



Parent Involvement and Engagement come in many forms...asking your child to teach you something that they are learning, participating in Student Led Conferences, talking to your child about learning, reminding your child to complete tasks, volunteering at the school...just to name a few ways!

Parent Involvement Committee

May 19, 2020

August 29, 2018

Student Feedback on Distance Learning

— Student Trustees Steph Rathwell —
and Sydney Schwantz

Why Are We Doing This?

1. Students should be voicing their opinions on distance learning and know that it doesn't go unrecognized.
2. We want to help the teachers and principals in our board by providing them with this information.

Our Source

THE STUDENT SENATE

On May 12th we held a virtual Student Senate meeting with over 40 participants! At that meeting we shared an anonymous padlet to gather feedback on distance learning. The padlet featured 3 questions we posed to the Senators....

Question #1-What are the Advantages to Distance Learning?



Responses to Question #1

- "Being able to learn at our own pace"
- "Being able to choose what we want to learn each day"
- "Working quietly in our homes"
- "Working independently with flexible due dates"
- "We can focus on things we find difficult"

- "We don't have to wait around (for other students to finish) their work before moving on"
- "We get to try new ways of learning"
- "We are learning to self-regulate"
- "We can eat while working"
- "More comfortable at home"

Question #2-What are the Disadvantages to Distance Learning?



Responses to Question #2

- "No one on one time with our teachers"
- "Harder to cooperate with/reach group members"
- "Easily distracted at home"
- "More difficult to access materials"
- "If we don't keep up with our work we can fall behind easily"
- "Many interruptions at home"
- "Procrastination"
- "No discussion time after lessons"
- "Very hard to stay motivated"
- "Difficult being on the computer"
- "Relying more on our parents to help us which is stressful"

Question #3- How Can We Improve Distance Learning?



Responses to Question #3

- "Assign less work"
- "More light weight work"
- "More fun work"
- "More time online with our teachers and friends"
- "Spend more time on the google meets"

We are pleased to say that most of the comments made about distance learning were positive!

Next Steps

After receiving and analysing the feedback from the senators, we have created **three** main areas of development.

These seemed to be the main challenges students are struggling with during distance learning.

Our goal is to help the senators (and all students) conquer these challenges.

How? We will be using our Edsby leadership group to post tips, advice, professional resources, and various ways to overcome these challenges.

1. Time Management

1. Eliminating Distractions

1. Reaching out for Extra Help

Our Conclusion

Overall the students have appreciated the effort Superior Greenstone DSB has made to provide us with a high quality education during distance learning. The students gave us almost entirely positive responses and were eager to make suggestions on how to improve learning from home!

Thank You For
Listening! Any
Questions?



Our Superior Approach to Transitions

Current Enhancements & 2020-2021 Considerations

August 29, 2018

Grade 8 to 9 Transitions

- School-based Transition Plan Enhancements
 - Virtual opportunities
 - Examples: Parent information sessions, Q & A Sessions (Student to Student), Educational Team Meet & Greets, Social Media Challenges/Contests, Student Council Meeting Invites
 - Increased individual meeting/planning time
 - Additional Transition Team collaboration regarding students with increased needs for Summer and pre-return to learning opportunities
- Feedback collection from feeder schools via survey

Review Data
Review data from last year's Transitions with Transition Team
- survey results
- student/parent/guardian/educator feedback
- observations
September

Planning
Host a Transitions planning meeting with all feeder schools
- initiated by the high school (Guidance)
- should include all grade 7/8 teachers, principals, any Indigenous student support roles that work closely with schools, Grad Coaches
Sept/Oct

Visits & Activities
- 3-4 opportunities for students to experience the high school learning environment (one should include parents/guardians)
- in the high school
- meet teachers and other key roles in the school
- tour of the school
- meet other grade 8s
- experience the classroom
- teambuilding & FUN
- 1 visit from the h/s team to each feeder school (SCOPE as option for fly-in schools)
Ongoing

Meetings
Transition meetings for all students
- interests, challenges, strengths, goals should be collected from the student and/or others at the table
- meetings can include principals, Guidance, SEIs, gr 7/8 teachers, parents/guardians, students, Grad Coach, SST/teacher, outside services (all depending on student)
- BQCs should occur at the h/s during the transition meeting (led by feeder school)
- conversation about upcoming gr 9s (gr 7s)
- how many and any increased needs
April/May

Our Superior Approach to Transitions
Small Schools Make a Difference
Ensuring supportive and equitable Transition opportunities for all
Made with PosterMyWall.com

Considerations for 2020-2021

- Opportunities before school start-up for additional activities (could include: school tours, educational team meet & greet, timetable and locker distribution, BBQ, etc *possible virtual options
- Soft start (respecting individual/whole group need) – students may spend the first few days doing activities to get to know each other, practicing routines, exploring the school and becoming more familiar with their new environments and expectations, and also acclimatizing back to their new school life
- Transitions teams will meet to ensure all voices are heard and all needs are considered in planning process
- Professional Learning sessions for educator teams to create & support smooth Transitions – knowing that not all students Transition length can be defined and will need to be responsive (all grades)

