



# DIRECTOR'S ANNUAL REPORT 2018 – 2019

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Reimagining Learning for the 21<sup>st</sup> Century

# Small Schools Make a Difference!

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## 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 BELIEFS

At Superior-Greenstone District School Board we believe in quality programs and service delivery to ensure an outstanding and rewarding experience for our students.

We believe that all students can achieve high standards given sufficient time and support.



# 2018 – 2023 Strategic Framework



The overarching goal of the strategic framework is to strengthen Superior-Greenstone's vision of providing a transformative educational experience grounded in student achievement and well-being.

Superior-Greenstone's 2018-2023 Strategic Plan is built around four interrelated and interconnecting strategic themes: learning, well-being, relationships and stewardship. Each of these themes has been purposefully designated to reflect the Renewed Vision for Education in Ontario.



## Learning

Learning is the foundation of Superior-Greenstone District School Board and continues to be the core to achieving our vision. Innovative approaches to learning that incorporate experiences inside and outside the classroom will prepare students for success as future leaders.



## Well-Being

Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being—the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.



## Relationships

Students must feel safe, physically and emotionally, in an inclusive, accepting environment. In the school community, students must be able to engage in meaningful learning, and have positive relationships with peers and caring adults.



## Stewardship

Stewardship recognizes the importance of Superior-Greenstone's unique role in making a difference in the communities it serves, in developing broader understanding of societal issues and inspiring action for thoughtful positive change. Good stewardship allows an organization to continually develop and adjust to an ever-changing world.



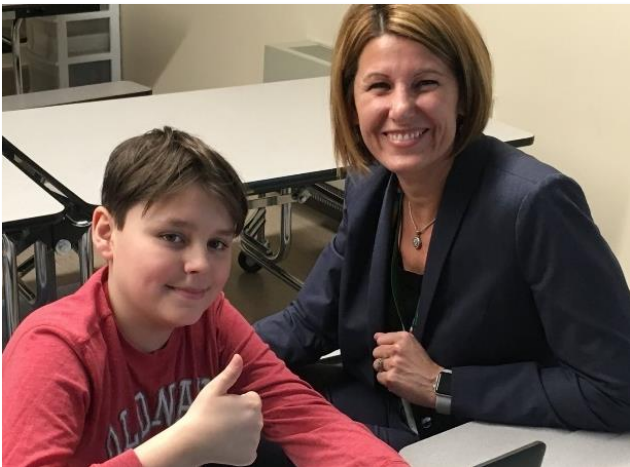
# Message from the Director of Education

I am proud and privileged to present the stakeholders of the Superior-Greenstone District School Board (SGDSB) with the 2018-2019 Director's Annual Report. This report captures our strategic work, including the activities, events and projects that were done throughout the year that reflect our mission that all staff and students see themselves as "learners".

The Superior-Greenstone District School Board is committed to responding to the needs of every student in our district. This is transformational work, best described by the phrase "reimagining learning for the 21<sup>st</sup> century", as we rethink our definition of "learning". We know that we must respond to the changing world, to ensure that we truly understand our students and their needs, which includes supporting students in developing and building their identities, individually and as a collective, fostering intellectual growth and well-being in an environment that is truly focused on the student, and helping all students to become increasingly ethical, compassionate and contributing members of our global society. To achieve this, we must focus on fostering the 21<sup>st</sup> Century Competencies which include character, citizenship, collaboration, communication, creativity and critical thinking. This work must be continually supported by our belief in the capacity of our students, staff and partners.



The 2018-2019 school year marked the formal introduction of this commitment through our new Multi-Year Strategic Plan. This plan is a visioning and policy document that sets direction and identifies priorities for positive change for each school year until 2023. It focuses our improvement work, as it identifies an aim in each of the four Strategic Priority areas (Learning, Well-Being, Relationships and Stewardship), and the associated objectives as they contribute to the achievement of each aim. We will measure these objectives to monitor our success. Our plan helps to focus our energy and resources, strengthen operations, and



ensures that our employees and other stakeholders are motivated to see their purpose and are working toward common goals, in response to an ever-changing world. We will achieve the ongoing transformation of equitable educational structures, described above as the foundation of the plan, by further engaging our students, staff, families and communities through productive relationships, mutual respect, and collaborative leadership, informed by evidence of impact. We are committed to innovation through emerging technologies that support our vision.

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*“If we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world, we must reimagine learning. What’s important to be learned, how learning is fostered, where learning happens, and how we measure success. This means creating environments that challenge, provoke, stimulate and celebrate learning.” (2018, Fullan, Quinn and McEachen, Deep Learning: Engage the World Change the World)*

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We celebrate our progress as we not only engaged in a comprehensive measure of where we are as an organization and articulated this status through baseline reports in each of the four pillars, but engaged in many strategies to operationalize this plan, all with the aim of increasingly supporting our students in further developing positive identity, achievement and well-being. Of particular importance is the ongoing recognition of the Calls to Action of the Truth and Reconciliation Commission, as they are foundational to achieving our vision of providing equitable educational structures for all students. This can only be done through partnerships with First Nations

communities in our district, and we are grateful to the communities for guiding us in this journey as we increasingly build our knowledge and understanding of Indigenous perspectives, histories, current realities and ways of knowing.

As a district, we recognize the importance of evidence-based data collection to improve system-wide decision making and have made progress in how we collect and use data to measure our impact and to hold ourselves accountable to our promise of quality programs and service delivery. We will continue to provide evidence of our impact to all partners in a systematic way that is aligned with the aims and objectives of our Multi-Year Strategic Plan. The Director’s Annual Report provides evidence of our actions, strategies and indicators of growth, and will, in the future, be increasingly informed by purposeful data.

We are grateful to families, students, partners, and our staff for their strong belief in our ability to make a difference in our schools, communities and the world.

Miigwech, Dhanyavaad, Thank You, and Merci

Nicole Morden Cormier,  
Director of Education



# Message from the Board Chair



The Director's Annual Report reflects the growth that has occurred in the Superior-Greenstone District School Board during the 2018-2019 school year. This year was one marked by change as we welcomed our new Director of Education (Interim), launched our Multi-Year Strategic Plan and welcomed three new trustees to our governance board. We were also very pleased to move from one student trustee on our board, to two, thus enhancing the voice of students throughout the district. Much of the year was spent without an Indigenous Trustee, as First Nation Communities worked together to engage in this representative appointment. With these changes our focus continued to be on enacting our beliefs, through responsible and accountable good governance, in providing quality programs and service delivery to ensure an outstanding and rewarding experience for students.

This year also provided us with the opportunity to return to our SGDSB By-Laws and Code of Conduct, as we welcomed the new trustees to the board. Good governance continues to be the cornerstone of our work as we represent the interests of each of our communities in the areas of student achievement, well-being and through our responsibilities outlined in statutes and regulations. Our board of trustees understand the need to have well-defined roles and responsibilities as the foundation for our policy development, decision-making, oversight and leadership.

Our new Multi-Year Strategic Plan has increasingly provided the direction and vision for decision-making, and we saw growth in how information was presented to us in alignment with our plan. As this was the first year for our plan, the focus for reporting was on providing baseline data, against which we will measure our collective progress over the next four years. Community partners were also introduced to this plan through a launch that involved trustees, student trustees, staff, students, First Nations and community partners, thus further illustrating our commitment to working with our communities. We continue to see our buildings as hubs that provide quality programs and services for children and families, from birth to adulthood.

We are proud of the progress that our schools and district have made towards achieving a learner-centered environment, with teaching that is focused on increasingly meeting the needs of our students. Critical to this growth are the relationships that continue to be developed with First Nations communities, as we know that 51% of students have voluntarily identified as Indigenous. It is the elders who teach all of us about the history, perspectives and culture of the first peoples. For this, we are grateful.

