



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 2022/02

A G E N D A

Monday, January 24, 2022 – 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: 355 093 686 #

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>					
Dee, Christine: <i>Team Lead – Payroll 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, January 24, 2022 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ ***That***, the agenda for the Superior-Greenstone DSB 2022/02 Regular Board Meeting, January 24, 2022 be accepted and approved.

[\(Attached\)](#)

4.0 Disclosures of Interest re: Open Session

5.0 Minutes: Board Meetings and Board Committee Meetings

5.1 Board Meetings

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

1. Organizational/Regular Board Meeting 2022/01: November 29, 2021;

[\(Attached\)](#)

6.0 Business Arising Out of the Minutes

7.0 Delegations and/or Presentations

- 7.1 Showcasing Learning: Grade 11/12 Biology Class
Manitouwadge High School: Cacao to Chocolate

(Video Presentation - N. Morden Cormier)

- 7.2 Excellence in Education: Terrace Bay Public School
Presentation Titled: Social Emotional Learning

(PowerPoint Presentation
– Principal, Sara Curtis & Teacher, Adeline Chappell)

- 7.3 Report No. 06
Student Trustee Report

[\(Attached\)](#) - Trustees, E. Couture & G. Molinski)

8.0 Reports and Matters for Decision

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

- 8.1.1 Parent Involvement Committee (PIC)

(A. Jarvis/ N. Morden Cormier)

- 8.1.2 Occupational Health and Safety Committee (OH&S)

(M. Groulx/ M. Paris)

- 8.1.3 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

- 8.1.4 Indigenous Education Advisory Committee (IEAC)

(P. Cormier/ 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. 07:
Report of the Audit Committee – Financial Statements

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

- ✓ **That**, the Superior-Greenstone DSB, having received
Report No. 07: Report of the Audit Committee - Financial Statements:
- Approve the 2020/21 audited Financial Statements as presented. And;
 - Received additional financial reports for information.

- 9.2 Report No. 08:
2021/2022 Interim Report No. 01 ([Attached](#) - B. Harris/ A. Marton)
- 9.3 Report No. 09:
Trustee Annual Expense Report ([Attached](#) – A. Marton)
- 9.4 Report No. 10:
Enrollment Summary as at October 31, 2021 ([Attached](#) - B. Harris/ A. Marton)

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 11:
Director's Monthly Report: January 2022 ([Attached](#) - N. Morden Cormier)

11.0 Reports of the Education Committee

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

- 11.1 Report No. 12:
Staffing Process Change ([Attached](#) – C. Bishop/ W. Goodman)
- 11.2 Report No. 13:
Identifying the Goals and a Mid-Year Check-In of the
Student Success Portfolio for 2021-2022 ([Attached](#) – C. Leroux/W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.2 Trustee Associations and Other Boards
12.2.1 Reminder: Public Education Symposium (PES) 2022 Virtual Event
January 28, 2022 (P. McRae)
- 12.3 Trustee Activities
- 12.4 Future Board Meeting Agenda Items
- 12.5 Board Meeting Evaluation Summary: November 29, 2021
- [Evaluation Form Link for January 24, 2022](#) ([Attached](#) - P. McRae)

13.0 Notice of Motion

14.0 Observer Comments

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

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

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B16.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:

1. Organizational/Regular Board 2022/01: November 29, 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 2022/02 Regular Board Meeting, Monday, January 24, 2022 adjourn at _____, p.m.

<u>2022 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, February 28, 2022	Monday, March 28, 2022	Monday, April 11, 2022 *Special Board Meeting
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 *Special Board Meeting
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 26, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2022/02

Committee of the Whole Board: Closed Session.

Monday, January 24, 2022

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. Organizational/Regular Board Meeting 2022-01: November 29, 2021 [\(Attached\)](#)
- 4.0 Personnel Item A: (N. Morden Cormier)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Our Vision:

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

Annual Organizational / Regular Board Meeting 2022/01

MINUTES

Monday, November 29, 2021 at 1:00 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 503 476 597#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

Times are Approximate

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

Section (A)

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

Section (A)

Part III: 1:30 p.m. - Regular Board Meeting: (Open to Public)

Section (A)

Part IV: 2:44 p.m. - Committee of Whole Board In-Camera (Closed to Public)

Section (B) In-Camera

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul			X			Nesbitt, Jason			x		
Groulx, Michael			X			Jarvis, 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, GerriLynn: <i>Executive Assistant & Communications</i>			X		

Land Acknowledgement

Director of Education Nicole Morden Cormier 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.

Part I: 1:00 p.m. - Election of 2022 Officers	(Open to Public)
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2.0 Welcome and Direction for Proceedings

Roll call was conducted at 1:00 p.m. The Director and Secretary to the Board presided over the meeting until the Board Chair for 2022 was named. She welcomed the Trustees and expressed her gratitude to them for their continued dedication and support.

3.0 Naming of Two Scrutineers

N. Morden Cormier named two scrutineers. The Superintendents of Education Will Goodman and Charlie Bishop were named and their appointment was noted as being for the duration of the meeting, that is, to act on all occasions where a vote by ballot was required.

4.0 Election: Board Chair for 2022**4.1 Board Chair: Call for Nominations**

The Director provided an overview of the electronic voting process, to take place on all occasions where a vote by ballot may be required. The Director called for nominations for Board Chair. Trustee K. Pristanski nominated Pinky McRae and Trustee C. Major seconded. Trustee McRae let her name stand. After third call and hearing no further nominations, Trustee McRae was acclaimed as Board Chair for 2022.

5.0 Chairperson Assumes Office for 2022

Trustee Pinky McRae assumed the Chair and attended to all further proceedings for the 2022 Organizational and Regular Board Meeting. She expressed gratitude to the Trustees for their continued demonstration of leadership and teamwork.

6.0 Election: Board Vice-Chair for 2022**6.1 Call for Nominations**

Board Chair P. McRae called for nominations for Board Vice-Chair. Trustee Allison Jarvis was nominated and accepted the nomination. Thrice called and hearing no further nominations, Trustee A. Jarvis was acclaimed as Board Vice-Chair.

7.0 Approval of Agenda

01/22

Moved by: Trustee C. Major

Second: Trustee J. Nesbitt

✓ **That**, the agenda for Superior-Greenstone DSB Organizational and Regular Board Meeting 2022/01 be accepted and approved.

Carried

8.0 Election: Education Committee Chair for 2022**8.1 Call for Nominations**

Board Chair P. McRae called for nominations. Trustee M. McIntyre was nominated and declined the nomination. Trustee Kal Pristanski nominated Allison Pelletier. She accepted the nomination. Thrice called and hearing no further nominations, Trustee A. Pelletier was acclaimed as Chair of the Education Committee for 2022.

9.0 Election: Negotiations / Business Committee Chair for 2022**9.1 Call for Nominations**

Board Chair P. McRae called for nominations. Trustee C. Major nominated K. Pristanski. He declined the nomination. Trustee K. Pristanski nominated Mark Mannisto. He accepted the nomination. Thrice called and hearing no further nominations, Trustee Mark Mannisto was acclaimed as Chair of the Negotiations/Business Committee.

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

(Open to Public)

10.0 Appointments: Statutory Committee Members**10.1 Special Education Advisory Committee (SEAC)**

1. Mark Mannisto Appointee
2. Margaret McIntyre Appointee
3. Jason Nesbitt Alternate Appointee
4. Christine Major Alternate Appointee
5. Paul Cormier First Nations Representative

10.2 2022 Parental Involvement Committee

1. Allison Jarvis Appointee
2. Jason Nesbitt Alternate Appointee
3. Christine Major Alternate Appointee

10.3 Audit Committee

1. Kal Pristanski
2. Christine Major
3. Margaret McIntyre

10.4 2022 Student Alternative Learning (SAL) Committee

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

11.0 Appointments: Standing Committee**11.1 2022 Board Discipline Committee**

1. Mark Mannisto Appointee
2. Jason Nesbitt Appointee
3. Kal Pristanski Appointee
4. Christine Major Appointee
5. Margaret McIntyre Appointee

11.2 Board Policy Review Committee

1. Allison Jarvis
2. Margaret McIntyre
3. Jason Nesbitt
4. Michael Groulx
5. Mark Mannisto
6. Kal Pristanski (Alternate)
7. Christine Major (Alternate)

11.3 2022 Indigenous Education Advisory Committee (IEAC)**02/22***Moved by: Trustee A. Jarvis**Second: Trustee J. Nesbitt*

✓ **That**, the Superior-Greenstone DSB Chair of IEAC be the Board's First Nation Representative, Paul Cormier and, **That**, the Superior-Greenstone DSB appoint the following trustees as IEAC members:

1. Mark Mannisto Appointee
2. Christine Major Appointee

Carried**11.4 2022 Occupational Health and Safety Committee**

1. Mic Groulx Appointee
2. Margaret McIntyre Alternate Appointee

Part III: 1:30 p.m. - Regular Board Meeting:

(Open to Public)

12.0 Regular Meeting Call to Order**03/22***Moved by: Trustee M. Mannisto**Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB Annual Organizational and Regular Board Meeting 2022/01 on Monday, November 29, 2021 be called to order at 1:26 p.m.

Carried**13.0 Disclosures of Interest re: Open Session**

Trustee M. Mannisto advised that he declares a conflict of interest for any discussions pertaining to OSSTF-ESS Union.

14.0 Minutes: Board Meetings and Board Committee Meetings**14.1 04/22***Moved by: Trustee J. Nesbitt**Second: Trustee K. Pristanski*

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

1. Regular Board Meeting 2021/11: November 15, 2021

Carried**15.0 Business Arising Out of the Minutes**

Nil.

16.0 Delegations and/or Presentations**16.1 Transitioning From COVID-19 School Experience**

The Director presented the video created by the Ontario Public School Board's Association (OPSBA) titled Transitioning From COVID-19 School Experience. The video highlighted the challenges of COVID-19 within Education and how school boards are bouncing back across Ontario.

Trustees discussed their disappointment in the video and the data presented for its lack of representation of the needs of Northern Ontario and the First Nations Communities. The Trustees discussed their intent to continue voicing the concerns and unique challenges of the North.

16.2 Report No. 01: Student Trustee Annual Report

The report prepared by Student Trustees Erin Couture and Grace Molinski was presented. The report highlighted the work accomplished by the Student Trustees during 2020 and the beginning of the 2021-2022 school year. Through their successful teamwork, the Student Trustees implemented themed Student Senate meetings to increase participation, planning and

implementation of Asynchronous Day activities, presentation from past graduates that showcased pathway options and student voices and the well-being support provided to the Student Senators.

The Trustees expressed their gratitude and admiration for the dedication of the Student Trustees. They commended their ability to create an environment for their Student Senators that supports engagement and student voice.

17.0 Reports and Matters for Decision

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

17.1.1 Parent Involvement Committee (PIC)

Trustee Allison Jarvis and the Director reviewed the highlights of the Parent Involvement Committee meeting held on November 24, 2021. Highlights included the presentation provided by the Human Rights and Equity Advisor regarding the Student Census project, MRHS Parent Tara Paterson volunteering for role of PIC Chair, and the high level of attendance and parent engagement as a result of the new agenda format.

18.0 Reports of the Business / Negotiations Committee

*Superintendent of Business: A. Marton
Business /Negotiations Chair: M. Mannisto*

18.1 Bylaw 151 – 2022 Tax Levy:

Superintendent of Business Alex Marton presented the Bylaw 151 – 2022 Tax Levy. He advised that the Bylaw is required annually for the approval of tax levy for the unincorporated townships within our school board district. The Chair read the Bylaw 151 a first and second time prior to calling for the resolution.

05/22

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ That, the Superior-Greenstone DSB approves Bylaw No. 151 being a bylaw to levy taxes for 2022 as per the attached.

Carried

19.0 Reports of the Director of Education

Director of Education: N. Morden Cormier

19.1 Report No. 02: Director's Annual Report 2020-2021



Director's Annual Report 2020/2021

Superior-Greenstone District School Board respectfully acknowledges its schools are located on the traditional lands of Indigenous peoples.