****dependent on COVID status/Ministerial orders**

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survey results
students/parents/guardians/educator feedback
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- initiated by the high school (guidance)
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Sept/Oct

Visits & Activities
- 3-4 opportunities for students to experience the high school learning environment (one should include parents/guardians)
- in the high school
- meet teachers and other key roles in the school
- tour of the school
- meet other grade 8s
- experience the classroom
- transitioning to 9/10
- 1 visit from the 8s team to each feeder school (SPEL or option for 8s in schools)
Ongoing

Meetings
Transition meetings for all students
- interests, challenges, strengths, goals should be collected from the student and/or others at the table
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- (SPELs should occur at the table during the Transition meeting led by feeder school)
- conversation about upcoming gr. 9s for 8s
- how many and any increased needs
April/May

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Welcome to Kindergarten Season 2020 - 2021

What we know matters

- We need to know our new students in their families
- We need to ensure that they know us (staff)
- We need to introduce students to their new friends
- We need to make our buildings familiar
- We need to share information regarding the program, the school and the registration process
- We need to listen and respond supportively
- We need to ensure everyone has what they need to be successful

Connection is Key



- Welcome to K Parade
- Phone calls, emails etc.
- Virtual school tours
- Joining classes for learning opportunities
- Get-to-know-you
- Special Education transitions
- Being included in school/community events etc.
- Options for registration
- Q&A virtual opportunities



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Director's Report

Elementary
School
Staffing

Distance
Learning

Student
Trustees

Budget

During the COVID-19 school closures, the priority of SGDSB's Distance Learning Plan has been to foster well-being through connection and routine, as well as to focus learning on the core competencies that have been identified as necessary for students. Every effort has been made to support all students in accessing learning; however, due to factors such as personal circumstance and the format of the learning, this period of learning has to be treated differently when preparing report cards.

Reporting to Parents – June Report Cards

All students will receive a report card at the end of June. This report card will contain marks for each subject; however, in the elementary panel, some strands within a particular subject may not have been covered. Report cards will represent the most accurate reflection of students' work. When determining a grade, educators will continue to use their professional judgement to consider their observations of student learning, conversations that students engage in to demonstrate their learning, and the products that they produce to show their learning. Report cards will contain comments; however, these will focus on areas of growth for students only.

What is the Same for Report Cards This Year?

Report card marks will be based on the evidence of learning that the educators have collected from September to March 13, 2020 for elementary students, and from February 3, 2020 to March 13, 2020 for secondary students. If students have been able to participate and demonstrate growth in their learning through the Distance Learning program, that evidence of growth will also be considered, but only if it is in the best interests of the student. No student's achievement will be negatively impacted by the COVID-19 closure and the change to Distance Learning.

What is Different for Report Cards This Year?

We are encouraging all students to engage in learning to the greatest extent possible and according to their individual circumstances during this time. Students are encouraged to continue to enhance their knowledge and skills in the core competencies which will be reflected in their grades. The learning opportunities that are currently being provided are to support students in developing and demonstrating their skills and knowledge to educators. For secondary school students, exams have been cancelled; however, final projects may still take place. Students should complete these final projects where possible and where personal circumstances permit.

Important to Remember!

System Art Calendar Update

STUDENT ART CALENDAR 2020-2021



PHOTOGRAPHY CONTEST

OPEN TO ALL SGDSB STUDENTS

To participate in the Student Art Calendar Photography Contest, submit a photo that highlights the beauty of Northern Ontario. The winners will be featured in the 2020-2021 Student Art Calendar. Follow the contest submission guidelines and show us what you love about your community!

CONTEST SUBMISSION GUIDELINES

- Image format must be JPEG only.
- Photos need to be the highest quality resolution possible (at least 8 to 10 megapixels).
- In the email message, indicate your name, the name of your school and your current grade level.
- In the email message indicate the location your photo was taken.
- 1 image per student.

SUBMISSION DEADLINE:

JUNE 12, 2020

Send Entries To:
boardoffice@sgdsb.on.ca

"Inspiring Our Students to Succeed and Make a Difference"

Virtual Parent Involvement Committee – Ministry Meeting

- Purpose: To elicit feedback on Distance Learning from PIC Chairs
- One-hour meeting
- Several questions asked for Parents and Board Staff to provide feedback – very general, what is working, etc.
- Information used to guide ministry direction
- Several Chairs asked about the PIC Grants.

Parents Reaching Out Grants

- No additional information yet available from Ministry
- Updates from
 - Manitouwadge High School
 - Manitouwadge Public School
 - Marathon High School