I would like to thank all staff for their ongoing efforts during this past year. Together we will continue to engage in learning, inspire our learners, make a difference in our schools, communities and the world, while honouring the strong, positive relationships that are vital to this work.

Miigwech, Merci, Thank You, Dhanyavaad

A handwritten signature in black ink that reads "P. McRae".

Pinky McRae, Board Chair





# The Voice of Our Student Trustees

## 2017-2019 Student Trustee - Logan Furoy:

The role of the Student Trustee is invaluable to the Superior-Greenstone District School Board. Whoever fills that role is the voice of the student body and a leader for their peers. I was incredibly lucky to have filled that role for two years. My time as the Student Trustee was the best experience that I had in high school because I was representing the incredible students of the Superior-Greenstone District School Board. I was at the Board of Trustees meetings and shared my opinion about how their decisions would impact students; this was the most important part of the work of the Student Trustee.

In addition to that, the Student Trustee is also the chair of the Student Senate; which was easily my favourite part of the job. This part directly impacts the lives of our young leaders; developing their sense of good stewardship and making them effective student leaders for our schools. Moreover, the student senate allows our young leaders to connect with one another across the vast distances that separate our schools. The Student Senate allows us to build strong relationships with peers and collaborate with one another to come up with ways to improve their schools. This was especially useful in learning new and different ways to be effective student leaders because the challenges to a student leader in Longlac could be the same as the challenges faced by a student leader in Marathon and they would be able to help each other. The collaboration,



learning, and relationship building among our future leaders as we all developed our stewardship together was the best part of my experience with the Student Senate.

However, developing our student leaders did not stop at the Student Senate. The annual Student Leadership Conference and the Student Senate Meetup are both incredible events. They are both great ways for all of our Student Leaders to connect with one another and spend time getting to know each other as they all develop their leadership skills. They are both great events that our School Board puts on every year and I hope to see them continue far into the future. Our future and the future of our schools depend on the actions of our students; that is why it is so important that we put our resources towards giving them the tools and the knowledge that will make our schools better places.

One great thing that changed in my time as the Student Trustee was the addition of a second Student Trustee. I had the absolute pleasure of working with Stephanie throughout my second term as Student Trustee and she was such a great addition to the team. Having two Student Trustees is much more effective because life is busy and having that other person there to help you is such a huge weight off the shoulders. This allows both Student Trustees to more effectively balance their personal life, school life, and their role as the Student Trustee much more effectively.



## *“Inspiring Our Students to Succeed and Make a Difference!”*

Filling the role of the Student Trustee had to have been the best two years of my life. I got to make a real impact in my school board, my school, and the lives of many young leaders and students. The Student Trustee is there to serve the students, to make our schools a better place, and to take part in leading our school board to a greater future. I am incredibly proud to have taken part in building that future.

### **2019-2021 Student Trustee-Stephanie Rathwell:**

During my first few months as a Student Trustee, having someone with experience to help me understand my position was beneficial to my transition. Rather than learning as I went, I had someone there to guide me in the right direction, boost my confidence, and take charge at times I was confused.

Through the Student Senate, my confidence grew as a leader from facilitating and planning the meetings. Having the ability to empower other students to step up and make their voices heard is a powerful tool. Student voice is imperative when making decisions at the board level because it is the students who drive for

change. Being able to support them as they develop into leaders comes from building strong relationships and listening to their opinions on significant issues and challenges in education. The role of Student Trustee provides a better flow of information between the students and the board, and provides tangible proof that student voice is crucial to the success of a board.

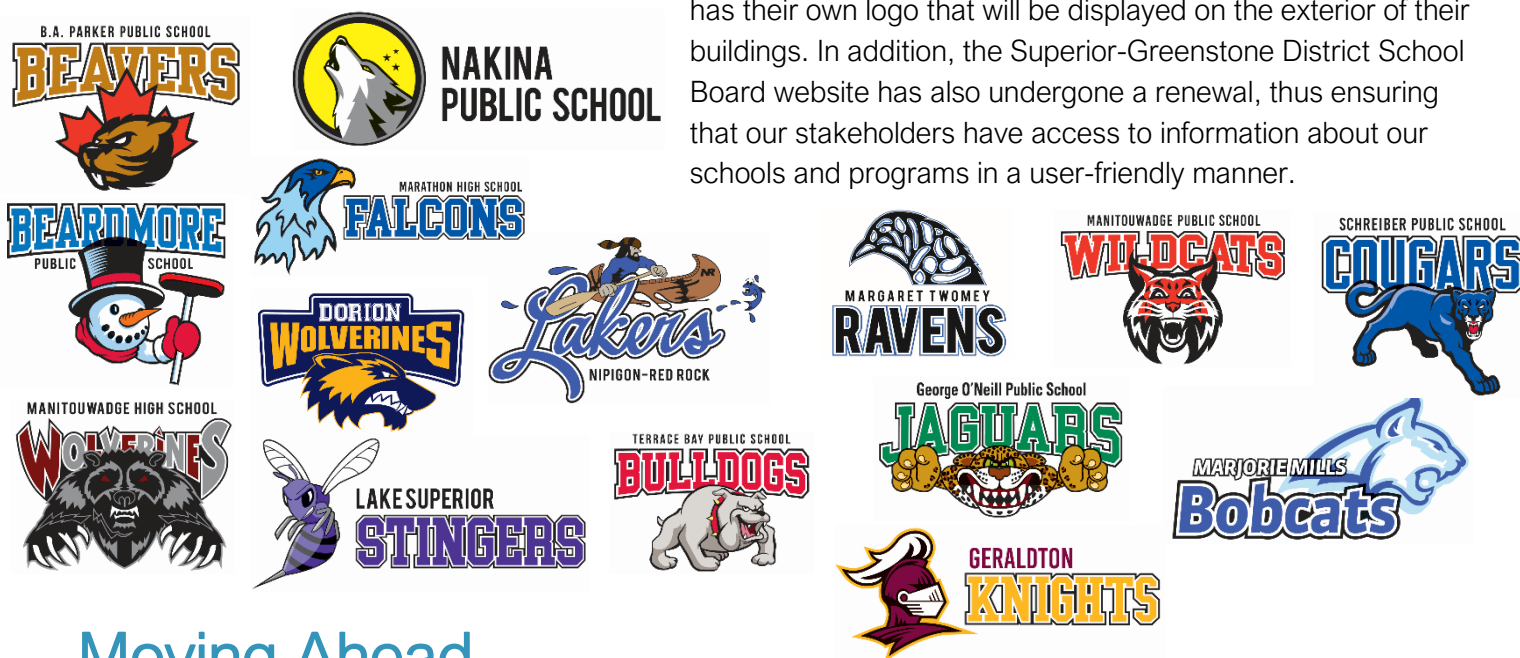




# Celebrating 20 Years of Excellence in Education!



The 2018-2019 school year marked the 20<sup>th</sup> Anniversary of Superior-Greenstone District School Board. We celebrated this anniversary with a great deal to be proud of, some new beginnings and the continued focus on learning and well-being. Our 20<sup>th</sup> year was recognized with the launch of a common visual identity across our school board, thus strengthening visual image and public recognition. Our email signatures, letterheads, board and school logos, colours, presentation formats, etc. have all now been standardized. This consistency defines us in a clear and distinct manner that will build further awareness, trust and pride. Each school now has their own logo that will be displayed on the exterior of their buildings. In addition, the Superior-Greenstone District School Board website has also undergone a renewal, thus ensuring that our stakeholders have access to information about our schools and programs in a user-friendly manner.