[Go to this Sway](#)

Director of Education Nicole Morden Cormier provided a detailed introduction to the Annual Report. The Director described the report theme as “Equity: Reimagining Learning” and elaborated on the many ways the SGDSB staff and students have demonstrated the resilience necessary to persist during the COVID-19 Pandemic. The report is reflective of the Multi-Year Strategic Plan and highlights many of the exciting work achieved in the 2020/2021 school year.

19.2 Report No. 03: Proposed Board Meeting Schedule for 2022

The Director presented the proposed meeting schedule for 2022. The report was amended to include the following changes:

- The special Board meeting from May 9th has been moved to April 11th, and;
- The BPRC meeting from April 12th has been moved to May 3rd.

The Board will continue to meet virtually until deemed safe to allow for travel between communities. The Ministry of Education has waived the Trustees in person attendance requirement again for the remainder of this school year. Designated meeting sites will rotate between the Board Office and the Learning Centre.

06/22

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ That, the Superior-Greenstone DSB having received Report No. 03, Proposed Board Meeting Schedule for 2022, approves the 2022 Regular Board Meetings as amended.

Carried

20.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Allison Jarvis

20.1 Report No. 04: Educational Support Staff (ESS) Pay Equity

Superintendent of Education Will Goodman provided a review of the report.

07/22

Moved by: Trustee C. Major

Second: Trustee J. Nesbitt

✓ That, the Superior-Greenstone DSB having received Board Report No. 04, Educational Support Staff (ESS) Pay Equity, approves the Pay Equity Plan as presented.

Carried

21.0 New Business

Chair P. McRae

21.1 Board Chair

21.1.1 Report No. 05: Trustee Board Meeting Evaluation Summary

The Board Chair provided a review of the report that summarized the Trustee Board Meeting Evaluation results for 2021. The Board discussed the value of the evaluations and determined to continue this practice. Reports will now be provided mid-year in addition to the annual report.

21.2 Trustee Associations and Other Boards

21.2.1 Trustee Appointments for OPSBA Director/Voting Delegate

Trustee Paul Cormier expressed his gratitude for the opportunity to serve as the OPSBA Director and Voting Delegate. Due to schedule constraints he will not put his name forward for the role for this term and advised that his time will be focused on supporting the Indigenous Trustees Council. The Board expressed their gratitude to Trustee Cormier for his dedication and strong voice. The positive impact and contributions to OPSBA have been echoed throughout the province. Board Chair P. McRae called for nominations. Trustee A. Pelletier nominated Trustee M. Mannisto. He accepted the nomination. Thrice called and hearing no further nominations, Trustee M. Mannisto was acclaimed as Director and Voting Delegate to OPSBA.

08/22

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

✓ **That**, the Superior-Greenstone DSB appoint Trustee Mark Mannisto to serve as its Director and Voting Delegate to OPSBA effective for the period of December 1, 2021 to November 30, 2022.

Carried

- 21.2.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate
Board Chair P. McRae called for nominations. Trustee M. Mannisto nominated Trustee J. Nesbitt. He accepted the nomination. Thrice called and hearing no further nominations, Trustee J. Nesbitt was acclaimed as Alternate Director and Alternate Voting Delegate to OPSBA.

09/22

Moved by: Trustee M. Mannisto Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB appoint Trustee Jason Nesbitt to serve as its Alternate Director and Alternate Voting Delegate to OPSBA for the period of December 1, 2021 to November 30, 2022.

Carried

- 21.3 Future Board Meeting Agenda Items
The Board Chair encouraged Trustees to submit any suggested agenda topics to herself or Director. Trustees requested a continuation of the PD session on Student Equity regarding equity in sports, graduation awards, etc. The Director will bring ideas and dates forward at the February meeting.
- 21.4 Trustee Activities
Nil.
- 21.5 Board Meeting Evaluation Summary: November 15, 2021
The Board meeting evaluation summary of responses for November 15, 2021 was attached to the agenda and reviewed. Trustees were encouraged to continue to regularly complete the Board Meeting Evaluation Forms electronically after each meeting, using the link provided in the agenda.

22.0 Notice of Motion

Nil.

23.0 Observer Comments

Nil.

Part IV: 2:44 p.m. - Committee of Whole Board In-Camera

Section B: (Closed to Public)

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

24.1 Agenda: Committee of the Whole Board - Closed

10/22

Moved by: Trustee M. Mannisto

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 2:44 p.m. and that this portion be closed to the public.

Carried

24.2 Rise and Report from Closed Session

11/22

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 2:56 p.m. and that this portion be open to the public.

Carried

25.0 Report of the Committee of the Whole Closed Section B25.1 **12/22**

Moved by: Trustee K. Pristanski

Second: Trustee M. Groulx

✓ **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 Meeting 2021/11: November 15, 2021

Carried25.2 Other Recommendations from Committee of the Whole Closed Session**13/22**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB having received In-Camera Report No. IC-01-22 Ratification of Collective Agreement with ETFO OT's, ratify the Memorandum of Settlement on Local Terms for September 1, 2019 to August 31, 2022 with the Elementary Teachers Federation of Ontario Occasional Teachers, ETFO OT's.

Carried**26.0 Adjournment****14/21**

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB 2022/01 Annual Organizational and Regular Board Meeting on Monday, November 29, 2021 adjourn at 2:58 p.m.

Carried

<u>2022 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, January 24, 2022		
Monday, February 28, 2022	Monday, March 28, 2022	Monday, April 11, 2022 *Special Board Meeting
Monday, April 25, 2022	Monday, May 30, 2022	Monday, June 6, 2022 *Special Board Meeting
Monday, June 27, 2022	Monday, July 18, 2022	Monday, August 29, 2022
Monday, September 26, 2022	Monday, October 17, 2022	Monday, November 14, 2022
Monday, November 28, 2022 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Annual Organizational / Regular Board Meeting 2022/01

Committee of the Whole Board: Closed Session.

Monday, November 29, 2021
Videoconference and Teleconference

TOPICS

Board Chair: *To Be Determined*

Director: *N. Morden Cormier*

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

Recorder: *G. Christianson*

PART V: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 2:44 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2021/11: November 15, 2021
- 4.0 Report No.: IC-01-22

Organizational /Regular Board Meeting 2022-01

Monday, November 29, 2021

MINUTES

APPROVED THIS _____ DAY OF _____, 2022

SECRETARY

CHAIR



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

Report No.: 06
Date: January 24, 2022

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

FROM: Erin Couture and Grace Molinski

SUBJECT: Student Trustee Report: January

**STRATEGIC
PRIORITY:** Wellness and Mental Health

Background Information

The previous two months have been extremely successful.

Starting off, during the month of November we had hosted a Student Senate meeting. This meeting was special because we had invited Lake Superior High School's Principal, Mr. Martin. We had invited Mr. Martin to speak, because the Student Senators had previously said they'd like to see more spirit within their schools. Lake Superior High School is known across the board for its fantastic school spirit and unique ways to create the school environment as a "Family". We had prepared questions for Mr. Martin. We had posed him questions such as, "What is the importance of having a positive school environment?" and "Do you think school spirit boosts the overall school morale?". Mr. Martin provided wonderful insight, and inspired our Student Senators on ways they can make the school environment more enjoyable.

During the month of December, we did not host a Student Senate meeting. However, to keep in touch with the Senators, we made frequent posts on both Edsby and Instagram.

On Thursday, January 13, 2022 we hosted yet another successful Student Senate meeting. At this meeting, we really wanted to promote positivity. We had felt that this was extremely important to discuss now, as we were learning from home. We were very fortunate to have Ms. Deana Renaud, who joined us and chatted with the Senators. She provided excellent insight on ways to stay positive, also providing us with unique ideas to stay busy. Deana's perspective was beneficial to the Senators, because it comes from a mental health and human point of view. Speaking about unique ways of staying busy is important with managing the mental health of students at home. Providing the Senators with unique ways of staying busy, is an excellent and healthier option, versus being on devices all day.

Sticking with the theme of positivity, we had the Senators reflect back on the year of 2021. We had asked the Senators to Share the Good, and celebrate their accomplishments over the course of the past year.

On the same note, we started to plan ahead for the year of 2022. To create a positive approach to the New Year, we had posed the Senators with three questions.

1. What do you plan to champion in your school this year?
2. What is something you hope to see in your school this year?
3. What can *you* do to make this happen?

This conversation inspired students to be change-makers, and be the leader of positive change.

As always, at the end of the meeting, we had posed the Senators with another monthly challenge. This time, to generate ideas, and promote the importance of this activity, we started it together. This month's monthly challenge was the "Sticky Note Challenge". We wrote positive messages on sticky notes and posted them in a visible place. We want the Senators to have a message that symbolizes positivity and well-being when at home.

We actually challenge everyone to participate in this super-easy challenge! On a sticky-note, write down a compliment to yourself or a quote that resonates with you. Once you have your message written down, place it on your computer, mirror, or desk. To make this challenge really special, try switching up the message every few days!

Current Situation

Currently, we are planning our quickly upcoming Student Trustee campaign. Because of how successful it was last year, we would like to invite both Stephanie Rathwell and Sydney Schwantz back, to host another panel.

Next Steps

As stated above, we are in the process of preparing the campaign and panel. Like last year, we will ask the panelists questions that will promote the Student Trustee position. Following this panel, we will host the actual Student Trustee election for the 2022-24 school years!

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 06, Student Trustee Report: January 2022, 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.: 07
Date: January 24, 2022

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

FROM: Kal Pristanski, Chair of the Audit Committee
Brent Harris, Manager of Financial Services

SUBJECT: Report of the Audit Committee – Financial Statements

**STRATEGIC
PRIORITY:** Stewardship

Background

Representatives from Deloitte, LLP were engaged to perform the audit of the 2020/21 Financial Statements.

Findings

The 2020/21 Financial Statements are attached for your review. The Financial Statements include the following:

- Consolidated Statement of Financial Position
- Consolidated Statement of Financial Operations
- Consolidated Statement of Change in Net Debt
- Consolidated Statement of Cash Flows and
- The notes to the Financial Statements.

In addition, the following are attached for information:

- The Compliance Report
- The Trust Fund Report

SGDSB is compliant with respect to spending on administration and governance, and the in-year surplus. The in-year surplus is \$2,557,658, while the compliance-based surplus is \$2,194,931. The difference is attributed to employee future benefits which are excluded from the compliance calculation.

The Financial Statements are in Draft until accepted by the Board. At that time, the auditors will release their report and the statements are finalized. In 2020/21, there were no recommendations from the auditors.

The Financial Statements were received at the Audit Committee Meeting held on December 7, 2021 and are presented to the Board for approval.

Recommendations

That, the Superior-Greenstone DSB, having received Report No. 07: Report of the Audit Committee – Financial Statements:

- *Approve the 2020/21 audited Financial Statements as presented.*
- *And received additional financial reports for information.*

Respectfully submitted by:

Kal Pristanski
Chair of the Audit Committee

Brent Harris
Manager of Financial Services

Consolidated financial statements of Superior-Greenstone District School Board

August 31, 2021

Management Report	1
Independent Auditor's Report	2–3
Consolidated statement of financial position	4
Consolidated statement of operations	5
Consolidated statement of change in net debt	6
Consolidated statement of cash flows	7
Notes to the consolidated financial statements	8–22

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Independent Auditor's Report

To the Board of Trustees of the
Superior-Greenstone District School Board

Opinion

We have audited the consolidated financial statements of Superior-Greenstone District School Board (the "Board"), which comprise the consolidated statement of financial position as at August 31, 2021, and the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies (collectively referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Board for the year ended August 31, 2020 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1(a) of the financial statements which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and the Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Responsibilities of Management and those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian GAAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Licensed Public Accountants

[Date]

Superior-Greenstone District School Board
Consolidated statement of financial position
As at August 31, 2021

	Notes	2021 \$	2020 \$
Financial assets			
Accounts receivable	2 and 3	13,321,891	12,564,928
Accounts receivable - Province of Ontario capital grants	3	17,223,627	15,829,137
Investments	4	125	125
		30,545,643	28,394,190
Liabilities			
Bank indebtedness		491,303	466,720
Accounts payable and accrued liabilities		7,375,393	5,503,442
Deferred revenue	5	2,019,360	2,715,256
Deferred capital contributions	6	71,151,298	63,980,580
Obligation under capital leases	7	78,081	150,539
Net long-term debt	8	10,091,375	10,592,227
Retirement and other employee future benefits payable	9	735,726	902,292
		91,942,536	84,311,056
Net debt		(61,396,893)	(55,916,866)
Commitments and contingent liabilities	12		
Non-financial assets			
Tangible capital assets	15	73,960,516	66,012,678
Prepaid expenses and supplies		124,187	34,342
		74,084,703	66,047,020
Accumulated surplus	16	12,687,810	10,130,154

The accompanying notes are an integral part of the consolidated financial statements.

