circle, allowing for a leveling of the hierarchy and ensuring all voices are heard.</p> <p>Some of the highlights of the work of the AWE committee include the following: the committee developed a Staff Well-Being Survey to obtain staff voice on components of well-being within their work sites and within the Board. The survey has been administered twice with a two-year gap in between administrations. The first survey results indicated a need for improved communication. As such, the committee developed a theory of action in response to the survey results is: if we effectively communicate information to all staff in a manner that also allows for appropriate feedback, then we will positively impact staff well-being. As part of the process, the committee co-constructed success criteria using the guiding question, "what counts, what matters, what is important when effectively communicating information to all staff?" The results of the second survey results were studied by the committee in June of this year and identified a greater need for staff input as well as recognition. In an upcoming meeting the committee will look at developing plans of action to address these needs. As well, in February of 2021 committee members had the pleasure of hearing a presentation on Social/Emotional Learning from an Indigenous perspective. Elder Dr. Dave Courchene spoke of the importance of language, ceremony, and the land as foundational to social/emotional learning for Indigenous, children and youth. The learning is based on the connectedness with each other and to the land itself, and it is a deep spiritual connection that forms the values and provides guidance. Lisa Michano-Courchene, Education Director of Biigtigong Nishnaabeg spoke of making ceremony and the land part of the instruction of students at their school, having a number of outdoor activities led by knowledge keepers.</p> <p>The committee looks forward to continued work in supporting an equitable approach in achievement and well-being by obtaining voice and perspective from a number of constituent staff groups, which will continue to grow in the future.</p>
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Administrative Summary

That the Superior-Greenstone DSB receive Report No. 80, Director's Monthly Report: November 2021, 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.: 81

Date: November 15, 2021

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Multi-Year Strategic Plan Mid-Point Evaluation, 2021-2022

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

Background

The Multi-Year Strategic Plan (MYSP) is a five-year plan designed to address areas for board growth and improvement, as identified by stakeholders. The overarching theme of this plan is equity, as we recognize the urgent need to foster a sense of belonging and identity for all students. The Plan contains four pillars which represent areas of focus; Learning, Well-Being, Relationships and Stewardship, with an associated Aim identified for each. In addition, for each Pillar, metrics were identified in order to evaluate the overall impact of our work.

In 2018-2019, data reports were created for each Pillar that provided baseline information for each of the associated metrics as identified in the MYSP. Growth and improvement SMART goals were then identified as Cycle One of Implementation; progress on Cycle One goals were communicated through Board Report No. 62: Multi-Year Strategic Plan Cycle One Goals: Final Assessment and Report. The learning that resulted from the strategies implemented in order to achieve the SMART goals were anticipated to positively impact the associated metrics, in an overall manner. We can think of this report as a "report card" and the SMART goals as the learning that occurred within the "classroom" over the past two years. It is now time to engage in a comparison between the Baseline Metrics Data and our current Metrics data, to determine our impact.

Current Situation

A mid-point evaluation of the growth that has occurred within SGDSB since 2018-2019 is necessary as we move into the final two years of the MYSP implementation. Data has been provided in an Appendix to this report entitled, *The Multi-Year Strategic Plan (2018-2023) Mid-Point Data Report: 2021-2022 Evaluation*. It is important to note that there are some data sources that were and are directly (and negatively) impacted by the COVID-19 Pandemic; this impact has been noted in the Appendix.

Overall Goal of the MYSP

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

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

Cohort YEAR	4 Year Graduation Rate		5 Year Graduation Rate		Yearly Goal
	Province	SGDSB	Province	SGDSB	
2017 (entered grade nine in 2012-2013)	79.8%	58%	86.3%	69%	None set
2018 (entered grade nine in 2013-2014)	80.5%	59.7%	87.1%	70.9%	None set
2019 (entered grade nine in 2014-2015)	81.4%	65.5%	87.2%	71.4%	62% 4yr 73% 5yr
2020 (entered grade nine in 2015-2016)	**not yet available				64% 4yr 74% 5yr
2021 (entered grade nine in 2016-2017)	**not yet available				66% 4yr 75% 5yr
2022 (entered grade nine in 2017-2018)	**not yet available				68% 4yr 76% 5yr
2023 GOAL					76% 4yr 77% 5yr

Limitations of Data

Due to the challenges resulting from the COVID-19 Pandemic, the Ministry has yet to provide school boards with the 2020 and 2021 Graduation Rates. We have realized that, while we are making steady improvement, our goal may have been ambitious, however will continue to aim to achieve this goal as a collective.

A number of challenges/learning opportunities have surfaced in the preparation of this report. The first is the nature of our data, given that we have experienced two years of limitations placed upon us throughout the Pandemic. As the result, significant achievement data is not yet available to us, including, but not limited to, Ministry of Education standardized reports, EQAO, school-based data (including rates of extracurricular participation), and data sets that we were also unable to track. This situation has resulted in an increased understanding of the need to rely more heavily on and build increased capacity in the use of internal data, which we believe we will be able to do with the new Student Information System (PowerSchool) that is currently being implemented. In addition, the newly revised Board Improvement and Equity Plan (BIEP) required by the Ministry of Education has introduced new data requirements, which will result in SGDSB developing enhanced data

collection sources to ensure compliance. However, the result of these challenges is that we are, currently, unable to provide a complete and accurate evaluation of our growth. Below are areas where the available data is indicating growth and improvement.

Table 1: Areas of Growth and Next Steps

Pillar: Learning			
Metrics	Data Source	Strengths	Next Steps
Student Achievement and Well-Being	Taking Stock SGDSB Report	22% decrease in number of students who are “at-risk”.	Systemizing criteria based upon existing student success referral practices to identify students and intervention strategies.
Student Mental Health	Tell Them from Me Student Survey	Increase in the numbers of students reporting positive relationships.	Explicitly creating processes/reporting mechanisms to actively collect data and student voice regarding bullying.
Equity and Inclusive Education - FNMI	No formalized data source.	Increase in one level of implementation.	Continue building capacity through job-embedded learning for educators. Continue building trusting relationships with communities.
Safe and Accepting Schools	Suspension Data	Recognition that suspensions, as a tool, are ineffective.	Recognition of the need to review suspension demographic data to identify what student groups are advantaged and which are disadvantaged. This data analysis must be used to determine the next learning for staff.
Staff Well-Being	Achievement, Well-Being and Equity Committee Survey	Positive increase in the belief that staff have a supportive relationship with supervisor.	Continued culture building in schools to ensure collaborative, positive and professional relationships are the foundation. Expanded understanding of roles and responsibilities (principal, system staff, senior team and trustees).

Pillar: Stewardship			
Metrics	Data Source	Strengths	Next Steps
Experiential Education that Promotes Identity and Belonging	School Based Tracking (Early Years, Outdoor Education, Apprenticeships and Skilled Trades)	There has been growth in the number of learning opportunities that occur beyond the traditional classroom.	Expansion of this understanding and practice to all schools as we continue to “reimagine learning”.
Organizational Improvement	Board Based Tracking (Information Technology)	Information Technology growth in technology utilization by staff and students.	Continue to enhance the efficiency and effectiveness of IT through various projects.
	Utility Consumption Data Base (UCD) from Ministry of Education site.	Positive reduction in energy consumption.	Exploring the implementation of electric thermal storage to take advantage of much cheaper “off Peak” electric rates for the utilities. Electric thermal storage uses special ceramic bricks that are charged up at night when electricity is much cheaper, the heat is released during the day from the bricks which act like a big battery but for heat instead of electricity thus avoiding higher electricity costs.
	Student Injury Reporting	Guidelines and policies for student injuries are now in place.	Update policies and guidelines and provide training in ongoing manner.
Number of Mutually Beneficial Partnerships	External Community Use of Schools Permit Tracking through EBase.	Significant growth in the number of permits granted.	Tool to measure what defines a mutually beneficial partnerships is required.
	Community Partnerships Rubric for Mental Health	Clear criteria for goal setting was developed and is in place for Mental Health Partners.	
Pillar: Relationships			
Metrics	Data Source	Strengths	Next Steps
Student Voice	Tell Them from Me Student Survey	It is completed every two years consistently.	Promoting how the TTFM is used to attain voice of the students

			and using this data to increasingly drive decision-making.
Family Engagement	Social Media Rates of Usage (where available)	Tools that support home school communication have improved due to the pandemic.	Evaluation of learning and successful approaches to consistently maintain.
Collaborative Professionalism	Effective Communication	Communication is an area of significant focus for all.	Implementation of the SGDSB Communication Plan.
Pillar: Learning			
Metrics	Data Source	Strengths	Next Steps
4- and 5- Year Graduation Rates	Ministry and SGDSB Graduation Rates Report	Graduation rates have been trending upwards.	Graduation Rates continue to be a significant indicator of the success of the MYSP. SGDSB will ensure that all system support staff understand this overall goal and their role in supporting the achievement of this goal.
Student Self-Identification Rates	SGDSB Student Information System	Increased rates of voluntary self-identification through consistent measures and process.	Continued education for stakeholders, linked to trusting relationships.
Experiential Learning	Program Data	Increase in the number of students participating in the skilled trades.	Continued adaptation of programs with the new COVID-19 context to encourage additional student participation.

Next Steps

Since the inception of the MYSP, significant learning has taken place in our knowledge of how to ensure that we are measuring growth accurately. This learning has been extremely valuable and has already resulted in changes to our practice. The structure of our MYSP requires some amendments. We have recognized that each of the four Aims require reframing into SMART goals. In addition, although we had adapted the metrics measurements in March 2020, we have learned that many of the metrics are actually indicators, and that, in order to monitor those indicators, we must develop an actual growth target that is valid, reliable, precise, measurable and timely (SMART goals) for each. Some of our metrics are practices that should not be measured as their impact is less direct. We know that we must use consistent data sources as our metrics (e.g. Tell Them from Me, EQAO,

etc.). As our next step, we will determine which are indicators and which are data source/metrics. This challenge with our metrics is evidenced within the data included in the Appendix, as some data sets have been removed or simply not available due to the inability to measure them.

The following flow chart provides a summary of this learning by restructuring the method through which we will measure growth for the next two years. *Note that this learning has caused the removal of some data that was reported on in the Baseline Reports and this Mid-Point Evaluation.