## Moving Ahead

Superior-Greenstone District School Board has recognized the ever-changing needs of our students in response to the social, digital and natural environments in which students live. This recognition requires us to respond in our practices, in our schools and as a district. We recognize the 21<sup>st</sup> century competencies and the need to integrate well-being and mental health supports as key strategies in our schools.

Today, educators have a responsibility to embrace and celebrate “the diverse identities that students bring with them to school, and offer curricula that will enable them to develop with their identities full intact” with a sense of belonging. If schools recognize diversity in this manner “all our young people will learn not only to be the best version of themselves as individuals, but will develop a sense of belonging which allow them to come together in the quest to build a strong and inclusive community, with collective identity.” (*Leading from the Middle: Spreading Learning, Well-being, and Identity across Ontario, 2018*)

# Equity and Inclusivity

## Achievement, Well-Being & Equity (AWE) Committee

The AWE Committee works to ensure that a number of Board initiatives dedicated to well-being (Behaviour Management Supports (BMS), Trauma Informed Schools, Restorative Practices, and Strength Based Resilience) are aligned with the goals and purposes of other Board initiatives, and that any new initiatives. The committee consists of representatives from all sectors of the organization, including union presidents, and represents a cross-section of people with differing perspectives. The committee is aware of the need to make equity as much of a focus as achievement and well-being, and follows the lead of the Ontario Education Equity Action Plan, which recognizes that equity needs to be woven together with achievement and well-being in a way that makes them inseparable. This realization sets the direction of the committee, allowing it to weave achievement, well-being, and equity together, with the purpose of supporting the Multi-Year Strategic Plan by ensuring, enhancing, and promoting the alignment of achievement, well-being, and equity within the Board initiatives through collaborating, communicating, and consulting with representatives from all sectors of our Board.

As part of our work, the committee developed a Staff Well-Being Survey to obtain staff voice on components of well-being within their work sites



and within the Board. The committee met to view the survey results, and to decide on a plan of action in response to the feedback from one hundred twenty-three staff. From the number of themes that were presented throughout the survey results, the committee realized that by making communication a priority of its action plan, it could have an impact on other thematic areas that were evident. As such, the committee's theory of action in response to the survey results was created. "If we effectively communicate information to all staff in a manner that also allows for appropriate feedback, then we will positively impact staff well-being." As part of the process, the committee co-constructed success criteria using the guiding question, "what counts, what matters, and what is important when effectively communicating information to all staff?" The survey results will provide a baseline metric for the committee to measure their action plan. The committee will also endeavor to make itself and its work better known to all staff of the Board.





## Building Safe and Inclusive Climates

Clearly articulated and updated policies are necessary to support the Board's efforts to ensure compliance with existing human rights, accessibility and workplace harassment and violence related legislation and deepen understanding of human rights and equity principles. They also lay the foundation for a principled, consistent, fair and accountable process to address complaints. To support the efforts at Superior-Greenstone District School Board to foster safe, caring and inclusive climates, we have been working on:

- Supporting staff to address climate as well as accommodate disability, creed and gender identity.
- Reviewing and revising human rights and accessibility related policies and their accompanying implementation procedures.
  - The AODA Customer Standards Policy was revised to create a comprehensive Accessibility Policy. The management guidelines for implementation were updated to inform practice.
  - The harassment Policy to create comprehensive Workplace Harassment and Human Rights Policy. This work is important in light of the board's responsibilities to address harassment and discrimination according to the Ontario Human Rights Code and the Occupational Health and Safety Act. The management guidelines are being updated to provide best practices in implementation and complaints management.
- Professional learning for the Senior Administration team and staff, to proactively promote human rights, accessibility and equity. This included a session for the Senior Administration team, Principals, Vice-Principals and System Leads on *Truth, Reconciliation and Rights: Opening Doors to Education* that was developed to increase awareness of human rights and address anti-Indigenous racism.

## Culturally Responsive and Relevant Pedagogy

To support the Culturally Responsive and Relevant Pedagogy project, we provided a train the trainer session on *Advancing Equity: Power, Privilege and Identity*, for the senior team and the staff from the Greenstone hub who are continuously working to strengthen relations with Indigenous communities.





# Learning



## Building Tomorrow's Skilled Trade and Technology Workforce through Experiential Learning Opportunities

Guided by the 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Cooperative Education/OYAP Initiatives provide our approximately 773 elementary and 640 secondary students opportunities to engage in authentic learning experiences that support them in developing the knowledge, skills and characteristics which will lead them to become personally successful, economically productive and actively engaged citizens. These experiential learning opportunities enhance relevance, promote engagement and contribute to improved achievement, and the promotion of well-being and equitable outcomes for all students.

SGDSB continues to provide students with engaging experiential learning opportunities that support students to reach their full potential by empowering them to make career decisions that best meet their needs, interests and ambitions. This is accomplished through a variety of activities including (but not limited to) information sessions, hands-on learning, skills camps, mentorship and competitions.

The following is the list of activities for the 2018-2019 school year:

- 82 Grade 11 & 12 students participated in the Ontario Youth Apprenticeship Program test-driving careers in the skilled trades. Two Grade 12 students registered in their perspective trades (one in Heavy Duty Equipment Technician-421A & the other in two trades Heavy Duty Equipment Technician-421A and Truck and Coach Technician-310T), and continued to pursue an apprenticeship after graduation.



- 27 young women and 4 educators (from 3 schools) participated in the Skills Ontario-Young Women's Career Exploration Event, an engaging hands-on program that provides skill development and mentorship opportunities.
- 56 elementary students (from 7 schools-includes regional "gold" medalist) and 32 secondary students (from 3 schools-includes regional "gold" and "silver" medalists) participated in the cardboard boat race competition and video challenge.
- Three students participated in the Skills Ontario-Qualifying competition in the areas Individual Carpentry (1<sup>st</sup> and 7<sup>th</sup> place finish) and welding (6<sup>th</sup> place finish).
- Five students participated in the Skills Ontario Competition in the areas of Individual Carpentry (4<sup>th</sup> place finish), CNC Woodworking (8<sup>th</sup> and 10<sup>th</sup> place finish), and Team Carpentry.
- 184 grades 6-8 elementary students from across the region participated in the Senior Elementary Trade and Technology Career Exploration & Transition Events. Students had the opportunity to meet their future tech teacher, worked with trade professionals, learned about high school programming, and participated in workshops in the construction, motive power, industrial, service and technology sectors. Special presentation was made by Jamie MacMillan who is a Journeyman Ironworker/Boilermaker and founder of KickAss Careers.
- 270 students and 30 educators received an in-school OYAP/Skills Ontario presentations aimed at discovering the benefits of careers in the skilled trades and technologies, and learn about the steps to apprenticeship, in addition to other pathways to a career in the skilled trades.
- 17 students/educators/trade professionals participated in the Skills Ontario-FNMI focused skills camp. These camps aim to increase the awareness of career opportunities that exist in the skilled trades and technologies. Campers took part in hands-on counselor and industry-led workshops, and explored careers in skilled trades through interactive games, industry tours and entrepreneurship programs.



A focus for the upcoming school year is to continue to develop marketing and outreach activities targeted to students, educators, parents, and underrepresented groups, with initial emphasis on making these groups more aware of careers in the skilled trades including in-demand trades, and related educational requirements.





## Dual Credit & Specialist High Skills Major Programs

Through strong student engagement and valuable school community support, SGDSB was approved for the funding that supports 10 Dual Credit and 7 SHSM (Specialist High Skills Major) programs.

Our Dual Credits include Manufacturing (Construction every 2nd year) at Lake Superior High School (LSHS), Manufacturing and Culinary Arts at Nipigon-Red Rock District High School (NRHS), Manufacturing and Culinary Arts at Manitouwadge High School (MNHS), Transportation and Construction at Geraldton Composite High School (GCHS) and Transportation, Manufacturing and Construction at Marathon High School (MRHS). These are team-taught courses which align and deliver expectations from both the high school and college level courses from our high school teacher and a college level instructor from Confederation College. Students receive both a high school and college level credit upon successful completion along with numerous valuable skills while being exposed to the college education pathway and career opportunities in each field.