Approved on behalf of the Board

_____, Director of education

_____, Chair of the Board

Superior-Greenstone District School Board
Consolidated statement of operations
Year ended August 31, 2021

	Notes	Budget \$	2021 Actual \$	2020 Actual \$
		(Note 18)		
Revenue				
Provincial grants				
Student focused funding		29,991,132	29,960,338	28,188,363
Deferred capital contributions recognized	6	5,533,260	7,695,052	6,300,703
Other		734,098	2,923,333	908,956
Local taxation		3,283,643	3,087,934	3,077,878
School fundraising		456,500	152,295	393,313
Federal grants and fees		4,953,995	5,029,537	4,903,836
Investment income		—	14,137	27,265
Other revenues - School Boards		260,000	336,373	220,696
Other fees and revenue		413,000	519,515	442,223
		45,625,628	49,718,514	44,463,233
Expenses				
	10			
Instruction		28,888,644	28,127,527	26,383,834
Administration		3,285,611	3,362,450	3,014,245
Transportation		1,598,392	1,635,816	1,588,076
School operations/pupil accommodation		11,035,486	13,761,125	11,551,001
School funded activities		535,800	158,210	309,984
Other		243,832	115,730	85,215
		45,587,765	47,160,858	42,932,355
Annual surplus		37,863	2,557,656	1,530,878
Accumulated surplus, beginning of year		10,130,154	10,130,154	8,599,276
Accumulated surplus, end of year		10,168,017	12,687,810	10,130,154

The accompanying notes are an integral part of the consolidated financial statements.

Superior-Greenstone District School Board
Consolidated statement of change in net debt
Year ended August 31, 2021

	Notes	2021 \$	2020 \$
Annual surplus		2,557,656	1,530,878
Acquisition of tangible capital assets	15	(15,664,117)	(9,387,870)
Amortization of tangible capital assets	15	7,716,279	6,301,443
Acquisition of prepaid expenses and supplies		(124,187)	(34,342)
Use of prepaid expenses and supplies		34,342	160,370
		(8,037,683)	(2,960,399)
Change in net debt		(5,480,027)	(1,429,521)
Net debt, beginning of year		(55,916,866)	(54,487,345)
Net debt, end of year		(61,396,893)	(55,916,866)

The accompanying notes are an integral part of the consolidated financial statements.

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Superior-Greenstone District School Board**Consolidated statement of cash flows**

Year ended August 31, 2021

	Notes	2021 \$	2020 \$
Operating activities			
Annual surplus		2,557,656	1,530,878
Items not involving cash			
Amortization	15	7,716,279	6,301,443
Deferred capital contributions recognized	6	(7,695,052)	(6,300,703)
Changes in non-cash assets and liabilities			
Accounts receivable		(756,963)	(3,519,964)
Other financial assets		—	87,635
Accounts payable and accrued liabilities		1,871,951	2,739,143
Deferred revenue - operating		299,482	360,544
Retirement and other employee future benefits payable		(166,566)	(107,460)
Prepaid expenses and supplies		(89,845)	126,028
		3,736,942	1,217,544
Capital activity			
Acquisition of tangible capital assets	15	(15,664,117)	(9,387,870)
Investing activity			
Increase in investments		—	128,029
Financing activities			
Capital grant contributions	6	14,865,770	9,387,806
Obligation under capital lease incurred		—	80,925
Change in accounts receivable			
- Province of Ontario capital grants		(1,394,490)	(1,440,012)
Change in deferred revenues - capital		(995,378)	(43,620)
Debt principal repaid		(500,852)	(480,317)
Repayment of obligations under capital lease		(72,458)	(100,858)
		11,902,592	7,403,924
Net change in (bank indebtedness) cash		(24,583)	(638,373)
(Bank indebtedness) cash, beginning of year		(466,720)	171,653
(Bank indebtedness) cash, end of year		(491,303)	(466,720)

The accompanying notes are an integral part of the consolidated financial statements.

1. Significant accounting policies

The consolidated financial statements of the Superior-Greenstone District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below.

Significant accounting policies adopted are as follows:

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11, Accounting Policies and Practices Public Entities ("Regulation 395/11"), of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario (the "Province"). A directive was provided by the Ontario Ministry of Education (the "Ministry") within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards ("PSAS") commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of PSAS which requires that:

- Government transfers, including amounts previously recognized as tax revenues, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PSAS PS3410;
- Externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian PSAS PS3100; and
- Property taxation revenue be reported as revenue when received or receivable in accordance with PSAS PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under PSAS.

(b) Reporting entity

The consolidated financial statements reflect the assets, liabilities, accumulated surplus, revenues, expenses and annual surplus of the reporting entity. The reporting entity comprises all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

1. Significant accounting policies (continued)

(b) *Reporting entity (continued)*

School generated funds, which include the assets, liabilities, accumulated surplus, revenues, expenses and annual surplus of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

All material interdepartmental and inter-entity transactions and balances between these organizations are eliminated on consolidation.

(c) *Trust funds*

Trust funds and their related operations administered by the Board amounting to \$420,697 (\$402,333 in 2020), have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations, as they are not controlled by the Board.

(d) *Deferred revenue*

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts will be recognized as revenue in the fiscal year the related qualifying expenses are incurred or services are performed.

(e) *Deferred capital contributions*

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- (i) Government transfers received or receivable for capital purpose;
- (ii) Other restricted contributions received or receivable for capital purpose; and
- (iii) Amounts previously recognized as property taxation revenues which were historically used to fund capital assets.

(f) *Retirement and other employee future benefits*

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include health and dental, retirement gratuity, worker's compensation, non-vesting accumulating sick leave, and early retirement incentive plan. The Board has adopted the following policies with respect to accounting for these employee benefits.

1. Significant accounting policies (continued)

(f) Retirement and other employee future benefits (continued)

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: ETFO, OSSTF, and OSSTF-EW. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding daily occasional teachers), educational workers, other school board staff and retired individuals up to a school board's participation date in the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Starting June 1, 2017, the Board is no longer responsible to provide certain benefits to ETFO, OSSTF, and OSSTF-EW. Upon transition of the employee groups' health, dental and life benefit plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals and the following employee groups: CEWAO (APPSP) and non-unionized employees including principals, vice principals, and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any future actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.
- (ii) For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for life insurance, dental and health care benefits for certain employees on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.
- (iii) Actuarial gains and losses related to obligations for long-term disability are amortized over the expected average service life of the employee group.
- (iv) The Board's contributions to multi-employer defined benefits pension plans, such as the Ontario Municipal Employees Retirement System ("OMERS") pensions, are recorded in the period in which they become payable.
- (v) The costs of insured benefits for active employees reflected in these consolidated financial statements are the Board's portion of insurance premiums owed for coverage of employees during the period.

1. Significant accounting policies (continued)

(g) *Tangible capital assets*

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, design, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases, which transfer substantially all of the benefits and risks incidental to ownership of property, are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset class	Estimated useful life in years
Land improvements	15
Building and building improvements	40
Portable structures	20
Other buildings	20
First-time equipping of schools	10
Furniture	10
Equipment	5-15
Leased equipment	Over lease term
Computer hardware	3
Computer software	5
Vehicles	5-15

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use. One-half of the annual amortization is charged in the year of acquisition and the year of disposal.

The useful life of computer hardware was revised from five years to three years based on new information related to the actual life of the assets. As such, additional amortization has occurred for these assets that was needed to bring the net book value in line with this new policy. The impact of this change in estimates is \$35,343 of amortization in the current year.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

(h) *Government transfers*

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the year in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized into revenue in the consolidated statement of operations at the same rate and over the same period as the tangible capital assets are amortized.

1. Significant accounting policies (continued)

(i) *Investment income*

Investment income earned is reported as revenue in the period earned. Investment income earned on externally restricted funds such as pupil accommodation and special education forms part of the respective deferred revenue balances.

(j) *Long-term debt*

Long-term debt includes debentures and Ontario Financing Authority ("OFA") loans which were arranged for financing the Board's capital projects or high priority renewal projects.

(k) *Budget figures*

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees"). The budget approved annually by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The approved operating budget for 2020-21 is reflected on the consolidated statement of operations. The budget was approved on August 24, 2020.

(l) *Property tax revenue*

Under PSAS, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Grants.

(m) *Use of estimates*

The preparation of financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates. Estimates are reviewed periodically by management, and, as adjustments become necessary they are reported in the period in which they became known. Accounts subject to estimates include allowance for doubtful accounts receivable, accrued liabilities, retirement and other employee future benefits payable, useful lives of tangible capital assets and the recognition of deferred amounts related to capital contributions.

(n) *Contributed materials*

Contributed materials are recognized by the Board at the date of contribution when a fair value can be reasonably estimated.

2. Accounts receivable

Accounts receivable include tuition fees receivable from the First Nations as follows:

	Balance at August 31, 2020 \$	Invoices \$	Payments \$	Balance at August 31, 2021 \$
Aroland First Nation	425,095	784,598	(425,094)	784,599
Biinjitwaabek First Nation	223,322	289,809	(293,331)	219,800
Ginoogaming First Nation	3,173,239	754,604	(1,963,382)	1,964,461
Marten Falls First Nation	600,950	524,432	(378,199)	747,183
Pays Plat First Nations	425,747	288,049	(432,463)	281,333
Pic Mobert First Nation	279,920	248,498	(413,945)	114,473
Pic River First Nations	(4,597)	607,054	(341,981)	260,476
Red Rock First Nation	421,565	1,003,366	(905,847)	519,084
	5,545,241	4,500,410	(5,154,242)	4,891,409

3. Accounts receivable – Province of Ontario

The Province replaced variable capital funding with a one-time debt support grant in 2009-10. The Board recorded a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has reported receivables from the Province of Ontario, as Accounts receivable – Province of Ontario capital grants, of \$17,223,627 as at August 31, 2021 (\$15,829,137 in 2020) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the Strategy, the Ministry of Education delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry of Education. The balance of delayed grant payments from the Government of Ontario included in Accounts receivable as at August 31, 2021 is \$5,624,946 (\$4,823,461 in 2020).

4. Investments

Investments are comprised of the following:

	Cost \$	2021 Market value \$	Cost \$	2020 Market value \$
Guaranteed investment certificates	125	125	125	125

5. Deferred revenue

Revenues received and set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2021 is comprised of:

	Balance at August 31, 2020 \$	Increase \$	Recognized \$	Balance at August 31, 2021 \$
Pupil accommodation	1,317,758	2,941,279	(3,937,820)	321,217
Proceeds of disposition	49,671	1,163	—	50,834
Special education	80,395	53,673	(61,044)	73,024
Other	1,267,432	7,622,223	(7,315,370)	1,574,285
	2,715,256	10,618,338	(11,314,234)	2,019,360

6. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life the asset acquired.