Table 2: Action Items Required to Reframe the MYSP Metrics

Area for Focus	Action Required
Multi-Year Strategic Plan (2018-2023) Overall Achievement and Well-Being Goal:	<i>By June 2023, through the implementation of the SGDSB Multi-Year Strategic Plan (achievement of the overall Aims through the operationalization of the Objectives) the 4-year Graduation Rate will increase to 76% and the 5-year Graduation Rate will increase to 77%, as measured by the Ministry of Education Graduation Rate reports.</i>
Pillar and Aim	Overall Target Required for Each Aim
Indicators	Indicators that will contribute to the achievement of the Overall Target for each Aim. Behaviour/practice/task that is the expected outcome of the intervention/action.
Target for Each Indicator	Improvement, increase or decrease in targeted behaviour.
Data Source	Identified for measuring each target (Indicator Target and Overall Target)

As a result of this learning, the Metrics and Indicators (MYSP, page 17) page content will be reframed with new targets based upon the Mid-Point Data from this report. In addition, new targets will be set for indicators, which highlight the improvement work of the System Support Staff and Principals. These new goals will span the next two years and will be shared in April 2022. We are confident that, with these enhancements to the organization and structure of the MYSP, we will be well positioned to fully evaluate the impact of the plan in 2023.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 81, Multi-Year Strategic Plan Mid-Point Evaluation 2021-2022, for information.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



Appendix: The Multi-Year Strategic Plan (2018-2023)

Mid-Point Data Report: 2021-2022 Evaluation

Background

During the 2018-2019 school year, identified metrics data was compiled and reported on in the form of Baseline Reports. Since that time, a number of strategies have been implemented in order to positively impact growth in the areas identified in the Multi-Year Strategic Plan as metrics. The information below represents this evaluation data, meaning that we have returned to the areas identified in the Baseline Reports and are now providing a mid-point update to demonstrate growth (or lack of) in all areas identified as requiring growth.

Measurement

Each Metric within each Aim has received a growth measure rating.

RATING Scale:

Rating Scale Colour	Description
Red	Minimal or No Growth Achieved
Yellow	Some Growth Achieved
Green	Satisfactory Growth Achieved
No data	Due to COVID-19 and Job Action
No data	Indicator Data Has Been Moved or No Data was tracked.

Ratings are determined by percentage growth for quantitative measures and using the following Stages of Implementation criteria for qualitative measures:

Stages of Implementation

Awareness - *Building consensus and buy in.*

The focus is on building an understanding of the look-fors within the criteria, taking stock of current practices and developing an understanding of the resources and skills it takes to begin implementation.

There is no expectation, at this time, to have a direct impact on practice.

This stage focuses on recognizing and defining the actions. There is a focus on building a culture of inquiry and preparation for responsiveness. Some initial planning is beginning to take place. The majority of the effort is on building school-wide readiness for moving forward.

Partial – *Building consistency and routine.*

The ‘what and the how’ have been agreed upon and the focus is on implementing – getting everyone on the same page. Ownership is becoming widespread and routine.

Professional development and networking is moving towards precision and personalization. Practices are spreading more among the stakeholders with various levels of understanding and engagement. **Data analysis and reflective practices are demonstrating a direct impact on student achievement.**

Beginning – *Building capacity to implement.*

Time and energy is spent on creating the support systems and structures needed to implement; creating a shared vision, and outlining procedures for implementation.

This stage is composed of professional learning, networking and further inquiry. Strategies to address the theory of action are beginning to take place. Initial observations assist in providing information that will create the conditions for spread. Pedagogical enhancements are beginning to be made by stakeholders, yet often still supported by others.

Full – *Systemically implementing, adapting practice to needs.*

Enhancements have been embedded and integrated into daily practice, so now the focus is on determining effectiveness. Ownership for practice is complete as stakeholders now have the knowledge and skills needed to both implement as designed and to adapt implementation to increase effectiveness.

Most obstacles have been overcome and strategies for refining have been identified through data collection and analysis. Pedagogical enhancements have been integrated and are common to all stakeholders, and monitoring of impact is owned by all the participants.

Multi-Year Strategic Plan (2018-2023) Overall Achievement and Well-Being Goal:

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

Cohort YEAR	4 Year Graduation Rate		5 Year Graduation Rate		Yearly Goal
	Province	SGDSB	Province	SGDSB	
2017 (grade nine 2012-2013)	79.8%	58%	86.3%	69%	None set
2018 (2013-2014)	80.5%	59.7%	87.1%	70.9%	None set
2019 (2014-2015)	81.4%	65.5%	87.2%	71.4%	64% 4yr 73% 5yr
2020 (2015-2016)	**not yet available				67% 4yr 74% 5yr
2021 (2016-2017)	**not yet available				70% 4yr 75% 5yr
2022 (2017-2018)	**not yet available				73% 4yr 76% 5yr
2023 GOAL					76% 4yr 77% 5yr

Table One: WELL-BEING PILLAR

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

Metric	Indicator of Success	2018-2019 Data (obtained from Baseline Board Report)	2020-2021 data (or most recent data set for comparison purposes)	Growth Summary
Student Achievement and Well Being	Board Learning Plan Theory of Action – Nurturing Quality Thinking	Awareness Level of Implementation (fostering well-being through critical thinking, problem solving, creativity, flexibility, and innovation)	Awareness Level of Implementation (the relationship between well-being and achievement requires additional understanding)	No Growth
	At Risk Secondary Students (Taking Stock)	293 Students (293/617=47%)	155 Students (155/632=25%)	We have had a 22% decrease in the number of at-risk students. *Important to note that Taking Stock has not existed for 2 years – the data is still monitored through Student Success Teams
	Early Development Instrument	Physical Health and Well-Being - 27.7% Vulnerable	2017-18 Physical Health & Well Being – 31% Vulnerable Social Competence – 12.3% Vulnerable Emotional Maturity – 15.1%	Physical Health & Well Being – Increase of +3.3% in vulnerability
		Social Competence – 9.2% Vulnerable		Social Competence – Increase of +3.1% in vulnerability
		Emotional Maturity - 16.9% Vulnerable		Emotional Maturity – Decrease of 1.9% vulnerability
	Tell Them From Me Student Survey	Positive Sense of Belonging: Elementary – 70% Secondary – 50%	Positive Sense of Belonging Elementary: 67% Secondary: 56%	Elementary: -3% Secondary: +6%
Student Mental Health	Elementary Students = 433 Secondary Students = 533	Moderate or High Levels of Anxiety Elementary – 10% Secondary -25%	Moderate or High Levels of Anxiety Elementary: 33% Secondary:36%	Elementary: +23% Secondary: +11%
		Students with Positive Self-Esteem Elementary: NA	Students with Positive Self-Esteem Elementary: NA	Elementary: NA Secondary: -1%