Our SHSM programs include Environmental programs at GCHS, LSHS and MNHS, a Mining program at MRHS, Health and Wellness programs at NRHS and LSHS and a Manufacturing program at LSHS. The success of these programs relies on a collaborative approach from the school team and community partnerships who ensure rich experiential learning opportunities that provide the skill development necessary for the world our students will be working in. The requirements for successful completion include major specific courses, industry certifications and sector specific co-operative education opportunities. Successful students will graduate with a nationally recognized Red Seal endorsement on



their diploma which will award them a competitive edge when applying for post-secondary schooling or to any trade related workplace.

Dual Credits and SHSMs provide our students passion specific and interest igniting hands-on, experiential learning to foster success in pathway exploration and pursuit. We are very fortunate for the funding invested from these programs into our schools and students.

## Enhancing Transitions

Grade 8 to 9 Transitions are one of the most crucial transitions students will make throughout their educational career and the role we play, as educators, directly influences the level of success students will experience during this time. These years are already challenging for a variety of reasons: cognitive, psychological and hormonal changes, coupled with self-discovery, and then we introduce new environments, teachers, structures and peers. These big changes need big support – very informed and personalized opportunities to help decrease their fears, anxieties and address any concerns or questions. Organizing opportunities to meet staff, familiarize students with their new environments and introduce them to new peers,



creates feelings of comfort, hope and excitement for the newness of the coming months.

Student, parent and educator feedback has led to the enhancement of this work throughout our district. An enhanced timeline of required actions, *Our Superior Approach to Transitions*, will create consistent experiences for all students that will help ensure they experience increasingly supportive transitions that are created with their individual needs in mind. This planning process will begin with the co-creation of the transition plan developed with the voice from all feeder school communities. We know that when transitions are designed to favour individual interests and strengths, students are much more likely to attend, engage and experience success, so at SGDSB, we are making it our mission to create these equitable opportunities that students are much more likely to thrive and maximize their potential.



### Increasing Student Achievement

Superior-Greenstone began learning from Sandra Herbst through two learning days devoted to increasing student achievement. Our foci have been around collecting and triangulating data, ensuring clear expectations and enhancing assessment practices. Our schools have been conducting learning in-between sessions through the co-construction of

success criteria during staff learning opportunities and in classrooms as well as digging deeper into sections of Sandra's book *A Fresh Look at Grading and Reporting in High Schools*. We will continue learning with Sandra Herbst in 2019-2020, as this work aligns perfectly with the goals of our Strategic and Board Learning Plans.

### Technology Enabled Learning

To support our goal of providing students with the opportunity to demonstrate the six global competencies in order to learn, progress and achieve in relation to their goals, students across Superior-Greenstone District School Board had the opportunity to learn alongside educators in the schools by participating in learning that honoured student choice and voice, put them at the centre of the learning and reflected their individual learning strengths.

Students were given opportunities to demonstrate their learning at our board-wide events this year. At our Minecraft in Education day, 69 Educators and students from across Superior-Greenstone District School Board came together at the Red Rock Learning Centre to co-learn the use of Minecraft EDU in our learning environments, over 200 students from K-12 across the Board participated in our yearly Beyond the Hour of CODE challenge and students from Geraldton Composite High School, Margaret Twomey Public School and Terrace Bay Public School were all selected to add their perspective and voice by participating in the opportunity to share and connect with students from across Ontario with the ONedSSChat.

As well, our Technology Enabled Learning and Teaching Contact was also able to directly support learners in the classrooms across the Board to meet the unique learning needs of our learners.

Regardless of which digital and technical tools our students are accessing, the end goal of Superior-Greenstone District School Board is to put student learning at the centre, while providing authentic opportunities for our students to demonstrate their critical thinking, communication, collaboration, citizenship and self-directed learning skills, all skills that will support our students and allow them to thrive beyond the walls of Superior-Greenstone District School Board.

## Enhancing Learning Structures

*“...the ultimate form of accountability occurs when professionals engage in self-assessment and are willing to take steps to bring about improvement. Assuming this responsibility is one way of meeting students’ needs and improving their performance.” The School Effectiveness Framework*

Collaborative work is the heart of job-embedded professional development. The structure of Supported School Self-Assessments (formerly known as District Support Visits) is “*intended to promote a culture of reflection, collaborative inquiry and shared responsibility for continuous improvement at both the board and the school.*” (SEF, 2013, pg 8).



Grounded in the Assessment for Learning Framework this structure allows for descriptive feedback and peer assessment, through the



inquiry process and on-going self-reflection, specific to the indicators each school has identified in their school learning plan.

Enhanced learning structures within our 2018-2019 school year, ensured that our schools rotated through a three-year cycle, where within year three, the school takes part in the formal Supported School Self-Assessment. The other two years the school engages in the other supported processes. The other enhancement was that of the School Effectiveness Conversations, where teams of critical friends (regionally based) met 4 times throughout the year to share evidence of where they were in relation to the school learning plan. The primary purpose was to provide an opportunity for administrators to regularly consolidate and articulate where they were at within the cycles of learning. By listening to others share and fielding questions about actions taken to date, administrators were provided with pieces to reflect on to enhance their next moves.

**“The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.”**

—Richard DuFour

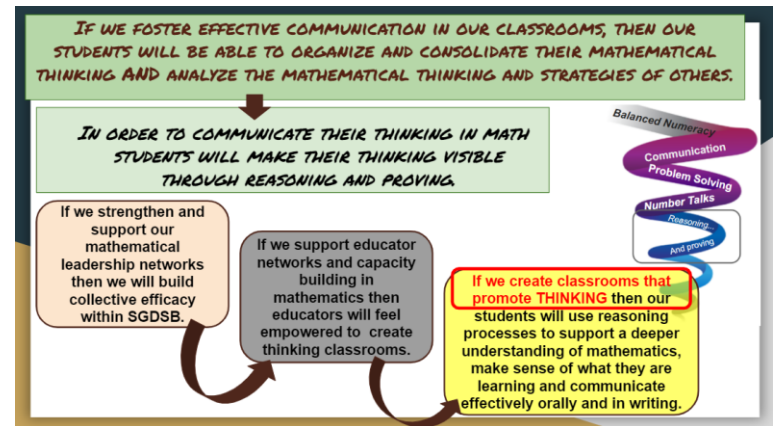
## Student Centered Learning – Motivation and Belonging Fostering Improved Well-Being

*Theory of Action: If we foster student centered learning environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn.*

2018 – 2019 was year three of the Board Learning Plan goals. Numerous job-embedded strategies were implemented during the school year to continue to build a deeper understanding of the conditions necessary to foster well-being in student centered environments. These included providing elementary school administrators with research that connects well-being and achievement, as they are inseparable. All school administrators and leads engaged in collecting evidence that supports the criteria of the theory of action in practice from their schools and their learning structures, and engaged in analyzing this evidence. This led us to recognize that each of the criteria is quite significant in nature, and thus leaders came to realize that a great deal of time is needed to reach partial implementation.

Specific to 2018 – 2019 was the work engaged in making the connections between well-being and achievement supported by professional learning around The Third Path: A Relationship-Based Approach to Student Well-Being & Achievement.

At the end of each school year, school teams provide reflective summaries of their learning, which informs enhancements to our Board Learning Plan. Through these reflections, we have learned that to further support 'learner centred environments and pedagogy' we need to create environments that promote THINKING and that our assessment practices require enhancements to support this. This will now become the narrowed focus of our work.