	2021 \$	2020 \$
Balance, beginning of year	63,980,580	60,893,477
Capital grants recorded as deferred capital contributions	14,865,770	9,387,806
Revenue recognized during the year	(7,695,052)	(6,300,703)
Balance, end of year	71,151,298	63,980,580

7. Obligations under capital leases

The Board has obligations under various capital leases with expiries ranging from fiscal 2020/2021 to fiscal 2023/2024 and interest rates ranging from 1.51% to 2.71%. Principal and interest payments relating to capital lease obligations of \$78,081 (\$152,958 in 2020) outstanding as at August 31, 2021 are due as follows:

	Principal payment \$	Interest \$	Total \$
2021/2022	44,749	290	45,039
2022/2023	9,124	59	9,183
2023/2024	24,208	5	24,213
	78,081	354	78,435

8. Net long-term debt

Net long-term debt reported on the consolidated statement of financial position is comprised of the following:

	2021 \$	2020 \$
4.56% Ontario Financing Authority, GPL 1	836,049	896,924
4.85% Ontario Financing Authority, GPL 2	603,817	640,871
5.01% Ontario Financing Authority, GPL 3	765,588	807,138
5.23% Ontario Financing Authority, GPL 4a	1,621,592	1,699,256
3.97% Ontario Financing Authority, GPL 4b	1,132,961	1,185,004
3.564% Ontario Financing Authority, GPL 4c	4,383,041	4,586,372
4.003% Ontario Financing Authority, GPL 4d	748,327	776,662
	10,091,375	10,592,227

On November 15, 2006, the Board entered into a loan agreement with the OFA to refinance \$1,498,725 of the GPL Phase 1 outstanding at that time. The loan is repayable by semi-annual installments of principal and interest of \$50,544 based on a 25 year amortization schedule and bears interest of 4.56%. The annual principal and interest costs will be funded by the Ministry.

On March 3, 2008, the Board entered into a loan agreement with the OFA to refinance \$970,022 of the GPL Phase 2 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$34,004 based on a 25 year amortization schedule and bears interest of 4.85%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 13, 2009, the Board entered into a loan agreement with the OFA to refinance \$1,150,000 of the GPL Phase 3 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$40,944 based on a 25 year amortization schedule and bears interest of 5.01%. The annual principal, interest and administration costs will be funded by the Ministry.

On April 14, 2010, the Board entered into a loan agreement with the OFA to refinance \$2,290,309 of the GPL Phase 3 and 4 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$82,784 based on a 25 year amortization schedule and bears interest of 5.23%. The annual principal, interest and administration costs will be funded by the Ministry.

On November 25, 2011, the Board entered into a loan agreement with the OFA to refinance \$1,535,262 of the GPL Phase 4 and outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$49,288 based on a 25 year amortization schedule and bears interest of 3.97%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 9, 2012, the Board entered into a loan agreement with the OFA to refinance \$5,978,491 of the GPL Phase 4 and PTR Stage 1 and 2 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$182,497 based on a 25 year amortization schedule and bears interest of 3.564%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 12, 2014, the Board entered into a loan agreement with the OFA to refinance \$924,990 of the GPL Phase 1, 2, 3 and 4 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$29,572 based on a 25 year amortization schedule and bears interest of 4.003%. The annual principal, interest and administration costs will be funded by the Ministry.

8. Net long-term debt (continued)

Principal and interest payments relating to the net long-term debt of \$13,568,796 (\$14,508,061 in 2020) outstanding as at August 31, 2021 are due as follows:

	Principal payment \$	Interest \$	Total \$
2021/2022	522,287	416,977	939,264
2022/2023	544,664	394,601	939,265
2023/2024	568,022	371,242	939,264
2024/2025	592,410	346,855	939,265
2025/2026	617,870	321,394	939,264
Thereafter	7,246,122	1,626,352	8,872,474
	<u>10,091,375</u>	<u>3,477,421</u>	<u>13,568,796</u>

9. Retirement and other employee future benefits

Retirement and other employee future benefit liabilities

	Retirement benefits \$	Other employee future benefits \$	2021 Total employee future benefits \$	2020 Total employee future benefits \$
Accrued employee future benefit obligation	779,366	95,901	875,267	725,125
Unamortized actuarial (loss) gain	(139,541)	—	(139,541)	177,167
Accrued employee future benefit liability, end of year	<u>639,825</u>	<u>95,901</u>	<u>735,726</u>	<u>902,292</u>

The employee future benefits expense below excludes pension contributions to OMERS, a multi-employer pension plan, described below.

Actual benefit payments made during the year totaled \$214,213 (\$213,728 in 2020).

9. Retirement and other employee future benefits (continued)*Retirement and other employee future benefit expenses*

	Retirement benefits \$	Other employee future benefits \$	2021 Total employee future benefits \$	2020 Total employee future benefits \$
Current year benefit cost (recovery)	33,217	18,481	51,698	76,161
Interest on accrued benefit obligation	23,579	1,222	24,801	22,240
Amortization of actuarial (gain) loss	(3,389)	(25,461)	(28,850)	7,867
Employee future benefits expenses (recovery)	53,407	(5,758)	47,649	106,268

*Retirement benefits**(i) Ontario Teacher's Pension Plan*

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of OMERS, a multi-employer pension plan (the "Plan"). The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board's contributions equal the employee contributions to the plan. During the year ended August 31, 2021, the Board contributed \$767,077 (\$679,033 in 2020) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

(iii) Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

9. Retirement and other employee future benefits (continued)

Retirement benefits (continued)

(iv) Retirement life insurance and health care benefits

Retirement life insurance and health care benefits have been grandfathered to retirees who retired prior to August 31, 2013. Effective September 1, 2013, any new retiree accessing retirement life insurance and health care benefits will pay the full premiums for such benefits and will be included in a separate experience pool that is self-funded.

Employees are able to continue coverage for life insurance, dental and health care benefits after retirement until the members reach 65 years of age; however, the retirees pay a premium associated with this coverage.

(v) Sick leave accumulations

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up benefits received under the short term leave and disability plan in that year. The Board's liability related to compensated absences from sick leave accumulations has been reduced to a maximum of 11 unused sick leave days per eligible employee.

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2021 (the date at which the probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2021.

Other employee future benefits

(i) Workplace Safety and Insurance Board Obligations ("WSIB")

The Board is a Schedule 1 employer under the Workplace Safety and Insurance Act (the "Act") and, as such, the Board insures all claims by its injured workers under the Act. The Board's insurance premiums for the year ended August 31, 2021 were \$19,221 (\$37,744 in 2020) and are included in the Board's current year benefit costs.

(ii) Long-term disability benefits

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees up to the transition to the ELHT or to employees who are not yet members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

The accrued benefit obligations for employee future benefit plans as at August 31, 2021 are based on actuarial valuations for accounting purposes as at August 31, 2021. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

Wages and salary escalation	0%
Inflation	1.50%
Medical cost escalation	7.00% grading down by 1/4% to an ultimate rate of 4.50%
Discount rate on accrued benefit Obligations	1.80%
Dental cost escalation	4.5%

10. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations and accumulated surplus by object:

	Budget \$	2021 Actual \$	2020 Actual \$
Salary and wages	27,244,658	26,900,635	24,490,258
Employee benefits	4,511,661	4,569,562	4,373,864
Staff development	809,722	340,800	358,338
Supplies and services	3,790,676	3,849,339	3,908,613
Rental expenses	9,560	468,153	456,726
Interest	438,413	15,089	14,347
Fees and contract services	2,844,649	2,624,281	2,720,063
Other	288,607	676,720	308,703
Transfers to Other Boards	115,818	—	—
Amortization of tangible capital assets	5,534,001	7,716,279	6,301,443
	45,587,765	47,160,858	42,932,355

11. Ontario School Board Insurance Exchange ("OSBIE")

The Board participates, for its liability, property and automobile insurance, in the OSBIE, a reciprocal insurance company licensed under the Insurance Act that is funded by the member boards across Ontario. Liability insurance is available to a maximum of \$20 million per occurrence.

The ultimate premiums over a five year period are based on both the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires on December 31, 2021.

12. Commitments and contingent liabilities

The Board is committed to various operating leases for premises and equipment which expires fiscal 2021/2022. The aggregate minimum lease payments are as follows:

	Minimum lease payments \$
2021/2022	12,926
	<u>12,926</u>

The Board has been named as the defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at August 31, 2021, therefore, no provision has been made for these claims in the consolidated financial statements. Any losses arising from these actions will be recorded in the year that the related litigation is settled or it is determined that the claim is likely and a reasonable estimate can be made.

13. Repayment of "55 School Board Trust" funding

On June 1, 2003, the Board received \$1,718,287 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance the outstanding not permanently financed ("NPF") debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the board's debt in consideration for the assignment by the board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$128,014 (\$128,014 in 2020) in respect of the above agreement for the year ended August 31, 2021 is not recorded in these consolidated financial statements.

14. Service contracts

(i) CFSA Approval with the Ministry of Training, Colleges and Universities

The Board has a Service Contract/CFSA Approval with the Ministry of Advanced Education and Skills Development. One requirement of the Service Contract/CFSA Approval is the production by Management of a report which shows a summary by service of all revenues and expenditures and any resulting surplus or deficit that relates to the Service Contract/CFSA Approval.

An external audit of this report shows the Ontario Youth Apprenticeship Program ("OYAP") services to be in a break-even position as at August 31, 2021 and therefore no amounts are repayable to the Ministry of Training, Colleges and Universities.

(ii) CFSA Approval with the Ministry of Children, Community and Social Services

The Board has a Service Contract/CFSA Approval with the Ministry of Community and Social Services. One requirement of the Service Contract/CFSA Approval is the production by Management of a report, TPAR, which shows a summary by service of all revenues and expenditures and any resulting surplus or deficit that relates to the Service Contract/CFSA Approval. This report shows the Teacher Diagnostician services ("ISNC") services to be in a break-even position as at August 31, 2021 and therefore no amounts are repayable to the Ministry of Children, Community and Social Services.

15. Tangible capital assets

	Cost Balance at August 31, 2020 \$	Additions \$	Transfers	Disposals, write-offs \$	Cost Balance at August 31, 2021 \$
Land	2,019,997	—	—	—	2,019,997
Land improvements	4,512,531	1,144,202	—	—	5,656,733
Buildings	103,867,890	14,041,646	2,029,322	—	119,938,858
Equipment (5 years)	104,124	—	—	—	104,124
Equipment (10 years)	2,114,113	—	—	(156,294)	1,957,819
Equipment (15 years)	479,983	9,552	—	—	489,535
First time equipping	1,648,022	—	—	(249,117)	1,398,905
Furniture	10,874	8,371	—	(10,874)	8,371
Computer hardware	454,007	460,346	—	(360,786)	553,567
Vehicles - < 1 ton	79,241	—	—	—	79,241
Capital leases - other	533,528	—	—	—	533,528
Construction in progress	2,029,322	—	(2,029,322)	—	—
	117,853,632	15,664,117	—	(777,071)	132,740,678

15. Tangible capital assets (continued)

				2021	2020
	Balance at August 31, 2020 \$	Amortization \$	Disposals, write-offs \$	Balance at August 31, 2021 \$	Net book value \$
Land	—	—	—	—	2,019,997
Land improvements	3,121,138	1,755,791	—	4,876,929	779,804
Buildings	45,830,544	5,272,334	—	51,102,878	68,835,980
Equipment (5 years)	10,412	20,825	—	31,237	72,887
Equipment (10 years)	1,356,125	203,597	(156,294)	1,403,428	554,391
Equipment (15 years)	144,798	30,548	—	175,346	314,189
First time equipping	685,625	152,346	(249,117)	588,854	810,051
Furniture	10,329	962	(10,874)	417	7,954
Computer hardware	267,443	212,951	(360,786)	119,608	433,959
Vehicles- <1 ton	76,269	2,972	—	79,241	—
Capital leases - other	338,271	63,953	—	402,224	131,304
Construction in progress	—	—	—	—	—
	51,840,954	7,716,279	(777,071)	58,780,162	73,960,516
					66,012,678

16. Accumulated surplus

Accumulated surplus consists of the following:

	2021 \$	2020 \$
Invested in tangible capital assets	2,019,997	2,019,997
School generated funds	445,870	451,783
Employee future benefits	(494,645)	(863,285)
Interest accrual	(140,780)	(140,780)
Working funds	8,932,338	6,741,336
Reserves and reserve funds	1,925,030	1,921,103
	12,687,810	10,130,154

Reserves and reserve funds set aside for specific purposes by the Board of Trustees consist of the following:

	2021 \$	2020 \$
Reserve and reserve funds		
Pupil accommodation - school renewal	160,352	160,352
Capital - equipment	51,560	51,258
Insurance	15,760	15,668
Pre-2010 benefit adjustment	1,459,196	1,450,769
Winning teams	47,285	47,285
Capital - Project	190,877	195,771
Total reserve and reserve funds	1,925,030	1,921,103

17. Transportation consortium

On June 16, 2008, the East Thunder Bay Transportation Consortium was created as a Membership Agreement between the Board and Conseil scolaire de district catholique des Aurores boreales, Conseil scolaire de district du Grand Nord de l'Ontario and Superior North Catholic District School Board in order to provide common administration of student transportation in the Region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of East of Thunder Bay Transportation Consortium are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements illustrate the Board's pro-rata share of revenues and expenses for the consortium.

18. Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. As the Board only prepares a budget for the statement of operations, budget figures in the consolidated statement of change in net debt have not been provided.

19. COVID-19 pandemic

On March 11 2020, the World Health Organization characterized the outbreak of a strain of the novel coronavirus ("COVID-19") as a pandemic which has resulted in a series of public health and emergency measures that have been put in place to combat the spread of the virus. The duration and impact of COVID-19 is unknown at this time and it is not possible to reliably estimate the impact that the length and severity of these developments will have on the financial results and condition of the Board in future periods.

20. In-kind transfer from the Ministry of Government and Consumer Services

The board has recorded entries, both revenue and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the Ministry of Government and Consumer Services (MGCS) The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the board's records. The in-kind revenue recorded for these transfers is \$219,931 with expenses based on use of \$219,931 for a net impact of nil.

Compliance Report

Administration and Governance

Gross Expenses excluding internal audit	3,142,655
Other incomes	796,790
Net Expenses excluding internal audit	2,345,865
Funding allocation excluding internal audit	2,345,865
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

Is the board in a Multi-Year recovery Plan?

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

Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	49,694,235
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	0
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	47,499,304
1.3	In-year surplus/(deficit) before excluding board funded COVID-19 expenseItem 1.1 - item 1.1.1 - Item 1.2	2,194,931
1.4	If item 1.3 is greater or equal to zero, board is in compliance. Otherwise, see calculation below.	COMPLIANT / CONFORME
1.5	Board funded COVID-19 expenses (Schedule 9.1, item 5)	214,987
1.6	In-year surplus/(deficit) excluding board funded COVID-19 expensesitem 1.3 + item 1.5	2,409,918

Compliance Calculation Prior to Ministry Approval Amount

Compliance requirements for in-year deficit excluding board funded COVID-19 expense

1.7	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	33,127,004
1.8	1% of item 1.7	331,270
1.9	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	8,662,441
1.10	Lesser of item 1.8 and item 1.9	331,270
1.11	Is the in-year deficit excluding board funded COVID expense (item 1.6) less than or equal to item 1.10?	N/A

Compliance requirements for overall in-year deficit

1.12	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	33,127,004
1.13	2% of item 1.12	662,540
1.14	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	8,662,441
1.15	Lesser of item 1.13 and item 1.14	662,540
1.16	Is the in-year deficit at item 1.3 less than or equal to item 1.15?	N/A
1.17	If both item 1.11 and 1.16 are "yes" or "N/A", the board is in compliance. Otherwise the board needs minister approval.	COMPLIANT / CONFORME

Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))

1.18	Amount of minister approved in-year deficit excluding board funded COVID-19 expense	-
1.19	Total amount of minister approved in-year deficit	-
1.20	If the amount of deficit at item 1.3 is less than or equal to item 1.19 and amount of deficit at item 1.6 is less than or equal to item 1.18, the board is in compliance. Otherwise the board is not in compliance.	

Schedule 6 - Trust Funds Administered by the Board

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
Name and Purpose of Trust Funds	Trust Fund - Opening Balance September 1	Trust Fund - Capital Received	Trust Fund - Earnings on investments	Trust Fund - Total Capital	Less: Trust Fund - Disbursements	Trust Fund - Closing Balance August 31
A. Enders (Beardmore Honour Roll Bursary)	10,305	-	70	10,375	90	10,285
A. Enders (Geraldton Honour Roll Bursary)	10,485	-	71	10,556	90	10,466
Arrive in 85 Trust	3,678	-	26	3,704	250	3,454
Dr. R. E. Laine	179	-	1	180	-	180
Geraldton Scholarship Trust Fund	13,871	-	11,165	25,036	6,150	18,886
Hargraft Trust	16,896	-	121	17,017	-	17,017
Tim McLean Memorial Trust	20,000	-	118	20,118	1,000	19,118
USWA Trust	2,797	-	24	2,821	300	2,521
L. Coljak Scholarship	13,635	-	95	13,730	286	13,444
Longlac Scholarship	159,075	-	939	160,014	1,100	158,914
Stephen Peet Memorial Fund	964	-	6	970	100	870
T.L. Wlasy Memorial Scholarship	2,960	-	22	2,982	625	2,357
Employee Funded Leave	141,546	16,065	1,037	158,648	943	157,705
Caribou Artisans Trust	3,193	-	22	3,215	500	2,715
RR Steele Trust	2,748	-	17	2,765	-	2,765
Total	402,332	16,065	13,734	432,131	11,434	420,697

Schedule 6 - Trust Funds Administered by the Board

	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12
Name and Purpose of Trust Funds	Trust Fund - Cash	Trust Fund - Investments	Trust Fund - Other Assets	Trust Fund - Total Assets	Less: Trust Fund - Liabilities	Trust Fund - Net Assets Balance August 31, 2021
A. Enders (Beardmore Honour Roll Bursary)	65	10,089	221	10,375	90	10,285
A. Enders (Geraldton Honour Roll Bursary)	246	10,089	221	10,556	310	10,246
Arrive in 85 Trust	203	3,723	-	3,926	250	3,676
Dr. R. E. Laine	180	-	-	180	-	180
Geraldton Scholarship Trust Fund	13,061	-	5,825	18,886	-	18,886
Hargraft Trust	2,612	15,134	-	17,746	729	17,017
Tim McLean Memorial Trust	20,118	-	-	20,118	1,000	19,118
USWA Trust	4,021	-	-	4,021	1,500	2,521
L. Coljak Scholarship	622	13,095	287	14,004	560	13,444
Longlac Scholarship	160,414	-	-	160,414	1,500	158,914
Stephen Peet Memorial Fund	91	879	-	970	100	870
T.L. Wlasy Memorial Scholarship	470	2,712	-	3,182	825	2,357
Employee Funded Leave	159,330	-	-	159,330	1,625	157,705
Caribou Artisans Trust	3,715	-	-	3,715	1,000	2,715
RR Steele Trust	2,865	-	-	2,865	100	2,765
Total	368,013	55,721	6,554	430,288	9,589	420,699



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

Report No.: 08

Date: January 24, 2021

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

FROM: Brent Harris, Manager of Financial Services

SUBJECT: 2021/22 Interim Report No. 1

**STRATEGIC
PRIORITY:** Stewardship

Background

The purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

Current Situation

The attached report covers the period from September 1 to November 30, 2021 and is the first report for the 2021/22 school year.

The second interim report, as of March 31, 2022 will be provided in May and the final interim report, as of June 30, 2022 will be provided in September.

Administrative Recommendations

That, the Superior-Greenstone DSB receive Report No. 08, 2021/22 Interim Report No. 1, for information.

Respectfully submitted,

Brent Harris
Manager of Financial Services

SUPERIOR-GREENSTONE DSB
2021-22 Interim Financial Report #1

For the Period Ending November 30, 2021

Summary of Financial Results

	Estimates	Forecast	In-Year Change	
			\$	%
Revenue				
Operating Grants	30,553,117	30,763,556	210,439	0.7%
Capital Grants	9,010,195	9,013,631	3,436	0.0%
Other	6,455,786	7,425,518	969,732	15.0%
Total Revenue	46,019,098	47,202,705	1,183,607	2.6%
Expenditures				
Classroom	29,462,518	30,010,571	548,053	1.9%
Other Operating	3,290,895	3,385,818	94,923	2.9%
Transportation	1,579,162	1,579,162	-	0.0%
Pupil Accommodation	11,450,818	11,441,299	(9,519)	(0.1%)
Other	496,653	491,759	(4,894)	(1.0%)
Total Expenditures	46,280,046	46,908,609	628,563	1.36%
In-Year Surplus (Deficit)	(260,948)	294,096	555,044	
Prior Year Accumulated Surplus (Deficit)	12,687,815	12,687,815	-	
Accumulated Surplus (Deficit) for Compliance	12,426,867	12,981,911	555,044	

Note: Forecast based on Revised Estimates.

Changes in Revenue

- The increase in enrollment of "Pupils of the Board" results in an increase to the Operating Grant Revenue for the 2021-22 school year.
- Other Revenue is up due to an increase in "Other Pupils" enrolment and additional Priorities and Partnership Fund (PPF) grants. This includes grants specifically designated for Covid 19 spending.

Change in Expenditures

- Classroom and Other Operating expenses are up due to a slight increase in enrolment and additional expenses related to PPF grants.
- Transportation, Pupil Accommodation and Other expenditures are relatively unaffected by the increase in enrollment.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a surplus of \$294,096

Risks & Recommendations

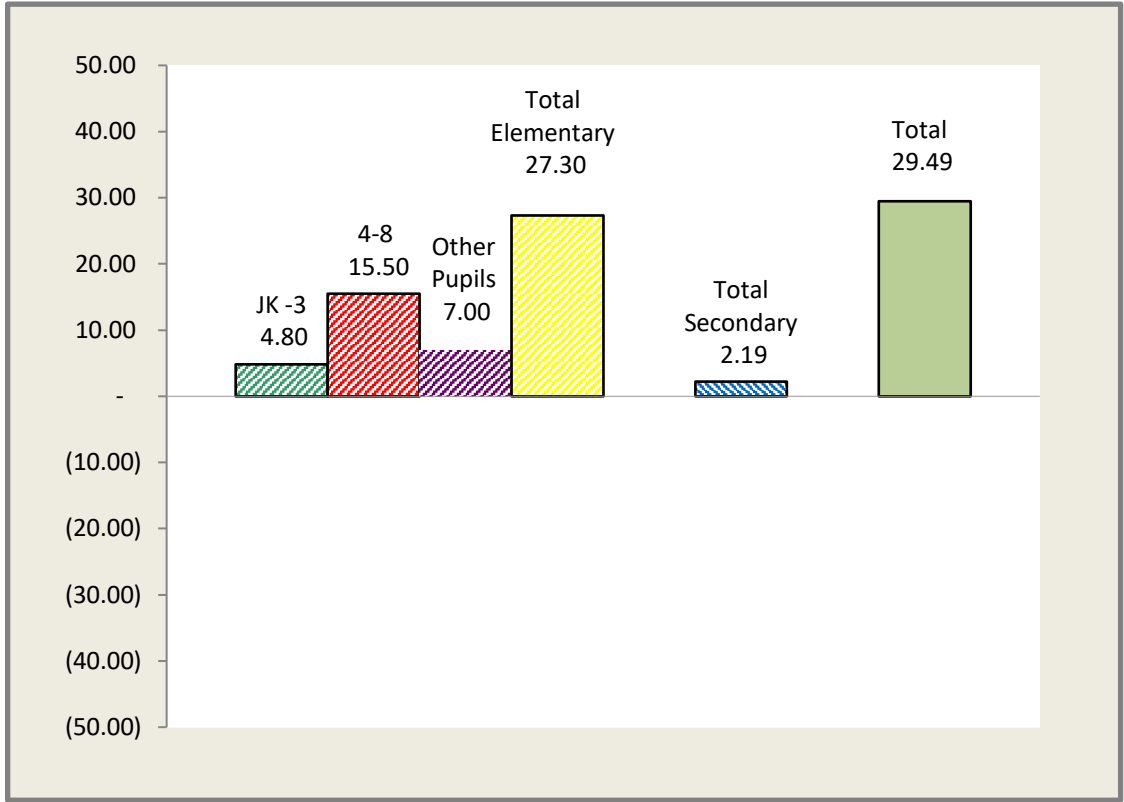
- Retirement payments are being funded from our current grants