		Secondary: 56%	Secondary: 55%																																																																								
		Students with Positive Relationships Elementary: 71% Secondary: 63%	Students with Positive Relationships Elementary: 77% Secondary: 71%	Elementary: +6% Secondary: +12%																																																																							
		Students with Moderate or High Levels of Depression Elementary: NA Secondary: 27%	Students with Moderate or High Levels of Depression Elementary: NA Secondary: 40%	Elementary: NA Secondary: +13%																																																																							
		Bullying, Exclusion, and Harassment Elementary: 30% Secondary: 18%	Bullying, Exclusion, and Harassment Elementary: 34% Secondary: 28%	Elementary: 4% increase in bullying Secondary: 10% increase in bullying																																																																							
	Mental Health Supports Nurses Social Workers	During the time of this data collection we had 0 in house front line MHW in Schools and 0 students were seen by SGDSB Staff.	SGDSB 2 School based mental health workers in secondary. 107 students serviced in 2020-2021	2 MHW in Schools hired 107 Students provided direct intervention																																																																							
3 CYW's on staff		6 CYW's on staff	We have doubled our CYW as support staff. We have added an additional 3 positions totalling 6 for our region.																																																																								
Equity and Inclusive Education	FNMI Action Plan Goals	Awareness Level of Implementation	Beginning Level of Implementation 7 individuals funded for FNMI course 20/21 9/15 Schools participated in Indigenous Science at the Elbow curriculum building sessions (TRC)	Increased one Stage of implementation																																																																							
	Equity and Inclusive Education Initiatives - CRRP	Awareness Level of Implementation	Beginning Level of Implementation 75% of book study participants attended and completed the book studies (4 book studies)	Increased one Stage of implementation																																																																							
Healthy Schools	School Based Programs for Students	All schools have between 3 and 14 school-based programs.	No data available due to Job Action and COVID-19 Pandemic.	No Data																																																																							
	Student Attendance Rates	<table><tr><th colspan="6">Trillium Board Elementary Attendance Data: 2017-2021</th></tr><tr><th>Attendance /Percentages</th><th>Chronic >20% Active (Active/Inactive)</th><th>Excessive 20-40% Active (Active/Inactive)</th><th>Extreme >40% Active (Active/Inactive)</th><th>Total Persistent Absenteeism (>20%) Active</th><th>Total Persistent Absenteeism (>20%) Inactive</th></tr><tr><td>2017-2018</td><td>0.5% (0.8%)</td><td>8% (4%)</td><td>0.9% (1%)</td><td>9.4%</td><td>5.8%</td></tr><tr><td>2018-2019</td><td>0.7% (1.0%)</td><td>8.4% (6%)</td><td>1.0% (1.3%)</td><td>10.1%</td><td>8.3%</td></tr><tr><td>2019-2020</td><td>0.6% (0.9)</td><td>7.1% (4.3)</td><td>1.1% (1%)</td><td>8.8%</td><td>6.2%</td></tr><tr><td>2020-2021</td><td>1.1% (1.5%)</td><td>10% (6.6%)</td><td>2% (1.5%)</td><td>13.1%</td><td>9.6%</td></tr></table> <table><tr><th colspan="6">Trillium Board Secondary Attendance Data: 2016-2021</th></tr><tr><th>Attendance Percentages</th><th>Chronic >20% Active (Active/Inactive)</th><th>Excessive 20-40% Active (Active/Inactive)</th><th>Extreme >40% Active (Active/Inactive)</th><th>Total Persistent Absenteeism (>20%) Active</th><th>Total Persistent Absenteeism (>20%) Inactive</th></tr><tr><td>2016-2017</td><td>0.9% (1.29%)</td><td>15% (11%)</td><td>7% (16%)</td><td>23%</td><td>28%</td></tr><tr><td>2017-2018</td><td>0.31% (0.9%)</td><td>15% (8%)</td><td>6% (15%)</td><td>21%</td><td>24%</td></tr><tr><td>2018-2019</td><td>1.0% (1.5%)</td><td>14% (9%)</td><td>8.3% (16.3%)</td><td>23%</td><td>26%</td></tr><tr><td>2019-2020</td><td>0.9% (1.1%)</td><td>14.7% (8.8%)</td><td>6.4% (15.7%)</td><td>22%</td><td>25.6%</td></tr></table>		Trillium Board Elementary Attendance Data: 2017-2021						Attendance /Percentages	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive	2017-2018	0.5% (0.8%)	8% (4%)	0.9% (1%)	9.4%	5.8%	2018-2019	0.7% (1.0%)	8.4% (6%)	1.0% (1.3%)	10.1%	8.3%	2019-2020	0.6% (0.9)	7.1% (4.3)	1.1% (1%)	8.8%	6.2%	2020-2021	1.1% (1.5%)	10% (6.6%)	2% (1.5%)	13.1%	9.6%	Trillium Board Secondary Attendance Data: 2016-2021						Attendance Percentages	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive	2016-2017	0.9% (1.29%)	15% (11%)	7% (16%)	23%	28%	2017-2018	0.31% (0.9%)	15% (8%)	6% (15%)	21%	24%	2018-2019	1.0% (1.5%)	14% (9%)	8.3% (16.3%)	23%	26%	2019-2020	0.9% (1.1%)	14.7% (8.8%)	6.4% (15.7%)	22%	25.6%
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		2020-20211.3% (1.7%)16.5% (12%)9% (18%)26.8%31%																																																																								
	Extra-Curricular Activities	Sports Teams and Student Senate comprise the most involved activities, with 12 schools having sports teams and 15 schools having Student Senate.				No data available due to Job Action and COVID-19 Pandemic.			No Data																																																																	
Safe and Accepting Schools	Suspension Data	<table><tr><th colspan="6"># of Suspensions</th></tr><tr><th>Years</th><th>14-15</th><th>15-16</th><th>16-17</th><th>17-18</th><th>18-19</th></tr><tr><td>Elementary</td><td>103</td><td>92</td><td>57</td><td>35</td><td>35</td></tr><tr><td>Secondary</td><td>113</td><td>90</td><td>94</td><td>90</td><td>65</td></tr><tr><td>Board Totals</td><td>216</td><td>182</td><td>151</td><td>125</td><td>100</td></tr></table>					# of Suspensions						Years	14-15	15-16	16-17	17-18	18-19	Elementary	103	92	57	35	35	Secondary	113	90	94	90	65	Board Totals	216	182	151	125	100	<table><tr><th colspan="6"># of Suspensions</th></tr><tr><th>Years</th><th>16-17</th><th>17-18</th><th>18-19</th><th>19-20</th><th>20-21</th></tr><tr><td>Elementary</td><td>57</td><td>35</td><td>35</td><td>10</td><td>4</td></tr><tr><td>Secondary</td><td>94</td><td>90</td><td>65</td><td>75</td><td>20</td></tr><tr><td>Board Totals</td><td>151</td><td>125</td><td>100</td><td>85</td><td>24</td></tr></table>					# of Suspensions						Years	16-17	17-18	18-19	19-20	20-21	Elementary	57	35	35	10	4	Secondary	94	90	65	75	20	Board Totals	151	125	100	85	24	While the results of 19-20 and 20-21 do continue the downward trend in suspensions, those years were impacted by COVID-19, especially the significant amount of time students were engaged in remote learning.		
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Staff Well-Being	Achievement, Well-Being and Equity Committee Survey	123 Responses – 2018-2019 <table><tr><th>Question</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td>My job expectations are clearly defined by my supervisor.</td><td>5.7%</td><td>5.7 %</td><td>23.6%</td><td>48.0%</td><td>17.1%</td></tr><tr><td>I have a supportive relationship with my supervisor.</td><td>6.5%</td><td>4.9%</td><td>10.6%</td><td>36.6%</td><td>41.5%</td></tr><tr><td>My job is personally satisfying.</td><td>1.6%</td><td>6.5%</td><td>12.2%</td><td>39%</td><td>40.7%</td></tr></table>					Question	1	2	3	4	5	My job expectations are clearly defined by my supervisor.	5.7%	5.7 %	23.6%	48.0%	17.1%	I have a supportive relationship with my supervisor.	6.5%	4.9%	10.6%	36.6%	41.5%	My job is personally satisfying.	1.6%	6.5%	12.2%	39%	40.7%	149 respondents in the 2020-2021 survey. <table><tr><th>Question</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td>My job expectations are clearly defined by my supervisor.</td><td>2.0%</td><td>5.4%</td><td>10.1%</td><td>39.6%</td><td>43.0%</td></tr><tr><td>I have a supportive relationship with my supervisor.</td><td>2%</td><td>5.4%</td><td>11.0%</td><td>22.8%</td><td>58.4%</td></tr><tr><td>My job is personally satisfying.</td><td>2.0%</td><td>2.7%</td><td>10.7%</td><td>40.9%</td><td>43.6%</td></tr></table>					Question	1	2	3	4	5	My job expectations are clearly defined by my supervisor.	2.0%	5.4%	10.1%	39.6%	43.0%	I have a supportive relationship with my supervisor.	2%	5.4%	11.0%	22.8%	58.4%	My job is personally satisfying.	2.0%	2.7%	10.7%	40.9%	43.6%	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. 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 standards from the previous survey, and two questions remained the same.														
	Question	1	2	3	4	5																																																																				
	My job expectations are clearly defined by my supervisor.	5.7%	5.7 %	23.6%	48.0%	17.1%																																																																				
I have a supportive relationship with my supervisor.	6.5%	4.9%	10.6%	36.6%	41.5%																																																																					
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	Employee Family Assistance Usage	2017-2018 = 29.33 cases					2018-2019 = 30 cases 2019-2020 = 22.67 cases 2020-2021 = 30.33 cases					No significant change.																																																														
	Workplace Violence	2018/2019 = 18 incidents or 18/124 respondents (14%)					2019/2020 = 33 incidents or 33/153 respondents (22%) 2020/2021 = 12 incidents or 12/220 respondents (5%)					Positive growth in reduction of violent incidents and in the number of staff reporting.																																																														

Table Two: STEWARDSHIP PILLAR
Stewardship Aim: We will optimize learning opportunities that will make a significant contribution to improving the social, environmental and digital fabric of our environments and society through responsible stewardship.