## The Fundamentals of Math

Our vision for our FFM (Focusing on the Fundamentals of Math) strategy continues to be that of developing in all students an ability to communicate thinking and reasoning and to apply concepts, skills and strategies to different situations; to promote positive attitudes towards learning math; and to create flexible thinking, inquiry and enthusiasm.

Supporting implementation was done directly with the schools through a job-embedded approach connecting to the work being engaged in through their school learning plan. We continued to build capacity in our administrators as instructional leaders. We also continued to recognize the need to support our educators by deepening their content knowledge so that they were equipped with understanding the 'relationships to better support their students' needs.

Within 2018-2019, we made explicit connections to the work that we were already engaged in and the Focusing on the Fundamentals documents. We highlighted how relationships with and among numbers are critical for learners to develop a strong sense of numbers through the fundamentals, bringing attention to how improving the 'relationships' within the instructional core of math requires unique considerations of the core components of the student, teacher, and curriculum.



The educators involved in the work with Dr. Lawson deepened their understanding of developmental continuums and monitored impact through their student work. Pedagogical enhancements were made around integrating the fundamentals of math. Exact monitoring was difficult, as support for in-between work varied across schools, however we know from evidence collected from the chat pods during our in-between virtuals that there was impact on educators learning impacting students. Sample responses to the question: How are your students benefiting from this practice? Included the following:

- It has supported a more scaffolded approach of knowing where they are and where they need to go.
- Math instruction is becoming more comprehensive, we are starting at places that I would have considered “too” basic for grades 6/7/8, but I am realizing now that I don’t have time NOT to cover these foundational principles/concepts before moving forward.
- Through guided instruction based on next steps identified on the continuum.



- Realizing that I was starting by teaching procedures and skipping over foundational principles that underpinned them. I am now starting at the beginning with new concepts and it is adding a new layer of understanding to procedures for students.

## Positive Behaviour Support – Supporting our Students with ASD

Students with Autism Spectrum Disorder (ASD) have complex and varying needs. Skills development is an important component of learning that can help students with ASD reach their full potential in school and beyond. At SGDSB, we have implemented key initiatives to help support the learning and wellbeing of our students, particularly those on the autism spectrum.

### Positive Behaviour Support Project

The intention of the Positive Behaviour Support Project at George O'Neill Public school is to build school capacity through the implementation of a specialized program that focuses on enhancing the development of social/communication skills, emotion regulation, and executive functioning skills consistent with evidence-based practices for children with autism spectrum disorders. The program utilizes evidence-based assessments and teaching practices effective primarily for children with ASD, but with applicability for children who may be experiencing other developmental delays or significant language deficits. Targeted learning for educators in areas such as the Picture Exchange Communication System, the Assessment of Basic Language and Learning Skills (ABLLS), as well as positive behaviour support strategies has had positive outcomes for children in the areas of regulation, communication, and social skills.



### After School Development Program

The After School Development Programs provide students with Autism Spectrum Disorders with additional targeted skill development opportunities, outside of the instructional day, to better equip them for classroom success and achieve other outcomes. Superior-Greenstone District School Board, in partnership with EarlyON, has implemented successful programs again this year with the help and support from Dilico Anishinabek Family Care.

Our programs ran at George O'Neill Public School and Manitouwadge Public School and were open to all families with children between



the ages of three and six with a specific focus on supporting families with children with Autism Spectrum Disorder and other special learning needs. Our program is a two-part program where

parents and guardians attend various learning sessions with agency professionals, while children engage in intentionally planned, play-based activities that focus on the development of family-chosen goals that foster regulation and other targeted areas such as communication and social interaction.

Our facilitators organized engaging programs that fostered relationships throughout for children and adults. Their organization of presentations from Nipigon District Family Health Unit, Manitouwadge Family Health Team, Dilico, Superior Therapy Services, Red Cross, O.P.P, and SGDSB demonstrated how our small communities come together to support our families. These presentations and conversations with agency professionals were very well received by parents and guardians.

Our next steps for the program will be to investigate how we can expand the program across the district to meet the needs of children with ASD, from kindergarten to grade 12.



# Well-Being - Supporting Our Learners



## Multi-Disciplinary Team

In 2018/2019 SGDSB received funding for a multi-disciplinary team to help build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their students. These funds are intended to support all students with special education needs, including subsets of this population such as students with ASD, and other needs such as mental health.

The SGDSB has hired a variety of professionals to support our diverse and unique needs in the regions. Some of the key positions include: Special Education Leads, Positive Behaviour Interventionist, Child and Youth Worker and Special Education Facilitator. These positions are regionally based in order to provide timely and regular support within district. The addition of these roles to our Multi-Disciplinary team allows educators and students to develop responsive plans and programs based on student strengths and needs. Below is a list of some of the focus areas that our Multi-Disciplinary team has focused on in 2018/2019.

- Knowing the Learner Facilitation (Learning for All)
- Expedited SEA Claim Processing
- Behaviour Success Plan Supports
- Applications for Jordan's Principles
- Expedited Referrals for Assessments
- Case Management
- Coordination of Speech Language Pathology via Tiny Eye
- Coordination of Northern Supports Initiative (NSI) funding
- Coordination and referral for mental health supports
- Positive Behaviour Support Pilot Project
- Coordinated Approach for Special Incidence Portion (SIP) Applications
- Regionally Supported Identification Placement Review Committee (IPRC)
- Regionally Supported Transition Planning
- Staff and Student Support for Assistive Technology
- Coordination and Feedback for Individual Education Plan (IEP) audits
- Implementation of Assessment of Basic Language and Learning Skills (ABLLS) & Assessment of Functional Living Skills (AFLS)

## Mental Health Support

Over the course of the year, we received specialized funding in order to increase the number of Child and Youth workers in our system in order to support the mental health needs. The Northern Supports Initiative (NSI) has allowed us to contract practitioners for consultations and assessments in an expedited manner. We have also been able to access these funds in order to meet urgent needs that have arisen over the course of the year. Towards the end of the year, we positioned our resources in order to access ministry funding for further mental health workers in the high schools. These further resources will be recruited in the 2019/2020 school year. We are excited to launch many of the programs and training that School Mental Health Ontario has been providing to our district.





## Culturally Responsive and Relevant Pedagogy

From January 21<sup>st</sup> to the 24<sup>th</sup>, a team of four SGDSB system leaders attended a session in Toronto coordinated and led by the Equity branch of the Ministry of Education, entitled Culturally Responsive and Relevant Pedagogy (CRRP). The three-and-a-half-day professional development workshop was facilitated by Dr. Nicole West-Burns and Jeff Kugler, who have extensive backgrounds in supporting this work in schools across Ontario. This session is part of the *Ontario Education Equity Action Plan* (2017), which calls for educators to be persistent in moving forward and addressing the biases, discrimination and systemic issues that continue to make schooling experiences and outcomes uneven, unfair and unacceptable. CRRP recognizes that the educational system is fraught with oppression, and that to make changes, it is imperative for educators to look at their own attitudes, dispositions and practices as a way of making educational environments places where racialized and historically marginalized students can find success. The approach emphasizes that educators' stance plays an enormous role in the success of students and that educators must explore how they look at, understand, interact with, and engage in meaningful curriculum tied to who is in the classrooms and schools. As opposed to saying something is lacking or wrong with students, these pedagogical approaches ask us to explore ourselves, our thinking, our views about our students, and our practices. The four attendees together with the Board's Indigenous Education Lead created a Critically Conscious Practitioner Inquiry project focused on an inquiry question that explores how to

incorporate Indigenous ways of knowing into our curriculum and teaching practices.