Summary of Enrolment

ADE	Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	308.20	313.00	4.80	1.6%
4-8	363.00	378.50	15.50	4.3%
Other Pupils	42.50	49.50	7.00	16.5%
Total Elementary	713.70	741.00	27.30	3.8%
Secondary <21				
Pupils of the Board	498.50	503.13	4.63	0.9%
Other Pupils	109.69	107.25	(2.44)	(2.2%)
Total Secondary	608.19	610.38	2.19	0.4%
Total	1,321.89	1,351.38	29.49	2.2%

Note: Forecast is based on Revised Estimates

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

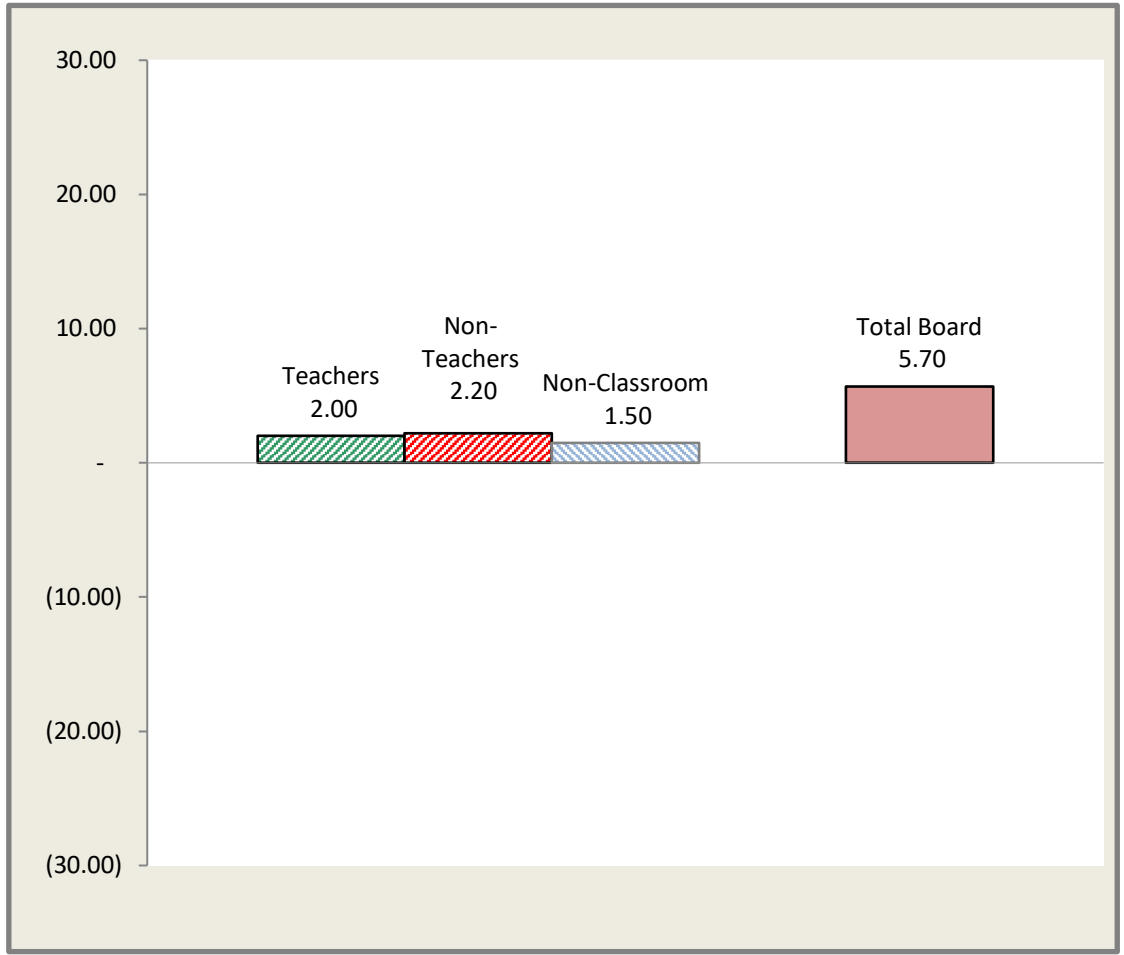
- Total board enrolment is up 29.49 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	138.2	140.2	2.00	1.4%
Non-Teachers	145.6	147.8	2.20	1.5%
Total Classroom	283.8	288.0	4.20	1.5%
Non-Classroom	70.4	71.9	1.50	2.1%
Total	354.2	359.9	5.70	1.6%

Note: Forecast is based on Revised Estimates.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Teachers up due to the addition of the full time occasional teachers at high need areas.
- Non-teachers is up due to additional spending on social services.
- Non-classroom is up due to the reallocation of staff to HR and IT supporting positions.



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

Report No.: 09

Date: January 24, 2022

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Trustee Annual Expense Report 19-20 & 20-21

STRATEGIC PRIORITY: Stewardship

Background

The Superior-Greenstone DSB is committed to the responsible and transparent stewardship of public funds. The Board recognizes the value of networking and professional development in achieving strategic objectives and to enhance governance and oversight.

The report is presented in accordance with Policy 208: Trustee/Student Trustee Attendance at Conferences.

Current Situation

Previous Year – December 2019 to November 2020

<i>Trustees</i>	<i>Professional Development</i>	<i>Reimbursed</i>	<i>Mileage</i>	<i>Travel, Meals</i>	<i>Phone</i>	<i>Internet</i>	<i>Totals</i>
<i>P McRae</i>	3,304	-	-	-	600	874	4,778
<i>J Nesbitt</i>	-	-	-	-	600	433	1,033
<i>C Major</i>	-	-	103	-	600	888	1,592
<i>A Jarvis</i>	-	-	366	168	625	496	1,655
<i>M McIntyre</i>	-	-	-	-	-	613	613
<i>M Mannisto</i>	4,886	-2,738	350	271	600	376	3,744
<i>K Pristanski</i>	-	-	225	-	600	-	825
<i>M Groulx</i>	-	-	-	-	-	-	0
<i>P Cormier</i>	4,255	-3,751	218	122	600	1,282	2,727
<i>S Schwantz</i>	3,826	-	-	-	800	-	4,626
<i>S Rathwell</i>	3,275	-	103	-	800	-	4,178

Total	19,546	-6,488	1,366	561	5,825	4,961	25,771
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Current Year – December 2020 to November 2021

<i>Trustees</i>	<i>Professional Development</i>	<i>Reimbursed</i>	<i>Mileage</i>	<i>Travel, Meals</i>	<i>Phone</i>	<i>Internet</i>	Totals
<i>P McRae</i>	387	-	-	-	700	899	1,986
<i>J Nesbitt</i>	-	-	-	-	712	551	1,263
<i>C Major</i>	-	-	-	-	712	981	1,692
<i>A Jarvis</i>	-	-	-	-	600	573	1,173
<i>M McIntyre</i>	-	-	-	-	-	1,165	1,165
<i>M Mannisto</i>	-	-	-	-	600	915	1,515
<i>K Pristanski</i>	-	-	-	-	712	-	712
<i>M Groulx</i>	-	-	-	-	-	-	0
<i>P Cormier</i>	-	-	-	-	712	1,402	2,113
<i>S Schwantz</i>	50	-	-	-	575	-	625
<i>E Couture</i>	437	-	-	-	-	-	437
<i>G Molinski</i>	-	-	-	-	-	-	0
Total	874	-	-	-	5,322	6,485	12,681

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 09, Annual Trustee Expense Report 19-20 & 20-21, for information.

Respectfully submitted by:

Alex Marton
Superintendent of Business



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

Report No.: 10

Date: January 24, 2022

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Enrolment Summary as at October 31, 2021

**STRATEGIC
PRIORITY:** Stewardship

Current Situation

Enrolment is reported to the Ministry twice in each school year in October and March. The figures on these count dates determine our per-pupil funding. Enrolment at SGDSB on October 31, 2021 is presented below:

ELEMENTARY SCHOOLS	BUDGET FTE October 31, 2021	ACTUAL FTE October 31, 2021	VARIANCE
B.A. Parker	88.00	101.00	13.00
Beardmore	21.00	32.00	11.00
Dorion	45.00	47.50	2.50
George O'Neill	134.50	147.00	12.50
Manitouwadge	43.00	49.00	6.00
Margaret Twomey	169.20	159.00	-10.20
Marjorie Mills	35.00	36.00	1.00
Nakina	18.00	20.00	2.00
Schreiber	61.00	61.00	0.00
Terrace Bay	99.00	94.00	-5.00
Total Elementary Enrolment	713.70	746.50	32.80
SECONDARY SCHOOLS	BUDGET FTE October 31, 2021	ACTUAL FTE October 31, 2021	VARIANCE
Geraldton Composite	184.50	187.00	2.50
Lake Superior	80.50	88.50	8.00
Manitouwadge	54.00	54.00	0.00
Marathon	152.50	157.00	4.50
Nipigon-Red Rock	136.69	150.00	13.31
Total Secondary Enrolment	608.19	636.50	28.31
Total Board Enrolment	1321.89	1383.00	61.11

Notes:

- 2021-2022 ADE calculations for Elementary are 741.00 and Secondary 610.38
- Due to running quadmasters at the secondary panel, the 'October 31st' count for secondary schools is calculated by averaging the enrolment data of the 16th day of each of the first two quadmasters.
- Overall, our actual enrolment for October compared to Budget projections is 61.11 FTE.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 10, Enrolment Summary as at October 31, 2021, for information.

Respectfully submitted by:

Alex Marton
Superintendent of Business



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 11

Date: January 24, 2022

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

FROM: Nicole Morden Cormier, Director of Education




SUBJECT: Director's Monthly Report – January 2022

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 January, we have provided a variety of examples that demonstrate how schools and the system are implementing the numerous objectives from the Stewardship Pillar.

	<p>During the month of December, Mr. O's Gr 9 science class had a food bank drive, to support our local food bank. We also had various activities organized to help support the student's ability to come together in meaningful and safe ways as a Wolverine community. Mrs. O ran a couple of evening sessions (crafting and paint night) and Mr. Pittman organized open nights for SGDSB students to come together for volleyball and badminton, meeting all regulations and protocols.</p>
	<p>Connection to community is an important component of learning and leadership at Manitouwadge Public School. In December, students engaged in a variety of community stewardship actions to create connection with the larger Manitouwadge community. The grade six, seven and eight students created a series of holiday cards to be delivered to our Long Term Care Facility to bring joy to residents, some who are isolated from friends and family as a result of Covid19. In addition, Student Council organized a school wide food drive to support the increasing needs for families over the holiday season. By creating such opportunities, students are able to find value in participating in activities that make a difference in the community we serve, and also the chance to engage in practices that impact larger positive social change.</p>
	<p>Students at Marathon High School continue to develop the Superior-Greenstone DSB Stewardship pillar by focusing on social/emotional development and community partnerships. Our Child and Youth Worker, Amanda Secord, is spearheading a number of initiatives for our Falcons community and for students across the board. One such initiative is the Virtual Fitness Club, where Amanda gets students moving and active, which is especially important during colder weather and during periods of virtual learning. Amanda also partners with Biidabin Health in Biigtigong Nishnaabeg and with Dilico to offer Wijiwaagnaag, which is a weekly gathering of students that uses traditional teachings to help students develop tools to support their success at school. Teachers also are using some great tools to be responsive to the needs in their classroom environment. An example is "Emoji Response" which is a website that allows students to quickly identify how they are feeling so the teacher can be better-responsive to student needs.</p>



During the month of December, students at Margaret Twomey Public School all contributed to a display entitled, What Does CHRISTMAS mean to our Ravens. Each class had a letter from Christmas where they contributed their ideas about the season. Many students wrote about Christmas being a time to give to others, to donate to those in need, to visit family and friends and to help or volunteer and give back in the community.



Lake Superior High School hosted a Christmas Hamper challenge during the month of December to support the work of the North Shore Harvest Food Cupboard. Collection boxes were placed to receive donations of canned goods, non-perishable foods, and new toys that families in need, in our communities, would really appreciate this holiday season. This was a school wide House Challenge with the winning house gaining 15 points for their school team.