Metric	Indicator of Success	2018-2019 Data (obtained from Baseline Board Report)	2020-2021 data (or most recent data set for comparison purposes)	Growth Summary																																				
Experiential Education that Promotes Identity and Belonging	Early Years Outdoor Classroom and Programs	3/10 Elementary Schools have outdoor programs	6/10 Elementary Schools have been utilizing outdoor learning opportunities on a daily basis in an authentic way.	There has been a 50% increase in the elementary schools that utilize outdoor learning opportunities.																																				
	Outdoor Education Courses	2017-2018 – MRHS 2 courses	4 courses – MRHS, GCHS, MNHS & LSHS	100% growth																																				
	Apprenticeships and Skilled Trades	<div>OYAP Program Participation<table><tr><th>Year</th><th>Actual Participation</th><th>Actual Registered Training Agreements (RTAs)</th></tr><tr><td>2018-19</td><td>84</td><td>3</td></tr></table><div>OYAP Footprint (%of grade 11 and 12 students enrolled in OYAP)<table><tr><th>Year</th><th>% of Gr. 11/12 students enrolled in OYAP-DSB</th><th>% of Gr. 11/12 students enrolled in OYAP-Provincial</th></tr><tr><td>2018-19</td><td>24.3</td><td>5.3</td></tr></table><div>Special Projects for Girls<table><tr><th>Year</th><th>% of Gr. 11/12 students enrolled in OYAP-DSB</th><th>% of Gr. 11/12 students enrolled in OYAP-Provincial</th></tr><tr><td>2018-19</td><td>20</td><td>5.7</td></tr></table></div></div></div>	Year	Actual Participation	Actual Registered Training Agreements (RTAs)	2018-19	84	3	Year	% of Gr. 11/12 students enrolled in OYAP-DSB	% of Gr. 11/12 students enrolled in OYAP-Provincial	2018-19	24.3	5.3	Year	% of Gr. 11/12 students enrolled in OYAP-DSB	% of Gr. 11/12 students enrolled in OYAP-Provincial	2018-19	20	5.7	<div>OYAP Program Participation<table><tr><th>Year</th><th>Actual Participation</th><th>Actual Registered Training Agreements (RTAs)</th></tr><tr><td>2019-20</td><td>70</td><td>2</td></tr></table><div>OYAP Footprint (%of grade 11 and 12 students enrolled in OYAP)<table><tr><th>Year</th><th>% of Gr. 11/12 students enrolled in OYAP-DSB</th><th>% of Gr. 11/12 students enrolled in OYAP-Provincial</th></tr><tr><td>2019-20</td><td>20</td><td>4.8</td></tr></table><div>Special Projects for Girls<table><tr><th>Year</th><th>% of Gr. 11/12 students enrolled in OYAP-DSB</th><th>% of Gr. 11/12 students enrolled in OYAP-Provincial</th></tr><tr><td>2019-20</td><td>15</td><td>6.4</td></tr></table></div></div></div>	Year	Actual Participation	Actual Registered Training Agreements (RTAs)	2019-20	70	2	Year	% of Gr. 11/12 students enrolled in OYAP-DSB	% of Gr. 11/12 students enrolled in OYAP-Provincial	2019-20	20	4.8	Year	% of Gr. 11/12 students enrolled in OYAP-DSB	% of Gr. 11/12 students enrolled in OYAP-Provincial	2019-20	15	6.4	<div>OYAP Participation Actual Participation: -16.67% Actual RTAs: -33.33%</div> <div>OYAP Footprint (%of grade 11 and 12 students enrolled in OYAP) % of Gr. 11/12 students enrolled in OYAP-DSB: -17.70% % of Gr. 11/12 students enrolled in OYAP-Provincial: -9.43%</div> <div>Special Projects for Girls % of Gr. 11/12 students enrolled in OYAP-DSB: -25% % of Gr. 11/12 students enrolled in OYAP-Provincial: +12.28%</div> <div>*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 and has done so for the past 8 years.</div>
	Year	Actual Participation	Actual Registered Training Agreements (RTAs)																																					
2018-19	84	3																																						
Year	% of Gr. 11/12 students enrolled in OYAP-DSB	% of Gr. 11/12 students enrolled in OYAP-Provincial																																						
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2019-20	15	6.4																																						
Student Voice	No relevant data available	No relevant data due to COVID-19	No data due to COVID-19																																					
Organizational Improvement	Demographical Organization	Voluntary Self-Identification: First Nation – 8 staff East Indian – 4 staff	Voluntary Self-Identification data has been ceased until the Staff Census can be implemented.	No data.																																				
	Environmental Stewardship	Beginning Stage of Implementation	Beginning Implementation	No change.																																				
	Human Resources	<div>Internal Leadership Opportunities and Promotions<table><tr><th>YEAR</th><th>Internal Promotion to System Role (Lead, System Principal, SO, Director)</th><th>Internal Promotion to Informal School Leadership (Learning Leads, Technology</th><th>Internal Promotion to School VP/P</th><th>Internal Promotion to Board Office Roles</th></tr></table></div>		YEAR	Internal Promotion to System Role (Lead, System Principal, SO, Director)	Internal Promotion to Informal School Leadership (Learning Leads, Technology	Internal Promotion to School VP/P	Internal Promotion to Board Office Roles	No change.																															
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		<table><tr><td></td><td></td><td>Champions, Numeracy Leads</td><td></td><td></td></tr><tr><td>2013-2014</td><td>1</td><td>25</td><td>5</td><td>0</td></tr><tr><td>2014-2015</td><td>3</td><td>2</td><td>7</td><td>0</td></tr><tr><td>2015-2016</td><td>2</td><td>1</td><td>4</td><td>3</td></tr><tr><td>2016-2017</td><td>0</td><td>44</td><td>2</td><td>0</td></tr><tr><td>2017-2018</td><td>3</td><td>36</td><td>5</td><td>2</td></tr><tr><td>2018-2019</td><td>4</td><td>46</td><td>1</td><td>2</td></tr><tr><td>2019-2020</td><td>2</td><td>18 (job action)</td><td>2</td><td>1</td></tr><tr><td>2020-2021</td><td>1</td><td>18</td><td>1</td><td>1</td></tr></table>			Champions, Numeracy Leads			2013-2014	1	25	5	0	2014-2015	3	2	7	0	2015-2016	2	1	4	3	2016-2017	0	44	2	0	2017-2018	3	36	5	2	2018-2019	4	46	1	2	2019-2020	2	18 (job action)	2	1	2020-2021	1	18	1	1																																																																																																																																																																																																																																				
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Information Technology	Technology focus was on maintaining computer labs and/or on shared computer carts in every school.	Purchased 1,008 new laptops since 2018-2019. Every student grade 5 to grade 12 has access to their own laptop. 10 times increase in accessibility to technology. Over 1.5 times increase in technology utilization.	During remote learning due to COVID-19, all students had access to a device (approximately 1400 devices were distributed). Technology utilization rates have significantly improved.																																																																																																																																																																																																																																																																																
Building/Operational Efficiencies & Environmental Stewardship	<table><tr><th colspan="8">SGDSB - Electricity Consumption</th></tr><tr><th>Year</th><th>Month</th><th>Quarter</th><th>Fiscal Year</th><th>Fiscal Month</th><th>Fiscal Quarter</th><th>Unit</th><th>Value</th></tr><tr><td>2018</td><td>9</td><td>3</td><td>2019</td><td>1</td><td>1</td><td>kWh</td><td>185,181.28</td></tr><tr><td>2018</td><td>10</td><td>4</td><td>2019</td><td>2</td><td>1</td><td>kWh</td><td>250,232.14</td></tr><tr><td>2018</td><td>11</td><td>4</td><td>2019</td><td>3</td><td>1</td><td>kWh</td><td>429,488.17</td></tr><tr><td>2018</td><td>12</td><td>4</td><td>2019</td><td>4</td><td>2</td><td>kWh</td><td>630,398.63</td></tr><tr><td>2019</td><td>1</td><td>1</td><td>2019</td><td>5</td><td>2</td><td>kWh</td><td>654,580.44</td></tr><tr><td>2019</td><td>2</td><td>1</td><td>2019</td><td>6</td><td>2</td><td>kWh</td><td>519,542.52</td></tr><tr><td>2019</td><td>3</td><td>1</td><td>2019</td><td>7</td><td>3</td><td>kWh</td><td>535,542.29</td></tr><tr><td>2019</td><td>4</td><td>2</td><td>2019</td><td>8</td><td>3</td><td>kWh</td><td>442,600.88</td></tr><tr><td>2019</td><td>5</td><td>2</td><td>2019</td><td>9</td><td>3</td><td>kWh</td><td>202,476.10</td></tr><tr><td>2019</td><td>6</td><td>2</td><td>2019</td><td>10</td><td>4</td><td>kWh</td><td>167,866.03</td></tr><tr><td>2019</td><td>7</td><td>3</td><td>2019</td><td>11</td><td>4</td><td>kWh</td><td>163,768.50</td></tr><tr><td>2019</td><td>8</td><td>3</td><td>2019</td><td>12</td><td>4</td><td>kWh</td><td>164,089.40</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4,345,766.37</td></tr><tr><td>2019</td><td>9</td><td>3</td><td>2020</td><td>1</td><td>1</td><td>kWh</td><td>139,497.52</td></tr><tr><td>2019</td><td>10</td><td>4</td><td>2020</td><td>2</td><td>1</td><td>kWh</td><td>181,125.39</td></tr><tr><td>2019</td><td>11</td><td>4</td><td>2020</td><td>3</td><td>1</td><td>kWh</td><td>329,867.86</td></tr><tr><td>2019</td><td>12</td><td>4</td><td>2020</td><td>4</td><td>2</td><td>kWh</td><td>529,931.17</td></tr><tr><td>2020</td><td>1</td><td>1</td><td>2020</td><td>5</td><td>2</td><td>kWh</td><td>554,418.83</td></tr><tr><td>2020</td><td>2</td><td>1</td><td>2020</td><td>6</td><td>2</td><td>kWh</td><td>428,186.46</td></tr><tr><td>2020</td><td>3</td><td>1</td><td>2020</td><td>7</td><td>3</td><td>kWh</td><td>433,821.90</td></tr><tr><td>2020</td><td>4</td><td>2</td><td>2020</td><td>8</td><td>3</td><td>kWh</td><td>343,496.91</td></tr><tr><td>2020</td><td>5</td><td>2</td><td>2020</td><td>9</td><td>3</td><td>kWh</td><td>149,334.74</td></tr><tr><td>2020</td><td>6</td><td>2</td><td>2020</td><td>10</td><td>4</td><td>kWh</td><td>132,855.09</td></tr><tr><td>2020</td><td>7</td><td>3</td><td>2020</td><td>11</td><td>4</td><td>kWh</td><td>133,157.70</td></tr><tr><td>2020</td><td>8</td><td>3</td><td>2020</td><td>12</td><td>4</td><td>kWh</td><td>133,300.91</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3,488,994.48</td></tr><tr><td>2020</td><td>9</td><td>3</td><td>2021</td><td>1</td><td>1</td><td>kWh</td><td>130,903.31</td></tr><tr><td>2020</td><td>10</td><td>4</td><td>2021</td><td>2</td><td>1</td><td>kWh</td><td>177,398.39</td></tr><tr><td>2020</td><td>11</td><td>4</td><td>2021</td><td>3</td><td>1</td><td>kWh</td><td>311,069.99</td></tr><tr><td>2020</td><td>12</td><td>4</td><td>2021</td><td>4</td><td>2</td><td>kWh</td><td>467,854.78</td></tr><tr><td>2021</td><td>1</td><td>1</td><td>2021</td><td>5</td><td>2</td><td>kWh</td><td>486,732.33</td></tr><tr><td>2021</td><td>2</td><td>1</td><td>2021</td><td>6</td><td>2</td><td>kWh</td><td>383,482.64</td></tr></table>		SGDSB - Electricity Consumption								Year	Month	Quarter	Fiscal Year	Fiscal Month	Fiscal Quarter	Unit	Value	2018	9	3	2019	1	1	kWh	185,181.28	2018	10	4	2019	2	1	kWh	250,232.14	2018	11	4	2019	3	1	kWh	429,488.17	2018	12	4	2019	4	2	kWh	630,398.63	2019	1	1	2019	5	2	kWh	654,580.44	2019	2	1	2019	6	2	kWh	519,542.52	2019	3	1	2019	7	3	kWh	535,542.29	2019	4	2	2019	8	3	kWh	442,600.88	2019	5	2	2019	9	3	kWh	202,476.10	2019	6	2	2019	10	4	kWh	167,866.03	2019	7	3	2019	11	4	kWh	163,768.50	2019	8	3	2019	12	4	kWh	164,089.40								4,345,766.37	2019	9	3	2020	1	1	kWh	139,497.52	2019	10	4	2020	2	1	kWh	181,125.39	2019	11	4	2020	3	1	kWh	329,867.86	2019	12	4	2020	4	2	kWh	529,931.17	2020	1	1	2020	5	2	kWh	554,418.83	2020	2	1	2020	6	2	kWh	428,186.46	2020	3	1	2020	7	3	kWh	433,821.90	2020	4	2	2020	8	3	kWh	343,496.91	2020	5	2	2020	9	3	kWh	149,334.74	2020	6	2	2020	10	4	kWh	132,855.09	2020	7	3	2020	11	4	kWh	133,157.70	2020	8	3	2020	12	4	kWh	133,300.91								3,488,994.48	2020	9	3	2021	1	1	kWh	130,903.31	2020	10	4	2021	2	1	kWh	177,398.39	2020	11	4	2021	3	1	kWh	311,069.99	2020	12	4	2021	4	2	kWh	467,854.78	2021	1	1	2021	5	2	kWh	486,732.33	2021	2	1	2021	6	2	kWh	383,482.64	Positive Reduction in energy consumption – Reduction of 1,175,470 kwh Covid had Impact with reduction with school closures but increase in consumption when operating schools as per Ontario guidelines of increasing operation of ventilation systems 2 hours prior to school start up daily. SGDSB Ranked #2 in 2021 Top Energy Performing Boards in Ontario
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2020	3	1	2020	7	3	kWh	433,821.90																																																																																																																																																																																																																																																																												
2020	4	2	2020	8	3	kWh	343,496.91																																																																																																																																																																																																																																																																												
2020	5	2	2020	9	3	kWh	149,334.74																																																																																																																																																																																																																																																																												
2020	6	2	2020	10	4	kWh	132,855.09																																																																																																																																																																																																																																																																												
2020	7	3	2020	11	4	kWh	133,157.70																																																																																																																																																																																																																																																																												
2020	8	3	2020	12	4	kWh	133,300.91																																																																																																																																																																																																																																																																												
							3,488,994.48																																																																																																																																																																																																																																																																												
2020	9	3	2021	1	1	kWh	130,903.31																																																																																																																																																																																																																																																																												
2020	10	4	2021	2	1	kWh	177,398.39																																																																																																																																																																																																																																																																												
2020	11	4	2021	3	1	kWh	311,069.99																																																																																																																																																																																																																																																																												
2020	12	4	2021	4	2	kWh	467,854.78																																																																																																																																																																																																																																																																												
2021	1	1	2021	5	2	kWh	486,732.33																																																																																																																																																																																																																																																																												
2021	2	1	2021	6	2	kWh	383,482.64																																																																																																																																																																																																																																																																												