## The Critically Conscious Practitioner Inquiry (CCPI) Project

*The Inquiry question is: What will happen when we support our school leaders to engage in learning that will increase their critical consciousness, build community connections, and create cultural safety for Indigenous students?*

The inquiry started late in 2018-19 and will continue into 2019-20. It involves the schools in our Greenstone hub; one high school and four elementary schools. Within this geographic area, there are five First Nation communities with whom we have relationships, four of whom have students in our schools. As part of the inquiry, school Principals will meet with members of these communities to understand and seek support in the creation of a land acknowledgement that can be used at the school, and about which staff and students can learn and appreciate in a meaningful manner that is appropriate to them. As well, in seeking to improve transitions for Indigenous students, these Principals will seek support from the communities in developing transition plans that will better meet the needs of these students when they transition into our schools. Also, the Principals will seek support to incorporate Indigenous ways of knowing and learning into their Early Years programs. Finally, understanding the importance of smudging to Indigenous students and staff within our schools, Principals will be obtaining information from the



communities about the local practices around smudging, and how to best incorporate them into our schools.



School Principals engaged in critical consciousness training sessions with our Equity and Human Rights Advisor and our Indigenous Lead, and were presented with the inquiry, with information on the

four areas, and why they were important to creating Indigenous cultural safety. This information will be shared with staff as a way to raise all of our critical consciousness. The schools have relationships with these communities to varying degrees, so, to determine our starting position in the inquiry, Principals populated an organizer that identified their school's current practices in the four areas of land acknowledgements, transitions, Early Years, and smudging, and will allow us to measure growth. The majority of the work on this inquiry will take place from September to December 2019.

The pilot in the Greenstone hub will serve as a template for other hubs to follow. We want all schools to incorporate land acknowledgments as part of their day, but we want it to be locally relevant, written with the communities, and shared with students in a meaningful and educational manner. The work and experience gained from this inquiry will serve all other schools to help develop those partnerships and build those relationships. Incorporating authentic and meaningful Indigenous cultural perspectives into the learning of all of our students will be facilitated by the experience gained through this inquiry. As well, gaining

Indigenous perspectives on the transitions of students throughout their school careers will be invaluable. As such, practices and structures could be developed to ensure much of these approaches become systemized.

## Attendance

Attendance Counsellors, Indigenous Graduation Coaches, and Child and Youth Workers took part in training throughout the course of the year aimed at trying to improve the attendance of students with significant truancy concerns. The training was provided by Stan Baker of Restorative Solutions, and entitled "Keeping Kids in School Service", and consisted of the following: setting the stage with helpful questions in order to understand the impact of chronic absenteeism; identification and tracking of chronically absent students as well as those students who have a high probability of becoming chronic absentees; relational skills enhancement modules for caring adults to connect with chronically absent students using TWO BY TEN (spending 2 minutes per day for 10 days talking with a chronically absent student), and video coaching follow up for caring adults involved in TWO BY TEN. The group of staff spent time throughout the second half of the school year engaging in the training and applying it in their work.





# Relationships



## Early Years at Superior-Greenstone District School Board

The 2018-19 year was filled with growth, intention and deepening our understanding and appreciation for the Early Years (0 – age 8). As a system we continue to investigate our knowledge and skills around *How Does Learning Happen* and as such, we sought to make enhancements to our programming, environments and pedagogy while holding strong to our beliefs that ALL children are capable and competent. In response to our data from the EDI, Early Years Experiences at Kindergarten survey and information gathered through Kindergarten registration we strive to help families as they become members of our school community and transition into being our youngest learners. Safety, equity and inclusion remain in the forefront of the relationships we develop with our students, families and shared space partners. We are beginning to see the focus of *How Does Learning Happen* extend beyond the Early Years and influence our learning environments and instructional practices well beyond Kindergarten.

## Enhancements to the Kindergarten Environments

In response from our Educators, we invested in updated imaginative play materials, investigative tools (magnifying glasses, measurement tools etc.), building materials, as well as math manipulatives in all 10 of our Kindergarten environments. For example, BA Parker Public School purchased “wonder wagons” that allowed them to take learning materials out into their school yard. Schreiber Public School chose a puppet theatre which allowed them to expand their development of oral language and storytelling. Students were provided the opportunity to explore and challenge their thinking by using these new materials and educators were able to enhance their provocations and extend learning experiences to meet the interests of their students.



## Shared Spaces

We value the opportunity that exists when we can expand the walls of our school to include our Child Care and EarlyON partners. We continue to utilize the structures that are in place through our Shared Spaces Framework and have moved to a greater understanding of what true integration looks like by including learning, information sharing and a mutual commitment to children and families from all staff within each building. As one example, George O'Neill Public School has become a hub for the



community where families can become part of the school community as soon as their child is born. The staff are working collaboratively to create a cohesive and resourceful environment where everyone can learn and benefit from the expertise in the building. This not only includes educators but also custodial staff, secretaries, support staff as well as occasional staff who frequent our buildings. We all benefit from the powerful learning opportunities when we come together to learn, collaborate and support our children and families.



## Embedding Indigenous Perspectives into Early Years Experiences

In response from families, First Nation partners and Early Years educators, we have begun a focus to embed Indigenous perspectives into all of our Early Years environments and programming. In 2018-19 through an inquiry-based approach, we were intentional in introducing materials, land-based learning themes and utilizing Indigenous literature, art, music and dance to both educators and students. Through this exposure, educators and students directed their learning into various aspects that were relevant and of interest to them. For example, utilizing a story about a Jingle dress, a Kindergarten student brought her dress to school and shared her knowledge with her classmates prior to going to a Pow Wow. Beardmore Public School used the book *Water Walker* to engage in the protection of our waterways and participated in a traditional water walk along the shores of Lake Nipigon with the Elders of Animbiigoo Zaagi igan Anishinaabek. We will be continuing this learning, to further embed Indigenous perspectives into EY classrooms across the District.



## Outdoor Learning

Superior-Greenstone District Schools have access to some of the best outdoor learning environments in the province. We have trees, fields, muddy puddles, hills, water, rocks to explore, climb, play and learn from. Our educators are increasing the time they are spending outdoors and are creating play-based inquiry opportunities that allow students the hands-on learning that is foundational in *How Does Learning Happen*. The educator at Dorion Public School has spent the year thinking critically about the learning opportunities and benefits for students when they spend extensive time outside and has moved the majority of her Kindergarten Program to be outside daily. At Manitouwadge Public School, the learning of Science, Math and Literacy are integrated into rich relevant learning experiences for students and educators in the forest. Students are deepening their self-awareness, their understanding of safety and are able to reap the benefits of physical education all while taking advantage of the four seasons of the north.



## Transitions to Kindergarten

At SGDSB we believe that it is our role as Early Years educators is to prepare our environments and programming to meet the needs of children. Throughout the Welcome to Kindergarten Season (March – September) we learn as much as we can about each child prior to them starting in Kindergarten in September. Through visits, experiences within the school and the relationships with educators and administrators, we are ensuring that children and their families feel ready to join us. Terrace Bay Public School is one example of a school who uses several opportunities to get children and families to visit their Kindergarten program and works closely with their EarlyON partners to collaborate and develop relationships. In 2018-19 we have rolled out a targeted screening tool (Ages & Stages) that enhance our practices and provides families holistic picture of developmental milestones and can help in detecting where early intervention may be required. The partnerships we have with our local Child Care and EarlyON only enhance the transitions and ensure the successful transition for children and families.

## Relationships and Well-Being: Lakehead University Achievement Program

Superior-Greenstone District School Board have entered into an agreement with Lakehead University to bring their Achievement Program to students at the George O'Neill Public School. The Achievement Program is Lakehead University's commitment to supporting access to postsecondary education by providing an opportunity to potential future students who experience socioeconomic barriers to obtaining postsecondary education. The program launched with the students who are currently in grade 4. Students earn financial support from grade 4 to 12 through participation in academic and recreational programming, both at their school, the community and on campus at Lakehead University. While this program is dependent upon funding sources, it is our hope that it may expand to other schools in our board.