10 Days of Giving

Day 7: [Lake Superior High School](#) Student Council Christmas Hampers! Students at LSHS are collecting food and toys for the North Shore Harvest Food Cupboard, with a 'house challenge' competition to see which team can raise the most. Taryn, Sam, and Logan are just some of the incredible and thoughtful students working hard on this initiative. It's really amazing to see youth step up to support their community in such a big way. To every student at LSHS spreading holiday warmth this year, thank you. Your leadership is inspiring!



TBPS student Luke Campbell heard that LSHS was holding a toy drive and he wanted to help. Luke's advent calendar "Missions of Kindness" tasked him with the mission of buying a gift and donating it to a toy drive. A HUGE Stinger shoutout goes out to Luke for his generosity!

[#BeeLikeLuke](#)



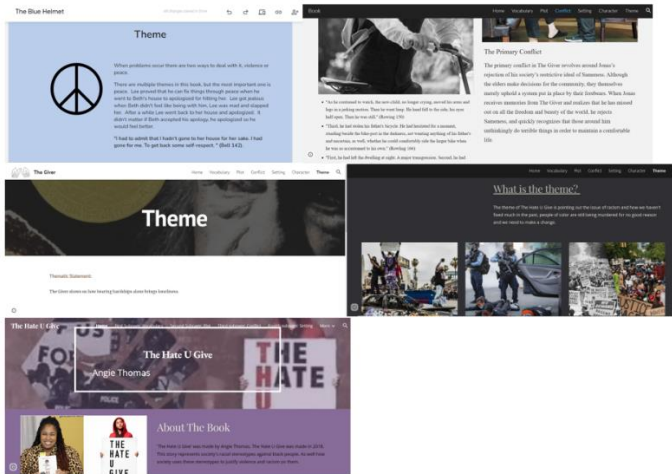


During the month of December we focused on creating opportunities that would have a significant impact on our local community! We intentionally looked for opportunities to spread cheer and joy throughout the community. It is incredibly important that our community knows how we contribute on a local level. Our classes visited the Long-Term Term Care facility, Wilkes Terrace and sang Christmas Carols, made Christmas and Holiday Cards, made decorations and cards as well.



Primary students (K-1) at Schreiber Public school are learning about local community partners and community helpers. Exploring this in an interactive digital space. This includes understanding how to become an active citizen in the local communities such as how to protect the environment, which may look like picking up litter. Later on in the month, upon school reopening to in person learning, students will have an opportunity to explore some of the trucks that provide services to the community e.g. fire truck & ambulance. Students in grades 2-4 are engaging in learning about the province of Ontario and the natural resources around us. Along with the importance of the natural resources and how they are a part of our daily lives. Collectively as a team we are looking at variety of different ways to connect curriculum to the outdoors.

	<p>Beardmore students may be small in numbers but they are large in heart. This December they worked collaboratively to create a Christmas concert video that was shared with the community. This video lifted the spirits of friends, families, and community members and got everyone into the Christmas spirit.</p>
	<div data-bbox="418 388 828 661">  </div> <div data-bbox="852 401 1063 674"> <p>Student voice led the way with Christmas cheer at Nakina Public School! The Wolfpack Student Senate organized a variety of spirit activities during</p> </div> <div data-bbox="1096 388 1494 695">  </div> <p>the month of December. These included: daily Christmas trivia questions, a door decorating contest and a life-size gingerbread house building competition. They also delivered 70 handmade holiday cards to the post office spreading the spirit of Christmas out into the community of Nakina!</p>
	<p>The K-2 class and the 6/7/8 class spent each Friday in December collaborating to do a different activity. One Friday, the K-2 class planned an activity and together the classes learned about making elephant toothpaste. The following week the 6/7/8's planned an snowstorm in a jar experiment that the K-2 class did with them. The allowed not only our oldest students but also are younger students to develop leadership skills and explore scientific inquiry.</p> <div data-bbox="1226 835 1494 1192">  </div>
	<p>Mrs. Chelsea Adams' JK/SKs learned about Kindness during the month of December. They developed a particularly cute group called the "Kindness Ninjas". The Kindness Ninjas went around the school spreading cheer through random acts of kindness to others. They wrote thank you cards, dressed up in their Ninja suits and hand delivered them to the office staff. They baked cookies for themselves and shared half with their cohort partners the 1/2 class. They also drew Christmas cards for our elders who were receiving a senior dinner in the Greenstone community. Elders received a dinner and a beautifully hand-made Christmas cards by our Kindness Ninjas.</p>
	<p>GCHS is in a partnership with the Thunderbird Friendship Center and our Indigenous Student Support Worker/John Howard Society to provide free meals for students once a week. This initiative to support food security for our students was available prior to the Winter Break. Upon our return to school next week a healthy nutritious meal will be available for any students in the school every Wednesday. No sign up is necessary.</p>
	<p>The grade 3/4/5 class at Dorion Public School has been focusing on environmental stewardship, protecting the natural environment and learning from the land we live on. They have created a land acknowledge through their learning: "The land is our mother. It gives us everything we need to live. We are a part of the Robinson-Superior Treaty. We acknowledge the indigenous peoples who first settled in this area and took great care of</p>

	our land. The land is the spirit of our ancestors. It is part of our history. It is also part of our present and our future. We need to take care of it. The land is not just ours. We share it with everything and everyone."
	The grade 6/7 and 8 classes engaged in Skills Ontario's Junk Drawer Wars and were extremely successful in their learning! Our grade 8 teams finished 1st, 2nd and 3rd for their submissions of their Hydraulic Cranes and our Grade 6/7 teams finished 3rd and 2nd for their Hydraulic Crane submissions! Students and staff enjoyed this incredible learning opportunity and cannot wait to engage in the next challenge!
	<p>Mrs. Bellin's grade 9 English class has been investigating and discussing societal issues and working to inspire change through their book clubs. In their book club groups, students read about and discussed issues such as racism, societal pressures and norms, as well as how to create thoughtful, positive change in our ever-changing world. Books included <i>The Hate U Give</i>, <i>The Blue Helmet</i>, and <i>The Giver</i>. Students created websites to share their understanding. Snapshots of several students' work:</p> 

The following are examples of the initiatives that have been engaged in at the system level which illustrate the Stewardship objectives.

Stewardship: Beyond the Hour of CODE	<p>During our annual Beyond the Hour of CODE, students were provided with multiple opportunities to share their voice and practice leadership and digital responsibility. The Hour of Code activities are designed with low ceilings and wide walls, meaning that anyone can jump in and start to engage and learn from where they are at as learners. These activities are designed to encourage and develop computational thinking. They also shift the learning and leading back into the hands of the students who possess the skills to succeed in these learning environments so that they can support other learners in the classroom. Coding in our classrooms allows for student-centred collaboration, creativity and problem-solving skills. These student-centred environments also remind us, that everyone has different strengths and that we benefit from learning from and with our peers. Ongoing opportunities for computational thinking in digital spaces and providing students with the opportunities for the co-learning and co-leading role will strengthen student voice and deepen our understanding of computational thinking and its role in our learning.</p>
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Stewardship and Learning: SGDSB Teams Advance to the Skills Ontario Junk Drawer Races Provincial Championship!!!

Throughout the months of October to December 2021, over 100 SGDSB students participated in the first-ever Skills Ontario Junk Drawer Races resulting in 7 submissions in the regional Paper Glider and Hydraulic Crane competitions. Teams of four were presented with a design challenge whereby they were evaluated on planning, design, construction, and submission components including following guidelines, the inclusion of safety checklists, and the use of video recordings to capture flight/load tests. This experiential learning initiative provided opportunities for students to engage in hands-on, real-world learning that helped them develop their understanding of the curriculum, build global competency skills, and gain insight into skilled trade and technology careers.

In demonstrating our commitment to innovative approaches to learning and celebrating the growth and success of our students, we are pleased to announce that five of our SGDSB teams have advanced to the Skills Ontario Junk Drawer Races Provincial Competition.

Teams advancing include:

Grade 6-7 Paper Glider Competition:

GOPS-Team 3 - 2nd place in the Far North Region (Elementary)

GOPS-Team 4 - 3rd place in the Far North Region (Elementary)

Grade 8 Hydraulic Crane Challenge:

Grade 6-7 Paper Glider Competition:

GOPS-Team 1 - 1st place in the Far North Region (Elementary)

GOPS-Team 3 - 2nd place in the Far North Region (Elementary)

GOPS-Team 2 - 3rd place in the Far North Region (Elementary)

Congratulations to all participants and best of luck to the teams advancing to the provincial competition. Championship round submissions are due by February 23rd and winners will be announced on March 23rd.

JUNK DRAWER RACES

Watch our Regional Competitions Winners Announcement!
January 12, 2022 at 10 am (EST) on Skills Ontario's YouTube Channel

- Gravity Powered Robot Walker Race
Grades 2-3
- Cardboard Car Race
Grades 4-5
- Paper Glider Competition
Grades 6-7
- Hydraulic Crane Challenge
Grade 8
- Cardboard Hovercraft Race
Grades 9-12

Paper Glider Competition Sponsor: **BOMBARDIER**
Program Partner: This program is funded by the Government of Ontario. Ontario

#JunkDrawerRaces
skillsontario.com/junk-drawer-races

Competitions and Curriculum Relation

Competition	Grade	Related Topics from Curriculum
Gravity Powered Robot Walker	2-3	Simple Machines Movement Strong and Stable Structures Forces Causing Movement
Cardboard Car Race	4-5	Wheels Forces Acting on Structures and Mechanisms
Paper Glider Competition	6-7	Flight Technology Designing Building Testing Centre of Gravity
Hydraulic Crane	8	Hydraulics Fluids Systems in Action
Cardboard Hovercraft Race	9-12	Manufacturing Technology Technological Design Transportation Technology

Stewardship: Recruitment

December was a busy month for recruitment at SGDSB as we say farewell to several long-term employees who are entering retirement. We have successfully recruited 3 new administrators who come from our internal leadership group as well as a new Disability and Wellness Advisor and a new Indigenous Student Success Advocate. All of these roles are pivotal in activating our strategic plan and ensuring that students have the greatest resources in front of them.

Stewardship – Relationships Connecting Mental Health in our Region: Rural Education and Mental Health Collective District of Thunder Bay



SGDSB is engaged in the Rural Education and Mental Health Collective District of Thunder Bay. It is a collaboration of North of Superior Counselling Programs, Dilico Mental Health Team, Mental Health and Addictions Nurses, Children's Aid Society and all of the school boards in the region. We work together to identify issues relating to mental health and well-being and develop supports and resources to help children, families and communities. During the first few weeks of January we have updated our poster for services and supports and this will be released to community.