		2021	3	1	2021	7	3	kWh	393,512.13	
		2021	4	2	2021	8	3	kWh	321,385.91	
		2021	5	2	2021	9	3	kWh	142,439.53	
		2021	6	2	2021	10	4	kWh	121,126.61	
		2021	7	3	2021	11	4	kWh	117,591.17	
		2021	8	3	2021	12	4	kWh	117,799.42	
									3,171,296.21	
		Energy conserving awareness and monitoring continues to reduce utility consumptions in SGDSB schools.								
		Superior-Greenstone District School Board was ranked again making this 6 times being nominated in the top 10 performing school boards in Ontario over the past 6 years.								
		The commitment from the Board, administration, staff, and students and Covid reduced energy consumption totalling 1,174,470 kwh over the past three years.								
		This is key to the successful energy conservation implemented in the school’s energy promotions by our teachers, capital investments by Plant Department which all lead to energy conservation awareness, reduction in utility usage and carbon emissions.								
	Health and Safety in Schools	Partial Stage of Implementation			Full Stage of Implementation –no student injuries reported for any technological broad-based programs (Auto, Welding, Manufacturing, Science)				One Stage of Implementation Growth	
Number of Mutually Beneficial Partnerships Achieved	Community Use of Schools	2017-2018: 607 external permits were issued (165 128 participants accessing facilities after hours)			2018-2019 : 1622 External Permits 2019-2020 : 2045 External Permits 2020-2021 : 0 External Permits				Positive Growth of 26% for 2019-2020 No data for 2020-2021 due to Covid and CUS closure in Schools	
	Community Partnerships	Awareness Stage of Implementation			(Based upon data collected for the relationships with NOSP, Dilico Mental Health Team and Mental Health and Addictions Nurses) Based on the Partner Relationships Rubric, relationships with partners were evaluated at the beginning and developing stages. Through intentional collaboration and relationship building, we have improved the level of our relationship according to the rubric. Relationships are at the Integrating Level <ul style="list-style-type: none">- Relationships are based upon open, mutual respect and collaboration in the best interest of students/children and families.- Structures are in place for to work collaboratively in the best interest of students/children and families. Effective Communication is at the Sustaining Level <ul style="list-style-type: none">- Committees and meeting tables are established, meet regularly and engage in collaborative efforts to address student and community needs where communication is clear, concise and fulsomely outlines needs and changes in both systems. Collaborative Decision making is at the Integrating level <ul style="list-style-type: none">- Different perspectives and needs are considered when making decisions and engaging in collaborations however decisions are made in the best interest of students/children and families.				Positive Growth Relationships: Partial Stage of Implementation Effective Communication: Full Stage of Implementation Collaborative Decision Making: Partial Stage of Implementation	
	First Nations	Awareness: Understanding Education Tuition Agreements (ESA), developing			Awareness				We currently have no qualitative data to support trends	

		FNAC (First Nation Advisory Committees) regularly	Schools holding ESAs are holding FNAC meetings, and we are beginning to implement communication systems, however they are still at the awareness level.	
	Cooperative Education	Cooperative Education-2017-18 116 students participated 201 credits earned Summer Co-op 2018 23 students participated 33 credits earned Total: 132 students participated 234 credits earned	Cooperative Education-2018-19 120 students participated 206 credits earned Summer Co-op 2019 14 students participated 27 credits earned Total: 134 students participated 233 credits earned Cooperative Education-2019-20 108 students participated 220 credits earned Summer Co-op 2020 7 students participated 14 credits earned Total: 115 students participated 234 credits earned Cooperative Education-2020-21 51 students participated 84 credits earned Summer Co-op 2021 17 students participated 30 credits earned Total: 68 students participated 114 credits earned	Cooperative Education * impacted by COVID. Students' Participation: -51.08% Credits Earned: -51.28%
	SHSM	No data	No data available/collected to describe nature of partnerships.	No data
	Shared Spaces	Beginning Implementation	No data available to describe quality of partnerships due to COVID-19	No data.

Table Three: RELATIONSHIP PILLAR

Relationship Aim: We will strengthen our current relationships while fostering new partnerships.

Metric	Indicator of Success	2018-2019 Data (obtained from Baseline Board Report)					2020-2021 data (or most recent data set for comparison purposes)					Growth Summary																																							
Student Voice	TTFM Student Survey Results	2018-2019 Elementary Students = 433 Secondary Students = 533					2020-2021 Elementary Students = 179 Secondary Students = 331					Data impacted by COVID-19																																							
Feeling Safe at School	TTFM Student Survey Results	2013-2017 Average Student Results*					<table><thead><tr><th colspan="3">Elementary Results</th><th colspan="2">Secondary Results</th></tr><tr><th>Descriptors</th><th>Board (%)</th><th>Canadian Average (%)</th><th>Board (%)</th><th>Canadian Average (%)</th></tr></thead><tbody><tr><td>Positive Sense of Belonging</td><td>55</td><td>70</td><td>67.5</td><td>82</td></tr><tr><td>Positive Relationships</td><td>67.5</td><td>77</td><td>64.5</td><td>80</td></tr><tr><td>Victims of Bullying</td><td>25</td><td>20</td><td>37</td><td>26</td></tr><tr><td>Feeling Safe Attending School</td><td>17.5</td><td>20</td><td></td><td></td></tr></tbody></table> *the data is based on the averages for the 2 years					Elementary Results			Secondary Results		Descriptors	Board (%)	Canadian Average (%)	Board (%)	Canadian Average (%)	Positive Sense of Belonging	55	70	67.5	82	Positive Relationships	67.5	77	64.5	80	Victims of Bullying	25	20	37	26	Feeling Safe Attending School	17.5	20			<table><thead><tr><th>Positive Sense of Belonging</th><th>E-+12 S- -11.5</th></tr><tr><th>Positive Relationships</th><th>E-+9.5 S- +6.5</th></tr><tr><th>Victims of Bullying</th><th>E- +9 S- -14</th></tr><tr><th>Feeling Safe Attending School</th><th>E- +35.5 S- 62%</th></tr></thead></table> COVID 19 had a significant impact on students, especially in secondary, which may have contributed to the reduction in the sense of belonging.		Positive Sense of Belonging	E-+12 S- -11.5	Positive Relationships	E-+9.5 S- +6.5	Victims of Bullying	E- +9 S- -14	Feeling Safe Attending School	E- +35.5 S- 62%
		Elementary Results			Secondary Results																																														
		Descriptors	Board (%)	Canadian Average (%)	Board (%)	Canadian Average (%)																																													
		Positive Sense of Belonging	55	70	67.5	82																																													
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Results		Elementary		Secondary Results																																															
Descriptors	Board (%)	Canadian Average (%)	Board (%)	Canadian Average (%)																																															
Positive Sense of Belonging	55	70	67.5	82																																															
Positive Relationships	67.5	77	64.5	80																																															
Victims of Bullying	25	20	37	26																																															
Feeling Safe Attending School	17.5	20																																																	
*the data is based on the averages for the 2 years																																																			
Feeling Included at School	TTFM Student Survey Results	Tell Them From Me (2013-2017)*					<table><thead><tr><th colspan="3">Elementary Results</th><th colspan="2">Secondary Results</th></tr><tr><th>Descriptors</th><th>Board</th><th>Canadian Average</th><th>Board</th><th>Canadian Average</th></tr></thead><tbody><tr><td>Positive Sense of Belonging</td><td>55</td><td>70</td><td>67.5</td><td>82</td></tr></tbody></table> *the data is based on the averages for the 2 years.					Elementary Results			Secondary Results		Descriptors	Board	Canadian Average	Board	Canadian Average	Positive Sense of Belonging	55	70	67.5	82	<table><thead><tr><th>Positive Sense of Belonging</th><th>E-+12 S- -11.5</th></tr></thead></table>		Positive Sense of Belonging	E-+12 S- -11.5																					
		Elementary Results			Secondary Results																																														
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Positive Sense of Belonging	55	70	67.5	82																																															
*the data is based on the averages for the 2 years.																																																			
Quality of Community Partnerships	After School Development Program	No data about quality of relationships					No data about quality of relationships					No data																																							
		No data about quality of relationships					No data about quality of relationships					No data																																							
	Cooperative Education Opportunities	School	Region	Total Community Placements Used (over the past 5-10 years)		Total Community Placements Used in 2017-2018		Total Community Region	Total Community Placements used in 2019-2020	Total Community Placements used in 2019-2020	Total Community Placements used in 2020-21	Total Community Placements Used from 2017-18 compared with 2020-21 * impacted by COVID GCHS: -56.25% LSHS: -75% MRHS: -57.14% MNHS: 0% NRHS: -76.92%																																							
		Geraldton Composite High School	Beardmore, Nakina, Geraldton, Jellicoe, Longlac, Ginoogaming and Aroland	38	16																																														
		Lake Superior High School	Terrace Bay, Schreiber, Pays Plat and Rossport	32	12	7																																													