## Student Senate

The Student Senate, is a mechanism that encourages schools to interact with other schools, and has evolved over the past year to increase the level of student voice, particularly in the areas of fostering relationships between schools and in leadership mentoring between students and staff. While each Student Senate has one student who is the main contact, schools were permitted this year to have up to five students participating in every meeting which encourages increased relationship building. The SGDSB Student Leadership Camp has taken place twice, thus providing students from grades six to twelve with the opportunity to hone their leadership skills while building relationships with students from other schools. This conference is a key aspect of the Student Senate, as it not only sets the foundation for the learning that the students wish to engage in over the course of the year, but it also helps the students to become increasingly comfortable to engage through the technology tools with each other. In addition, the understanding that students require adult mentors to support their leadership efforts is beginning to develop (five of our fifteen schools have formal staff members serving as leadership mentors); thus, building relationships based upon common goals. The year concluded with a Student Senator conference planned and facilitated by Stephanie Rathwell and Logan Furoy, our Student Trustees. The analysis of data obtained from the Senators during this conference will be used by the Student Trustees to plan for the 2019-2020 school year.

*“Increasing student  
voice and leadership  
opportunities”*



## Summer Co-op Success

SGDSB successfully completed our second Summer Co-op Program with 17 students earning 30 credits across the district. Summer Co-op currently targets students who need to get back on track with their credit accumulation, who may need 1-2 last credits to graduate and is also available to those who may need unique placement opportunities that are only available in the summer or outside of their school community to complete their SHSM (Specialist High Skills Major) programming.



## Outdoor Education

The Marathon High School piloted a two credit Outdoor Education course. Students were engaged in outdoor activities including: fishing, camping, hiking, and hockey. The course is in its development stages, but integral to the course offering is the partnership with Pic Mobert First Nation and Biigtigong Nishnaabeg. Students were fortunate to participate in visits to these communities, and to have members from these communities take part in learning with the students. Learning activities for students included participating in and assisting with Biigtigong Nishnaabeg's Fish Camp, taking a chainsaw course with a community member, and learning how to make a forest shelter from a community Elder. The course ran again in semester two of 2018-2019, with refinements such as a trapping course. The

goal is to have similar courses running in other schools, as well as expanding the scope of the course at Marathon High School.

## Learning and Well-Being: The "Fourth R Program"

Superior-Greenstone District School Board has partnered with the Thunder Bay and District Health Unit in a Youth Violence Prevention Project funded by a Public Health Agency of Canada (PHAC) grant, from October 2018 - September 2023. As part of our commitment, we will deliver the "Fourth R Program", a skills-focused, relationship based approach that addresses the Healthy Living and Living Skills Ontario Curriculum expectations to Grade 7-10 students in our board. The Fourth R Northern innovation consists of incorporating the concepts of gender, trauma and violence awareness and health equity into the teacher training and delivering the Indigenous informed version (adapted to local context), universally through-out the region. Some of our educators who deliver the health curriculum have been trained by the Thunder Bay Health Unit and we will begin rolling this out in select classes next year and partnering with them in subsequent years. This is an exciting opportunity to help our students learn important skills and build a safer, healthier community.

## Environmental Committee

"Schools have a vital role to play in preparing our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country, and our global environment." Ontario Ministry of Education, Shaping Our Schools, Shaping Our Future (2007), p. 1

Within Superior-Greenstone, we recognize that our activities, through educational programs,





routine operations and infrastructure development, impact the sustainability of environmental programs. To date, we have worked to encourage employees, students and school communities to develop and support programs and practices in the areas of environmental literacy, recycling, waste management, energy efficiency and conservation. In 2018, we held a Board-wide Climate Change Professional Development Day where 12 teachers, 6 administrators, and 2 leads attended in partnership with members from Learning for Sustainable Future (LSF) as well as from Eco-Superior. This was our most recent step in bringing together passionate educators who have been engaging in environmental work within their schools/classrooms. Participants worked to develop action projects, integrating environmental sustainability into the work.

Towards the end of last year, a more formal committee was revitalized as the need was recognized to move from passion to action,

system-wide. Next steps involve working with our established committee to:

- Enhance the integration of environmentally responsible practices into the management of resources, operations, and facilities and increase the capacity of all employee groups to implement evidence-based environmental practices and operations into our Environmental Stewardship Policy.
- Develop our own criteria for schools/sites to meet within our Board, to then recognize them for their efforts based on that criteria.
- Develop a board wide environmental action plan to be annually reviewed, renewed, and communicated to all school board employees and trustees.





# Indigenous Education Initiatives

## Professional Development

Superior-Greenstone is committed to the implementation of the *Ontario First Nation, Metis and Inuit Education Policy Framework (2007)* and the delivery of quality education to Indigenous students in our schools.

By providing professional development (PD) opportunities that enable teachers to increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives we are working towards enhancing their capacity to support Indigenous learners more effectively. This year we engaged in learning around *We are all Treaty People* – Kelly Crawford, *Blanket Exercise* – Kairos, *Truth and Reconciliation* – Dr. Pamela Toulouse and *Traditional medicines* – Joseph Pitawanakwat. These opportunities build capacity for educators to incorporate culturally appropriate pedagogy into practice which, in turn, supports Indigenous student achievement, well-being and success. We then saw this learning come to life in school classrooms across the District. Schools used the *We Are All Treaty* kits in Math class, History class, and Native Studies class. Participants in the *Truth and Reconciliation* PD brought their learning back to school staff and shared resources. Science teachers and language teachers used the traditional medicine learning as part of outdoor based lessons.



## Community Partnerships

The aim in the Relationship pillar of our strategic plan is to strengthen our current relationships while fostering new partnerships. Throughout the year, we worked through a grant with Ontario Arts Council to bring Indigenous artists to work alongside teachers and students to enhance the arts curriculum. Across both the elementary and secondary panel, we partnered with various artists to bring visual artistry skills to students including painting, beading and moccasin making. Students and educators have built their capacity to develop skills and understanding of the importance of art to local Indigenous communities.

Elders in the classroom has been an initiative at several schools to help Indigenous students feel a sense of belonging. These programs have allowed classes to learn about smudging, traditional plant based medicine, hand drumming, and treaties.

Community visits from First Nations have also created an opportunity for many students to participate and learn Ojibwe language through the use of song and drumming. These positive relationships create close social bonds, which allow students to feel physically and emotionally safe, allows their brains to fully develop, enables well-being, fosters a sense of belonging and identity, and has a strong correlation to academic success.



## *“Strengthening our Current Relationships While Fostering New Partnerships”*

### Education Service Agreements

SGDSB services nine First Nation communities through agreements to provide education for students who live on reserve and attend provincial schools. As part of the Relationship pillar of the Strategic Plan, schools develop strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging. Part of this work includes travelling to First Nation communities to meet with Chief, Council and Education portfolio holders. Through open communication and dialogue, student needs are identified and discussion about how to meet these needs are identified. This is an important agreement, as it allows a true partnership with First Nation communities and school communities. This year was the beginning of negotiations and discussions will continue to reach full implementation and understanding around the importance of these agreements.