Relationships	<p>Welcome to Kindergarten Season</p> <p>Starting in February and running to September, SGDSB Kindergarten teams, with school administrators work diligently to meet children and families who will be joining Kindergarten in September. Schools have been incredibly versatile and creative to meet and support families through this season regardless of Covid over the last 2 years - this year will be no different!</p>
Learning & Well-Being: SLP virtual sessions for all K-2 students at SGDSB	<p>Early Literacy Virtual Speech & Language Program</p> <p>For 6 weeks over November and December of 2021, EVERY Kindergarten to Grade 2 student participated in virtual sessions with a registered Speech & Language Pathologist. Each session was targeted on an early literacy skill and was interactive. It was an opportunity for teachers and staff to receive job embedded learning and participate alongside their students. Home programming was provided to families to encourage engagement and a deeper understanding on how they can support their children to read and develop their phonemic awareness. We completed a pre-screening tool that will be used to design next steps that are intentional and targeted to what our students need further support.</p>
Learning, Well-Being & Relationships: CRRP project in the Early Years Self-Portraits	<p>Self-Portrait Project</p> <p>As part of the Critically Relevant and Responsive Pedagogy, each K-2 class was provided with a variety of skin colour art supplies (paint, crayons, pencil crayons, crayons). The inquiry question was "when provided with the right materials, will K-2 students be able to accurately depict and see themselves in their self-portraits." With teachers as facilitators, each student created their self-portraits. These works of art have been collected and published into a hard cover book. Each student who created a book will receive one. It is something magical when children can see themselves not only through their own eyes but also celebrated in a published book. *Books have arrived but will not be distributed to schools until it is safe to do so.</p>
Well-Being Stewardship and Relationships	<p>Indigenous Youth Council (IYC)</p> <p>It is with great excitement that we share that we have officially kicked off the IYC this year! This year, Brent Edwards (aka Moose Legs) has agreed to train the council and help the youth structure the council. This year's focused learning will be around building leadership, using voice for change, and building confidence. The first session was filled with dance, laughter and a task to come back to. The council now includes youth from Superior-North Catholic Board, as well as some of the partner schools.</p>
Learning, Wellbeing & Stewardship Positive Behaviour Support	<p>Despite the challenges of COVID-19, dedicated staff continue to participate in learning that benefits and supports the success of students with exceptional needs. This includes formal opportunities to complete specialized courses, as well as job-embedded opportunities to support student specific areas of need. Support for school teams through the Positive Behaviour System Interventionist continues to be utilized for the implementation and monitoring of the Picture Exchange Communication System (PECS), the Assessment of Basic Language and Learning Skills (ABLLS), specific Behaviour Management Systems (BMST) strategies, and supports for students with autism.</p>
Stewardship, Well-Being and Relationships Special Education	<p>As part of our continued support and job-embedded approach and continuously striving to be current in our professional knowledge, the Multi-Disciplinary continues to support the learning and development opportunities of staff through Hot Topics sessions. These sessions provide opportunities for staff to engage in theory as well as practical strategies that support the development of student-centered strategies and approaches. Our focus in December was on the crucial nature of collecting the right types of information for students who have special needs in order to be as responsive and proactive as possible. Be it assessment information, classroom observations, parent and student voice or strengths</p>

	and needs of students, collecting this information helps to know the learner in order to collaboratively develop and implement achievable goals. In January, the focus is on looking at what the evidence is telling about how we are doing in terms of supporting students with special needs. At this Hot Topic session, we discuss how the IEP (Individual Education Plan) Audit process provides us with a snapshot of how our structures, practices are working to support students with special needs as well as how the conversations that ensue help to move us forward in supporting the learning of students. The conversations and sharing of best practices are necessary pieces to the overall work as they contribute to the planning and design of next steps. We are constantly reviewing, analyzing, and reflecting on how we can enhance our practices so that we can best serve students.
Stewardship School Effectiveness	A major contributor to an organizations continual growth and development is through the development of mutually beneficial relationships, which is a component of our Stewardship Pillar. SGDSB has been fortunate to work with The Critical Thinking Consortium over the past few years, a relationship that has continued to evolve and become increasingly beneficial to both organizations. Through TC2s work with our educators and leaders, we have developed a broader understanding of societal issues and inspiring action for thoughtful positive change through the use of the TC2 framework. Our collaboration with TC2 in relation to supporting principals and our system in deepening our collective understanding of powerful instructional leadership and inquiry at the system level, has not only informed our work but has also informed learning for TC2. Much of what we explore as a system is shared with other organizations that TC2 is supporting. Some of our educators have also been recognized by TC2 for their focus on nurturing thinking environments for their students and are working collaboratively with TC2 to develop resources that will support teachers in our board and in other boards that TC2 supports. Good stewardship allows an organization to continually develop and adjust to an ever-changing world, and our work with TC2 is pivotal to this.
Stewardship Student Success	Our school communities have benefitted from the partnerships of local businesses, Confederation College and Lakehead University which are further developed and strengthened through programs such as Co-op, OYAP, SHSM and Dual Credit (SCWI). These partnerships have fostered the expansion of school programs (increased sector/subject areas, more resources and sector experiences, etc) that have resulted in further developed networks, sector specific skillsets and interests that impact pathways and the future success of our students. Our local businesses and College and University partners benefit as students are drawn to enroll in programs where they are familiar, informed and supported with the process and often return to local employers for similar reasons. More students finding and feeding their passions, developing skills and knowledge, graduating, further developing their employability (through apprenticeship, work or post-secondary education) benefit our communities and beyond. Our objective to offer learning opportunities beyond the classroom rely on these partnerships for success.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 11, Director's Monthly Report, January 2022, 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.: 12
Date: January 24, 2022

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

FROM: Will Goodman and Charlie Bishop, Superintendents of Education

SUBJECT: Update to Staffing Process for 2022-2023 School Year

STRATEGIC PRIORITY: Learning, Well Being, Relationships, Stewardship

Background

One of the most important processes undertaken by the school board each year is the coordination of staffing for all 17 SGDSB sites. In the past, the staffing process began in the late winter and concludes with final staffing reports to the board in May and June, dependent on the various deadlines in collective agreements. The Grants for Student Needs (GSN) usually arrive in March and indicate the amount of funds prior to finalizing final reports to the Board.

Completing this process in June creates challenges for both the board and for staff. The challenges include attracting new employees as graduates are often applying for new positions in the spring of each school year. Our collective agreements do not allow for posting positions throughout the summer which also creates challenges in hiring as we are required to wait until the school year begins to fully staff schools. In addition, retaining staff can also be a challenge if they are not given sufficient notice regarding their work status with SGDSB and sometimes need to apply for posted positions elsewhere. The staffing process has several time-sensitive dates to notify individuals, and Human Resources often works extended overtime hours to meet these deadlines each year.

Current Situation

Reimagining learning begins with putting the best staff in place at the start of the school year for our students. This year we will be changing our dates for the staffing process to improve our ability to retain and acquire new staff, as well as reduce the amount of workload for our departments in meeting collective agreement deadlines. It is important to understand that SGDSB staffing has, for the past several years, only experienced minor change in FTE from year to year, which poses a minimal risk when waiting for GSN budgets to arrive. We also know that "Protected Staffing Complements" are negotiated centrally for many of our groups where reductions are not able to happen unless there are catastrophic changes in the board. We also understand that providing the greatest number of staff will only support our students learning and success in graduation. To improve these outcomes, we will be moving the dates up in our process. The following is a list of dates and actions for trustee review.

Table One: Revised Staff Process Dates 2022-2023 School Year

Revised Dates for 2022-2023	Board Report(s)
January 15-30	Staffing Process Begins
April 11	Preliminary Elementary Staffing Report Preliminary Secondary Staffing Report
April 25	Special Board Meeting for Final Elementary Staffing Report and Final Secondary Staffing Report
May 30	Preliminary Staffing Report for Education Support Staff (ESS)
June 6	Final Staffing Report for Education Support Staff (ESS)

Administrative Recommendation

That, the Superior-Greenstone District School Board, receives for information, Board report No. 12,
Update to Staffing Process for 2022-2023 School Year.

Respectfully submitted by:

Charlie Bishop & Will Goodman
Superintendents of Education



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

Report No.: 13

Date: January 24, 2022

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

FROM: Carole Leroux – Student Success System Principal

SUBJECT: Identifying the Goals and a Mid-Year Check-In of the Student Success Portfolio for 2021-2022

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships and Stewardship

Background

The Student Success Lead role was first implemented in 2003 as one of the key drivers in the Students At-Risk Strategy and now supports the work in achieving the aims articulated in *Achieving Excellence: A Renewed Vision for Education in Ontario* for students in grades 7-12. The role was intended to be a champion of Student Success and Student Achievement initiatives within school boards. The Student Success portfolio supports, implements, develops, monitors and reports on a variety of initiatives such as Literacy grades 7-12, Numeracy grades 7-12, Community, Culture and Caring-Based Initiatives, Pathways, SCWI (School College Work Initiative – Dual Credits), SHSM Programs (Specialist High Skills Majors), Experiential Learning, Alternative Learning, Student Voice and Leadership, Instructional Practices (PLCs and mentoring groups), Adult Education and Student Success Teachers/Teams.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, Student Success initiatives strive to ensure all students have equitable opportunities and conditions to maximize their learning potential and be the best version of themselves. We work to achieve this vision through implementation of the *Pathways to Success* (2013), *Growing Success* (2010), *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) and *Caring and Safe Schools in Ontario* (2010).

Current Situation

This year the development and influence of our Overarching Critical Inquiry Question focussed on equity has been critical to reflecting on our own personal and systemic practices that advantage and disadvantage students. Through this lens we are digging deeper into data that does not reflect our student achievement or well-being in a positive way and are conducting investigations into why. This has led to refinements and ongoing development in the areas of Learning Leads, Re-Engagement Guidelines, Equitable Assessment learning, supports and resources, Video Conference course options at the grade 9 & 10 level and our latest being the development of a Locally Developed Course Selection tool for school teams.

While the work is ongoing throughout all initiatives within the Student Success portfolio, the key priorities this year continue to be in the areas of Student Success Teams, Learning Leads and Transitions. The last two years have complicated the implementation and progress of many of our goals. While progress may have varied in the pandemic, our goals remain similar this year. Our Student Success Teams continue to heighten their attention, monitoring and support as disengagement remains a challenge with the impacts of Covid. Creating connections with students and families and creating opportunities for

students and their unique situations has changed dramatically in some regions. We have also learned that in many situations change/impact is taking more time. Empathy, patience, increased communication and often new plans are necessary. Our teams have learned to be more comfortable with a 'pause' and recalibration to make sure we are being responsive to the individual needs in each region/community.

We are continuing to build educator and Principal capacity in the following areas:

- development and strengthening of Student Success Teams to ensure all at-risk students are receiving the supports and interventions necessary for success.
- strengthening and further defining the Learning Leads structure to support the mentorship of teachers and their PLCs (Professional Learning Cycles) to inform their practices
- Grade 8 to 9 transition practices
- building and strengthening of relationships with school communities to support more informed transitions for all students

Important to note that our goal to align the work of our portfolios also continues and has directly impacted the goals of Student Success. All of our System Supports, especially our School Effectiveness Team have been co-planning, co-creating, modelling and challenging these refinements and new developments through community engagement, input from schools and where appropriate, students and care networks.

Next Steps: What matters most and will be the focus until the end of the year?

- 1) Continue to enhance transition practices, including our coterminous boards and remote associate schools/communities
- 2) Create opportunities to build capacity and support alternative learning opportunities to meet the unique needs of all learners, virtual and in-person
- 3) Continue to support Student Success Teams to build capacity around using data to inform their next steps, creating and communicating formal processes for referring and making recommendations for students and collecting, tracking and monitoring both at-risk students and the actions/outcomes of the team.
- 4) Continue to create resources and opportunities to increase awareness and understanding and also refine practices in relation to equitable assessment, locally developed courses and Transition processes for Principals and school teams.

With a narrowed focus on these next steps until the end of this year (and likely beyond), we hope that this work will positively impact engagement, credit accumulation and graduation rates. It is important to note that, as outlined in the Multi-Year Strategic Plan, engagement, credit accumulation and graduation rates are measured and monitored through many portfolios that also have strategies, structures and programs that are working towards progress in these areas.

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 13: Identifying the Goals and a Mid-Year Check-in of the Student Success Portfolio for 2021-2022, for information.

Respectfully submitted by:

Will Goodman,
Superintendent of Education

Carole Leroux,
Student Success System Principal



SUPERIOR-GREYSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR

November 29, 2021 Organizational/Regular BOARD MEETING

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	4	0	0	4
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	4	0	0	4
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	4	0	0	4
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	4	0	0	4
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	4	0	0	4
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	4	0	0	4
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • Director's Annual Report (Microsoft Sway), great way to recap the learning, challenges and changes that have occurred. • Education Session was fantastic. • I would like to see the inclusion of any issues that staff are facing in some of their reports. Perhaps, whenever a presentation is made they not only highlight the amazing things that are being done, but also identify the top three issues/concerns they may have. 				
Optional Comments: <ul style="list-style-type: none"> • Might be a good idea to have a question on future board meeting / PD Ideas. Congrats on another successful school year. • Congrats to the Chair and Vice-Chair and all those Trustees who stepped forward to take committee roles. • Extremely impressed with the ongoing work of the Student Trustees and the professionalism they exhibit. 				