		<table><tr><td>Marathon High School</td><td>Marathon, Biigtigong Nishnaabeg, and Pic Mobert</td><td>36</td><td></td><td>14</td><td>Jellicoe, Ginoogaming, Marten Falls and Aroland</td><td></td><td></td><td></td><td></td></tr><tr><td>Manitouwadge High School</td><td>Manitouwadge</td><td>14</td><td></td><td>6</td><td></td><td></td><td></td><td></td></tr><tr><td>Nipigon Red Rock District High School</td><td>Nipigon, Red Rock, Dorion, Lake Helen and Rock Bay</td><td>26</td><td></td><td>Lake Superior High School</td><td>Terrace Bay, Schreiber, Pays Plat and Rosspoint</td><td>10</td><td>6</td><td>3</td></tr><tr><td colspan="3"></td><td>Marathon High School</td><td>Marathon, Biigtigong Nishnaabeg and Pic Mobert</td><td>19</td><td>17</td><td>6</td></tr><tr><td colspan="3"></td><td>Manitouwadge High School</td><td>Manitouwadge</td><td>6</td><td>5</td><td>6</td></tr><tr><td colspan="3"></td><td>Nipigon Red Rock High School</td><td>Nipigon, Red Rock, Dorion, Lake Helen and Rocky Bay</td><td>15</td><td>12</td><td>3</td></tr></table>	Marathon High School	Marathon, Biigtigong Nishnaabeg, and Pic Mobert	36		14	Jellicoe, Ginoogaming, Marten Falls and Aroland					Manitouwadge High School	Manitouwadge	14		6					Nipigon Red Rock District High School	Nipigon, Red Rock, Dorion, Lake Helen and Rock Bay	26		Lake Superior High School	Terrace Bay, Schreiber, Pays Plat and Rosspoint	10	6	3				Marathon High School	Marathon, Biigtigong Nishnaabeg and Pic Mobert	19	17	6				Manitouwadge High School	Manitouwadge	6	5	6				Nipigon Red Rock High School	Nipigon, Red Rock, Dorion, Lake Helen and Rocky Bay	15	12	3		
	Marathon High School	Marathon, Biigtigong Nishnaabeg, and Pic Mobert	36		14	Jellicoe, Ginoogaming, Marten Falls and Aroland																																																		
	Manitouwadge High School	Manitouwadge	14		6																																																			
	Nipigon Red Rock District High School	Nipigon, Red Rock, Dorion, Lake Helen and Rock Bay	26		Lake Superior High School	Terrace Bay, Schreiber, Pays Plat and Rosspoint	10	6	3																																															
				Marathon High School	Marathon, Biigtigong Nishnaabeg and Pic Mobert	19	17	6																																																
				Manitouwadge High School	Manitouwadge	6	5	6																																																
				Nipigon Red Rock High School	Nipigon, Red Rock, Dorion, Lake Helen and Rocky Bay	15	12	3																																																
	Specialist High Skills Major	No data	No data.						No data																																															
	Post Secondary Institution Programs	No data	No data						No data																																															
	Shared Spaces	No Data – rubric created but not implemented	No data due to COVID-19						No data																																															
Community Use Partnerships	<div><div>CUS Permits Approved</div><table><tr><td>2015-16</td><td>131</td></tr><tr><td>2016-17</td><td>132</td></tr><tr><td>2017-18</td><td>125</td></tr></table></div> <div><div>CUS events held</div><table><tr><td>2015-16</td><td>1540</td></tr><tr><td>2016-17</td><td>1392</td></tr><tr><td>2017-18</td><td>1420</td></tr></table></div>	2015-16	131	2016-17	132	2017-18	125	2015-16	1540	2016-17	1392	2017-18	1420	<div><div>CUS Permits Approved</div><table><tr><td>2020-21</td><td>0</td></tr><tr><td>2019-20</td><td>176</td></tr><tr><td>2018-19</td><td>229</td></tr></table></div> <div><div>CUS Events Held</div><table><tr><td>2020-21</td><td>0</td></tr><tr><td>2019-20</td><td>2045</td></tr><tr><td>2018-19</td><td>1622</td></tr></table></div>	2020-21	0	2019-20	176	2018-19	229	2020-21	0	2019-20	2045	2018-19	1622	<div>Increase growth 26%</div> <div>No Data for 2020-21 due to closure of CUS in SGDSB Schools</div>																													
2015-16	131																																																							
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2017-18	125																																																							
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2019-20	176																																																							
2018-19	229																																																							
2020-21	0																																																							
2019-20	2045																																																							
2018-19	1622																																																							
Quality of Transitions	Transitions include entry to school, division to division, elementary to secondary, secondary and beyond, Federal to Provincial school	No data	No data						No data																																															

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Human Resources	Employee Recognition	Employee Recognition - 10- and 25-Year Data						No growth	
		YEAR	Teaching 10 years	Non-Teaching 10 years	Teaching 25 years	Non-Teaching 25 years	Administration 10 years		Administration 25 years
		2013-2014	1	15	5	7	0		2
		2014-2015	12	6	3	4	1		1
		2015-2016	4	10	5	6	1		0
		2016-2017	2	2	3	3	1		0
		2017-2018	5	1	1	2	1		0
		2018-2019	4	1	1	2	2		0
		2019-2020	4	3	3	3	2		1
	2020-2021	3	3	2	1	0	0		
	Board Leadership Development	Board Leadership Development Strategy Statistics						No data - No longer receive funding.	
		Year	Aspiring Leaders	New Admin Workshop					
		2015-2016	5	9					
		2016-2017	3	4					
		2017-2018	1	3					
		2018-2019	0	0					
		2019-2020	0	0					
		2020-2021	0	0					
Family Engagement	School Councils Participants	No baseline				No data.		No data	
	Parent Involvement Committee Participants	No baseline				Data shows that between 5 and 8 schools were represented at Parent Involvement Committee Meetings during the 2020-2021 School Year.		No growth.	
	Student Led Conference/Parent Teacher Interviews Participants	No baseline				No data due to COVID-19		No data	
	Social Media rates of usage	No baseline				Growth in Platforms: Facebook – 1220 Followers Edsby School Messenger – all families Twitter – 1196 Followers		Positive Growth in the use of all platforms for communication	
	TTFM parent participants	2017-2018 survey – not enough parents participated to provide us with a baseline.				No data – survey to be completed January 2021-2022.		No data	
Collaborative Professionalism	Effective Communication	Beginning Implementation				Partial Implementation Labour Management Meetings – attendance is 100% for all meetings.		100% attendance	

Table Four: LEARNING PILLAR

Learning Aim: We foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center. If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging, motivation and perseverance in learning.