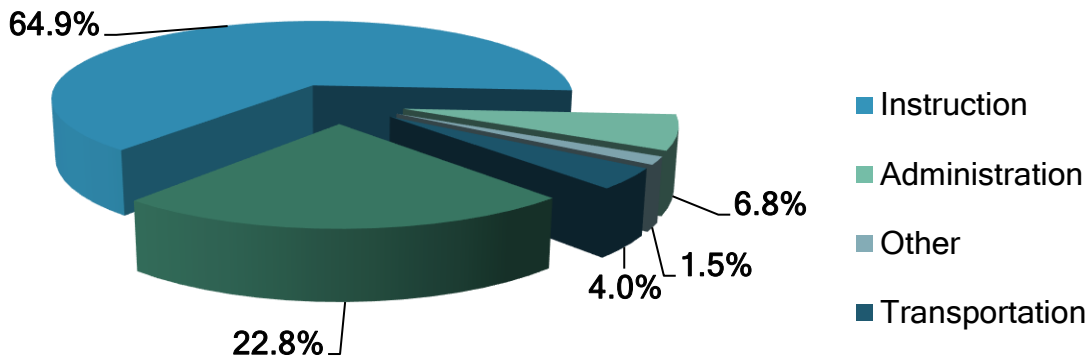


# Stewardship

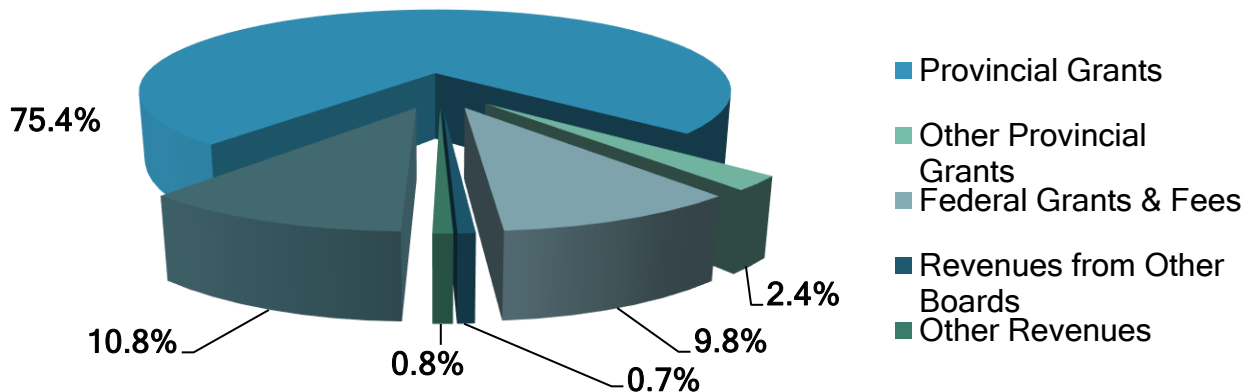


We are enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of Students.

## Budgeted Operating Expenses - 2018/19 \$43,426,152



## Budgeted Operating Revenues - 2018/19 \$43,015,990



Small Schools Make a Difference!



(Outdoor Classroom at Manitouwadge Public School)

## Building/Operational Efficiencies

A new process to the Plant Department annual budget process includes the addition of representation from the Information Technology and Education Department. Having the three groups discuss the schools' building requirements with the site administrators allows a more in depth look at the school needs for student achievement and well-being.

Our school communities have collaborative cultures in which custodial, maintenance, teachers, support staff and administrators work as a team with the Plant Department to establish building and design initiatives that will ensure success for all.

The design of the board's first outdoor classroom, learning both inside and outside the classroom, allows schools the opportunity to teach children that learning occurs everywhere, at all times. The Plant Department worked closely with school and child care centre staff to develop and design an outdoor classroom at Margaret Twomey Public School. This pilot project was the first outdoor classroom in our board which encompasses outdoor rich learning experiences that are a welcome change to the four walls of the classroom for both students and teachers.

The conversions of three libraries to multipurpose/makerspaces rooms in two elementary schools and 1 secondary school was completed. A makerspace is a place where students can gather to create, invent,



(Gender Neutral Restroom at Marathon High School)

tinker, explore and discover using a variety of tools and materials.

The Plant Department is a key partner in ensuring that schools are hubs that maximize learning for all students.



(Library at Terrace Bay Public School)



## Environmental Stewardship

Green Certified cleaning products are used in our schools and board facilities, thus changing our school culture and reducing our carbon footprint. These products, that work to sanitize students' desks and clean hallway floors, are developed using renewable resources that are non-toxic and biodegradable. The Plant Department introduced the cost-effective products to help promote a healthy work environment for staff and students, and address the many individual and systemic concerns related to chemical use in society. Eco-friendly cleaning practices benefit the earth. This type of eco-friendly cleaning program will reduce the negative impact that cleaning and sanitation has on the environment. Eco-friendly cleaning products will decrease water pollution, ozone depletion, air pollution, and global climate change.

Energy Management has become a high priority to minimize the cost of energy needed to operate the schools. Superior-Greenstone District School Board was named in the top 10 performing school boards in Ontario over the past 4 years. A strong commitment on the part of the Board, administration, staff, and students is key to the successful energy conservation, as we promote energy awareness, reduce utility usage and reduce carbon emissions.

The Plant Department implemented and designed an energy conservation software program to monitor and compare utility usage and cost. The information is displayed at each school and students, staff and school visitors have the opportunity to navigate on the interactive monitor and compare utility usage trends from other schools.

Focusing on the environment and the ability to harvest renewable resources allows SGDSB to reduce the board's carbon footprint and utility cost.



## Health and Safety

Health and Safety in the Schools in Ontario have been described as some of the safest in the world. When accidents do occur in schools, we are reminded of our obligations and ongoing commitment to safety mindedness as well as to compliance with relevant federal, provincial and municipal health and safety legislation and by-laws. This requires school boards to undertake activities that ensure injury prevention is the highest of priorities in schools.

SGDSB Policy 706 requires the Board will develop manuals, in consultation with appropriate staff, in certain areas and disciplines to provide more detailed guidelines for employees, such as physical education, science and technology. In order to strengthen the safety for all staff and students, the SGDSB Board Wide Occupational Health and Safety Committee created a written board safety procedure for technological education safety.

This new SGDSB Technological Education Safety Guideline includes information and procedures to help ensure the physical safety of the teaching environment through regular technological education facilities inspections, machine guarding, lock-out procedures, appropriate use of effective personal protective equipment; and materials to assist teaching staff to work with school administration to establish and maintain a safe working environment.

There are materials within the guideline to assist teaching staff to establish an effective safety program that includes setting and enforcing classroom safety rules, policies and procedures to prevent and control incidents, support for the development of safety skills, knowledge and a safety-first attitude in students to keep them free from injury in both their classrooms and any outside employment. The intention is that these lessons learned will keep student's injury free as they pursue their future careers.

## SENIOR ADMINISTRATION



Nicole Morden  
Cormier  
Director of  
Education



Cathy Tsubouchi  
Superintendent of  
Business



Charlie Bishop  
Superintendent of  
Education



Will Goodman  
Superintendent of  
Education

## BOARD OF TRUSTEES



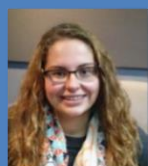
Pinky McRae  
Chair



Mark Mannisto  
Vice-Chair



Margaret  
McIntyre



Allison Pelletier



Christine Major



Michael Groulx



Jason Nesbitt



Kal Pristanski



Dr. Paul Cormier



Stephanie Rathwell  
Student Trustee



Sydney Schwantz  
Student Trustee



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Located in Northwestern Ontario and covers a vast area of 45,100 square kilometers. The board is responsible for providing public education and its 15 schools are proud to serve the communities of Beardmore, Geraldton, Longlac, Nakina, Caramat, Dorion, Nipigon, Red Rock, Schreiber, Terrace Bay, Marathon and Manitouwadge as well as serving our many neighboring First Nations Communities.

We are a progressive and proud public-school board that is dedicated to our students. Together we inspire our students to Succeed and make a difference.