Metric	Indicator of Success	2018-2019 Data (obtained from Baseline Board Report)												2020-2021 data (or most recent data set for comparison purposes)												Growth Summary																																																																																																																																																																																																																																	
Increasing Grad Rates	Cohort Graduation Rates	<table><tr><th colspan="13">4- and 5-Year Graduation Rates</th></tr><tr><th></th><th colspan="4">2011-2012 *</th><th colspan="4">2012-2013</th><th colspan="4">2013-2014</th></tr><tr><th></th><th colspan="4">cohorts/grads/ demit/%age</th><th colspan="4">cohorts/grads/ demit/%age</th><th colspan="4">cohorts/grads/ demit/%age</th></tr><tr><td>GCHS</td><td>61</td><td>22</td><td>29</td><td>39</td><td>9</td><td>20</td><td>28</td><td>33</td><td>62</td><td>22</td><td>33</td><td>38</td></tr><tr><td>LSHS</td><td>24</td><td>22</td><td>02</td><td>91</td><td>25</td><td>23</td><td>02</td><td>92</td><td>26</td><td>20</td><td>04</td><td>80</td></tr><tr><td>MNHS</td><td>29</td><td>24</td><td>03</td><td>82</td><td>27</td><td>18</td><td>06</td><td>66</td><td>30</td><td>22</td><td>07</td><td>73</td></tr><tr><td>MRHS</td><td>44</td><td>27</td><td>15</td><td>61</td><td>48</td><td>29</td><td>16</td><td>60</td><td>45</td><td>32</td><td>12</td><td>71</td></tr><tr><td>NRHS</td><td>57</td><td>37</td><td>14</td><td>64</td><td>45</td><td>31</td><td>11</td><td>68</td><td>43</td><td>25</td><td>11</td><td>58</td></tr><tr><td>Board Totals</td><td>215</td><td>132</td><td>63</td><td>61</td><td>202</td><td>121</td><td>63</td><td>60</td><td>206</td><td>121</td><td>67</td><td>59</td></tr><tr><td>Board</td><td colspan="4">Demit - 29%</td><td colspan="4">Demit - 31%</td><td colspan="4">Demit - 33%</td></tr></table> <p>*2017-2018 Board Grad Rate 68.5% Based on Provincial Data</p>												4- and 5-Year Graduation Rates														2011-2012 *				2012-2013				2013-2014					cohorts/grads/ demit/%age				cohorts/grads/ demit/%age				cohorts/grads/ demit/%age				GCHS	61	22	29	39	9	20	28	33	62	22	33	38	LSHS	24	22	02	91	25	23	02	92	26	20	04	80	MNHS	29	24	03	82	27	18	06	66	30	22	07	73	MRHS	44	27	15	61	48	29	16	60	45	32	12	71	NRHS	57	37	14	64	45	31	11	68	43	25	11	58	Board Totals	215	132	63	61	202	121	63	60	206	121	67	59	Board	Demit - 29%				Demit - 31%				Demit - 33%				<table><tr><th colspan="13">4- and 5-Year Graduation Rates</th></tr><tr><th></th><th colspan="4">2014-2015</th><th colspan="4">2015-2016</th></tr><tr><th></th><th colspan="4">cohorts/grads/ demit/%</th><th colspan="4">cohorts/grads/ demit/%</th></tr><tr><td>GCHS</td><td>48</td><td>23</td><td>15</td><td>54</td><td>58</td><td>26</td><td>25</td><td>48</td></tr><tr><td>LSHS</td><td>25</td><td>24</td><td>1</td><td>96</td><td>18</td><td>12</td><td>5</td><td>66</td></tr><tr><td>MNHS</td><td>18</td><td>14</td><td>3</td><td>77</td><td>19</td><td>14</td><td>3</td><td>73</td></tr><tr><td>MRHS</td><td>41</td><td>24</td><td>12</td><td>58</td><td>43</td><td>33</td><td>7</td><td>76</td></tr><tr><td>NRHS</td><td>36</td><td>24</td><td>9</td><td>66</td><td>48</td><td>34</td><td>8</td><td>72</td></tr><tr><td>Board Totals</td><td>168</td><td>109</td><td>40</td><td>65</td><td>186</td><td>119</td><td>48</td><td>64</td></tr><tr><td>Board Demit %</td><td colspan="4">40/168=24%</td><td colspan="4">48/186=26%</td></tr></table> <p><i>*This is not based on ONSiS Data (published by Ministry) as it is not yet available – this is Trillium data – not clean and may look different when published (typically only by a few percent either way).</i></p>												4- and 5-Year Graduation Rates														2014-2015				2015-2016					cohorts/grads/ demit/%				cohorts/grads/ demit/%				GCHS	48	23	15	54	58	26	25	48	LSHS	25	24	1	96	18	12	5	66	MNHS	18	14	3	77	19	14	3	73	MRHS	41	24	12	58	43	33	7	76	NRHS	36	24	9	66	48	34	8	72	Board Totals	168	109	40	65	186	119	48	64	Board Demit %	40/168=24%				48/186=26%				<p>Our overall board grad rates have been trending upward since our baseline data was harvested (59% for our 13/14 cohort to 64% for our 15/16 cohort), and our demits have decreased (33% for the 13/14 cohort to 26% for the 15/16 cohort). From 2013-2014 cohort to 2015-2016 cohort we have seen the following growth: GCHS: 10% LSHS: -14% MNHS: 0% - same MRHS: 5% NRHS: 14% SGDSB: 6%</p>	
		4- and 5-Year Graduation Rates																																																																																																																																																																																																																																																									
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LSHS	24	22	02	91	25	23	02	92	26	20	04	80																																																																																																																																																																																																																																															
MNHS	29	24	03	82	27	18	06	66	30	22	07	73																																																																																																																																																																																																																																															
MRHS	44	27	15	61	48	29	16	60	45	32	12	71																																																																																																																																																																																																																																															
NRHS	57	37	14	64	45	31	11	68	43	25	11	58																																																																																																																																																																																																																																															
Board Totals	215	132	63	61	202	121	63	60	206	121	67	59																																																																																																																																																																																																																																															
Board	Demit - 29%				Demit - 31%				Demit - 33%																																																																																																																																																																																																																																																		
4- and 5-Year Graduation Rates																																																																																																																																																																																																																																																											
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	cohorts/grads/ demit/%				cohorts/grads/ demit/%																																																																																																																																																																																																																																																						
GCHS	48	23	15	54	58	26	25	48																																																																																																																																																																																																																																																			
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Board Demit %	40/168=24%				48/186=26%																																																																																																																																																																																																																																																						
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	Credit Accumulation Grade 9 and 10	<table><tr><th colspan="2">2017-2018 Credit Accumulation</th></tr><tr><td>2017-18</td><td>Credit Accumulation</td></tr><tr><td>Grade 9</td><td>8/8 credits achieved 76%</td></tr><tr><td>Grade 10</td><td>16/16 credits achieved 64%</td></tr></table>												2017-2018 Credit Accumulation		2017-18	Credit Accumulation	Grade 9	8/8 credits achieved 76%	Grade 10	16/16 credits achieved 64%	<table><tr><th colspan="2">2020-2021 Credit Accumulation</th></tr><tr><td>2020-2021</td><td>Credit Accumulation</td></tr><tr><td>Grade 9</td><td>77/114 = 68% achieved 8/8 credits</td></tr><tr><td>Grade 10</td><td>65/125 = 52% achieved 16/16 credits</td></tr></table>												2020-2021 Credit Accumulation		2020-2021	Credit Accumulation	Grade 9	77/114 = 68% achieved 8/8 credits	Grade 10	65/125 = 52% achieved 16/16 credits	<p>The percentage of grade 9 students who achieved 8/8 credits has decreased 8%. The percentage of students who achieved 16/16 has decreased 12%. **Credit accumulation has definitely been impacted by COVID</p>																																																																																																																																																																																																																	
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Ongoing Monitoring Through the Board Learning Plan	Board Learning Plan – math Goals	<p>By June 2018, 73% of SGDSB schools will meet their School Learning Plan for Student Achievement and Well-Being Numeracy SMART goal, as evidence by school based assessments (diagnostic to summative) moderated through the PLC Cycle.</p>	<div><div>SGDSB Level Changes for MFM1P Semester 1, 2017-18 (3 schools - 36 students tracked)</div><table><tr><th></th><th>R</th><th>L1</th><th>L2</th><th>L3/4</th></tr><tr><td>Planning Assessment</td><td>28.60%</td><td>26.20%</td><td>28.60%</td><td>16.70%</td></tr><tr><td>Mid Check-in</td><td>17.50%</td><td>7.50%</td><td>20.00%</td><td>55.00%</td></tr><tr><td>Final</td><td>8.30%</td><td>19.40%</td><td>16.70%</td><td>55.60%</td></tr></table></div> <div><div>SGDSB Level Changes for MFM1P Semester 2, 2017-18 (3 schools - 54 students tracked)</div><table><tr><th></th><th>R</th><th>L1</th><th>L2</th><th>L3/4</th></tr><tr><td>Planning Assessment</td><td>61.80%</td><td>20.00%</td><td>5.40%</td><td>12.70%</td></tr><tr><td>Mid Check-in</td><td>43.60%</td><td>12.70%</td><td>18.20%</td><td>27.20%</td></tr><tr><td>Final</td><td>22.20%</td><td>12.90%</td><td>18.50%</td><td>46.30%</td></tr></table></div>		R	L1	L2	L3/4	Planning Assessment	28.60%	26.20%	28.60%	16.70%	Mid Check-in	17.50%	7.50%	20.00%	55.00%	Final	8.30%	19.40%	16.70%	55.60%		R	L1	L2	L3/4	Planning Assessment	61.80%	20.00%	5.40%	12.70%	Mid Check-in	43.60%	12.70%	18.20%	27.20%	Final	22.20%	12.90%	18.50%	46.30%	<p>The tool that was used to collect this data – Achieving Excellence in Applied Courses (AEAC) did not collect data in 2018-2019.</p> <p>The tool then changed in the fall of 2019, to become that of “Improving Student Performance in Math” (ISPM). With the impacts of COVID-19 in 2019-2020, this data collection tool has not yet been utilized.</p>	No data
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least one stage of implementation (awareness, beginning, partial, full) in an area of focus (Leadership, Learner Mindsets for All, Conditions for Learning, Assessment for/as Learning Culture) in their overall rating of the self-assessment of the SGDSB Student Centered Learning and Pedagogy Success Criteria.	Maintained Self-Assessment Rating: Data demonstrates that schools remained within the same stage of implementation for all criteria from Baseline.	13% (2/15) of schools remained within the same stage of implementation for 2016-2017.	33% (5/15) of the schools remained within the same stage of implementation for 2017-2018.																			
	No data (no baseline in the identified area of focus to compare - focus changed)	20% (3/15) of schools required additional data. Note: Schools changed the area of focus from the baseline thus data is not available.	13% (2/15) of schools required additional data.																			
	Pursuing new area of the Self-Assessment Continuum.	20% (3/15) schools are pursuing a new area on the self-assessment continuum - so baseline data for this year in this area.																				
EQAO Data By 2019, 100% of our students will exceed or maintain their achievement scores as measured by their 3 to 6 or 6 to 9 EQAO Cohort Data in Mathematics.	<table><tr><th colspan="2">EQAO Cohort Data Tracking: 2016-2017 School Year</th></tr><tr><th>Goals</th><th>2016-2017 Achievement</th></tr><tr><td>100% of students who met the standard in grade 3 (49% or 39/80) will meet the standard in grade 6.</td><td>We were able to track 29 of the 39 students. 73% maintained standard (21/29 students) 27% (8 students) did not.</td></tr><tr><td>50% of the 13 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.</td><td>We were able to track all 13 students. 8% rose to standard (1 student) 46% maintained Level 2.7-2.9 (approaching standard)(6 students) 46% dropped below Level 2.7-2.9 (approaching standard) (6 students)</td></tr><tr><td>100% of students who met the standard in grade 6 (18% or 14/80) will meet the standard in grade 9.</td><td>We were able to track 10 of the 14 students. All 10 students went on to the Academic program. 100% maintained standard.</td></tr></table>			EQAO Cohort Data Tracking: 2016-2017 School Year		Goals	2016-2017 Achievement	100% of students who met the standard in grade 3 (49% or 39/80) will meet the standard in grade 6.	We were able to track 29 of the 39 students. 73% maintained standard (21/29 students) 27% (8 students) did not.	50% of the 13 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.	We were able to track all 13 students. 8% rose to standard (1 student) 46% maintained Level 2.7-2.9 (approaching standard)(6 students) 46% dropped below Level 2.7-2.9 (approaching standard) (6 students)	100% of students who met the standard in grade 6 (18% or 14/80) will meet the standard in grade 9.	We were able to track 10 of the 14 students. All 10 students went on to the Academic program. 100% maintained standard.									
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2020-2021	1.3% (1.7%)	16.5% (12%)	9% (18%)	26.8%	31%																																																																	
Responding to the Learning Needs of Students	Indigenous Ways of Knowing and Land Based Teachings	No quantitative data – Awareness Level of implementation?	<div>Beginning Implementation</div> <div>60% (3/5) high schools and 50% (5/10) Elementary schools participated in authentic land based learning, embedding indigenous knowledge into curriculum and co-creating a full unit centered around Indigenous knowledge. (At the elbow with Knowledge Keeper and/or Indigenous Lead)</div> <div>100% of Elementary schools and 80% (4/5) High Schools participated in Indigenous Ways of Knowing in small sessions during National Indigenous History Month</div>	Growth of one level of implementation.																																																																		

Student Self-Identification Data		Self-Identification Data					Self-Identification Data				Most schools have a higher identification this year than last year. Yellow highlight indicates a drop in % of Self-ID, bold means it stayed the same. This only includes data based on forms filled out for Self-ID. This could indicate more forms being filled out.		
		Elementary Data		Secondary Data			Elementary Data		Secondary Data				
		BAPS	40%	GCHS	74%		BAPS	49%	GCHS	76%			
		BEPS	74%	LSHS	11%		BEPS	83%	LSHS	11%			
		DOPS	37%	MNHS	10%		DOPS	33%	MNHS	15%			
		GOPS	40%	MRHS	22%		GOPS	50%	MRHS	23%			
		MNPS	18%	NRHS	43%		MNPS	17%	NRHS	46%			
		MMPS	77%				MMPS	77%					
		MTPS	20%				MTPS	20%					
		NAPS	56%				NAPS	55%					
		SCPS	17%				SCPS	16%					
		TBPS	0%				TBPS	15%					
		Transition to Kindergarten for Students requiring Special Education Supports	Early Years Information and Data (2017-2018)					*This information came from Fair Start which we have not done in the last 2 years – The intention is that during WTK we would engage with the Ages & Stages but we haven’t had the opportunity to connect with Students and Families in person.				No data	
			Registration Year	2018 (JK)	2017 (SK)								
# of Children Screened (Fair Start)	52		45										
# of Referrals (through Fair Start) (PT, OT, SLP, Social)	13		22										
Current Students Diagnosed with ASD	6 (2 more going through the process)												
Students who are non-verbal (less than 10 words, intelligible)	12												

		<table><tr><td>Cardboard Boat Races</td><td>CB Races: 4 elementary schools -32 students; 3 high schools- 32 students</td><td>2 ribbon winners(silver and Bronze)</td></tr><tr><td>Skills ON</td><td>Skills ON presentations: 8 elementary- 120 students; 5 secondary 148 students -</td><td>1 ribbon winner (silver)</td></tr><tr><td>Tech and Trades</td><td>Women’s Networking - 25 - 2 high schools Qualifying Competition - 5 (board) Provincials - 4 students 7-8 Trade & Tech Days - 2 Events: 184</td><td></td></tr><tr><td>Partnerships with First Nation Communities</td><td>Land Based Learning Mentoring/Career/Guidance Activities/Workshops - 15 elementary students</td><td></td></tr></table>	Cardboard Boat Races	CB Races: 4 elementary schools -32 students; 3 high schools- 32 students	2 ribbon winners(silver and Bronze)	Skills ON	Skills ON presentations: 8 elementary- 120 students; 5 secondary 148 students -	1 ribbon winner (silver)	Tech and Trades	Women’s Networking - 25 - 2 high schools Qualifying Competition - 5 (board) Provincials - 4 students 7-8 Trade & Tech Days - 2 Events: 184		Partnerships with First Nation Communities	Land Based Learning Mentoring/Career/Guidance Activities/Workshops - 15 elementary students			<table><tr><td>GCHS</td><td></td><td>Trans. 13 Stud</td><td></td><td>Cons. 0 Stud SWAC 0 Stud</td></tr><tr><td>LSHS</td><td></td><td>Cons. 9 Stud English 10 Stud</td><td></td><td></td></tr><tr><td>MNHS</td><td></td><td>Cons. 11 Stud</td><td>Culinary11 Stud</td><td></td></tr><tr><td>MRHS</td><td></td><td>Trans. 12 Stud</td><td></td><td>Manu. 0 Stud</td></tr><tr><td>NRHS</td><td></td><td>Trans. 0 Stud</td><td>Culinary15 Stud</td><td></td></tr></table>	GCHS		Trans. 13 Stud		Cons. 0 Stud SWAC 0 Stud	LSHS		Cons. 9 Stud English 10 Stud			MNHS		Cons. 11 Stud	Culinary11 Stud		MRHS		Trans. 12 Stud		Manu. 0 Stud	NRHS		Trans. 0 Stud	Culinary15 Stud		attained a dual credit. Provincial data not yet available.	Women's Networking Events: +476% In the 2020-21 school year, every SGDSB school participated in skilled trade related activities/events. There has been ~ +52% increase in the number of students participating in skilled trade activities/events. We have had great success transitioning activities/events to a virtual platform. SGDSB has developed strong partnerships, and engaged students in a variety of activities/events despite the pandemic.
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		SWAC - School within a College	This program did not operate this year.			*Covid impact																																					
		Skilled Trade & Tech Activities/Events (2020-21) Note: All activities/events were done virtually & unless otherwise described included all sector specific skilled trade/tech areas.	Cardboard Boat Races did not run due to COVID. It was replaced by Paper Glider Competition: 2 elementary (GOPS&DPS) & 2 high schools (NRHS&LSHS) participated -48 students Skills ON presentations were combined with other events Women’s Networking Career Exploration Symposiums- 144 Ss&10Educators) - 4 high schools (MRHS, LSHS, NRHS & GCHS) & 2 elementary schools (Virtual school & MMPS). Qualifying Competition (virtual competition): SGDSB students did not participate. Provincial Competition (virtual competition): SGDSB students did not participate (Ss were at home). 7-8 Trade & Tech Days-cancelled due to COVID. Alternative Virtual Events that ran in the place of in-person events/activities:			4 Regional Ribbon Winners: 2 silver, 1 bronze & wild card Provincial: Bronze Medal																																					

			<div></div> <p>Grade 3-4 Pastry Arts Pilot Project with Skills ON -165 Ss & 10 Educators. All elementary schools participated.</p> <p>Grades 5-6 Skills ON presentation & construction sector workshop -76 Ss&7 Educators. 7 elementary schools participated (MNPS, TBPS, SPS, GOPS, DPS, NPS, and MMPS).</p> <p>Grades 7-12:</p> <p>Kickstart Your Skilled Trades Future Event Afternoon and Evening Event for Students, Educators & Families) -359 Ss & 23 Educators. 8 elementary schools participated (MNPS, MTPS, TBPS, SPS, GOPS, DPS, BA Parker & Virtual School), and 4 high schools (MRHS, LSHS, NRHS & GCHS).</p> <p>Skills Ontario Senior Elementary Discovery Days Event-195 Ss & 13 Educators. All elementary schools participated.</p> <p>Skills Ontario Competitions Showcase/Career Fair: 43 Ss & 10 Educators. 5 schools participated (Virtual, MMPS, NRHS, MRHS & MNHS).</p> <p>Skills Ontario FNMI Student Conference-17 Ss & 2 Educators. Schools-MMPS & Virtual school.</p> <p>Skills Ontario #SkillsAnywhereChallegeSeries & Trade & Tech Podcast-#'s of participants unknown</p>		
Indigenous Land Based Learning	No quantitative measures or data	No data	No data		



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

Report No.: 82

Date: November 15, 2021

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

FROM: Carole Leroux: Student Success

SUBJECT: Canadian Welding Bureau (CWB) Welding Foundation Sparking Success Program

STRATEGIC PRIORITY: Learning & Stewardship

Background

The CWB Welding Foundation is a national registered charity, established in 2013, that relies on the support of industry and community organizations to address the welding skilled trade shortage in Canada. Through education-based programs and initiatives, they aim to reduce barriers that affect key groups: elementary, secondary, and post-secondary students and educators; Indigenous; women; and the underrepresented. Their vision is a future where all individuals are encouraged and given the support they need to reach their true potential in a career in welding.

Tom Rivers applied to the foundation with a goal to enhance their current programs and learning spaces at GCHS which turned into a system-wide application recognizing the increased need for Skilled Trades workers in our communities and world-wide, especially within underrepresented populations.

With alignment in the areas of Learning and Stewardship, this program will have incredible impact on our students, educators and greater school communities. Having the opportunity to learn and teach the skill of welding with the newest equipment, having increased practice time and access to training and support to enhance educator practices aims to ignite passions and further develop skills that will define pathways to careers in welding. The strengthening of partnerships through the program is intended to increase student opportunities for practice, co-op, student employment, apprenticeship, college, and the ultimate goal, a successful career.

Current Situation

Scotiabank's 3-year commitment of \$300,000 to the Sparking Success Program will equip our schools with 32 industry-grade multi-process welding machines at four of our high schools: Geraldton Composite High School, Lake Superior High School, Marathon High School, and Nipigon-Red Rock District High School. The equipment was purchased in consultation with Confederation College to ensure alignment with post-secondary programs. Other enhancements included infrastructure upgrades and new ventilation and booths, along with increased materials, consumables budgets and personal protective equipment (PPE).

Due to Covid challenges the arrival of the new machines has been delayed and they are currently scheduled to arrive in December. The work to enhance the learning environments to meet the needs of the new equipment has been occurring since this summer and some educator training took place in October. Once in place there will be additional training, supports and monitoring of the program to ensure any barriers to access/participation are removed and attempts to increase exposure for all students, especially women, Indigenous and underrepresented.

It is important to note that while 4/5 high schools are receiving new welding machines all schools are benefiting from this project and in fact, MNHS will be receiving the machines that NRHS had recently had

installed in a shop upgrade only a few short years ago. All 5 high schools' educators will receive additional training and support, \$3000 in consumables and an additional \$600 in PPE (Personal Protective Equipment). The criteria for the equitable division of supports, equipment and enhancements to programming is based on their aim to reduce barriers that affect key groups: elementary, secondary, and post-secondary students and educators; Indigenous; women; and the underrepresented. Therefore, the levels of support at each school is responsive to the data represented in their student population.

Next Steps

We are hopeful that before this school year ends, a select number of students will participate in a 30-hour training program—delivered by trainers from UA Local 628—to help them establish pathways to pursue further education in welding or apprenticeships in the skilled trades. The *Sparkling Success* program is designed to create awareness and career opportunity pathways in the skilled trades and welding. The program encompasses capital and equipment investment, teacher training, curriculum development and student support. The program also benefits from the involvement of organized labour where local groups help develop student welding skills and connect students to apprenticeship opportunities with industry partners. The partnerships and network created as a result of this program are already 'priceless' and we will continue to foster these new relationships beyond this program as we can already see the added value to our programs and communities in this short amount of time.

We are overwhelmingly honoured and privileged to have been selected for such an incredible partnership, one that will truly demonstrate lasting impact spanning generations.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 82, Canadian Welding Bureau (CWB) Welding Foundation Sparkling Success Program, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education

Carole Leroux,
Student Success Lead



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
October 18, 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"> excellent student presentations are a good barometer of what is being accomplished in our schools. 				
Optional Comments: <ul style="list-style-type: none"> Great to hear that Chair McRae is being acknowledged Province wide on her leadership skills as Chair. Well deserved. 				