

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

³, Q 6 * ' 6 % ZH DUH OHDUQHUV (YHU
to help all students succeed and make a difference. We
build positive places for learning and working « WR JH.W I

Our Vision:

³, QVSLULQJ RXU VWXGHQWV WI
GLIIHUHQFH ´

Our Motto:

³ 6 P D O O V F K R R O V P D N H D G

Our Values:

³ & K D U D F W H U & L W L J H Q V K L S & R O
Creativity and Critical Thinking ´

Regular Board Meeting 2021/04

A G E N D A

Monday, March 29, 2021 ±6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)

1 2807 2701 25980 Conference ID: 648 665 094#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed

2.0 Regular Meeting Call to Order

That, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 29, 2021 be called to order at _____ p.m.

3.0 Approval of Agenda

That, the agenda for the Superior-Greenstone DSB 2021/04 Regular Board Meeting, March 29, 2021 be accepted and approved.

(Attached)

8.1.3.1 Report No. 24:

Report of the Audit Committee ±March 17, 2021

([Attached](#) ±A. Marton)

q That, the Superior-Greenstone DSB, having received Report No. 24: Report of the Audit Committee ±March 17, 2021, accepts the 2019/2020 Audit Committee Annual Report to the Board.

8.1.3.2 Report No. 25:

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17.0 Adjournment

That, the Superior-Greenstone DSB 2021/04 Regular Board Meeting, Monday, March 29, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, April 19, 2021		
Monday, May 3, 2021 *Special Board Meeting	Monday, May 17, 2021	Monday, June 7, 2021 *Special Board Meeting
Monday, June 21, 2021	Monday, July 19, 2021	Monday, August 23, 2021
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/04
Committee of the Whole Board: Closed Session.

Monday, March 29, 2021

Videoconference and Teleconference

A G E N D A

Board Chair : Pinky McRae

Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board ±Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
 1. Organizational/Regular Board Meeting 2021-03: February 22, 2021 [\(Attached\)](#)
- 4.0 Report No. IC-04-21: [\(Attached\)](#) - W. Goodman)
- 5.0

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

Report No: 23
Date: March 29, 2021

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

FROM: Sydney Schwantz and Erin Couture

SUBJECT: Student Trustee Report: March

STRATEGIC
PRIORITY: Stewardship, Learning

Background Information

We had our second Student Senate meeting of the school year und Inforeconngearu

Next Steps

Our next Senate meeting is scheduled for April 8th. Since our beach theme was such a huge success, we have decided to make our April meeting a decades theme. We have yet to discuss the topics that we will be presenting to the senators, but we are determined to have the senators actively participate in conversations.

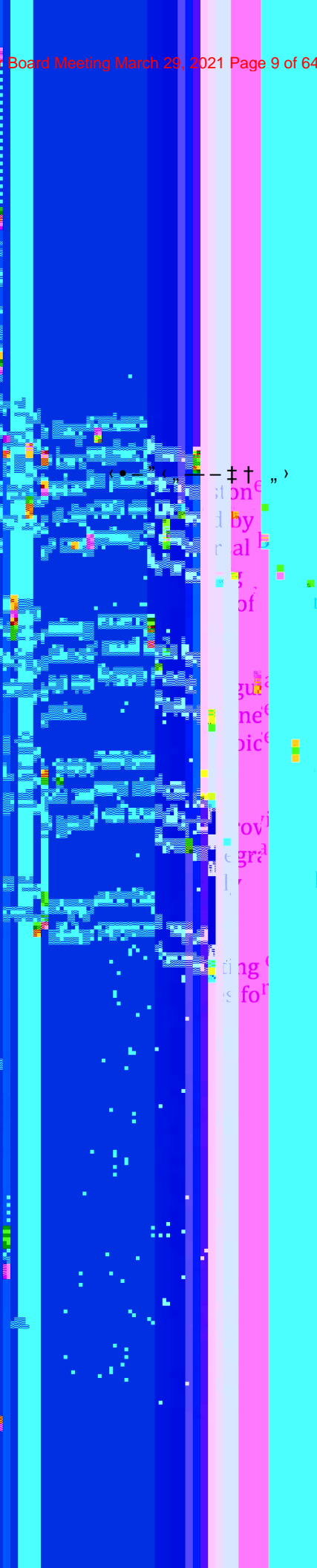
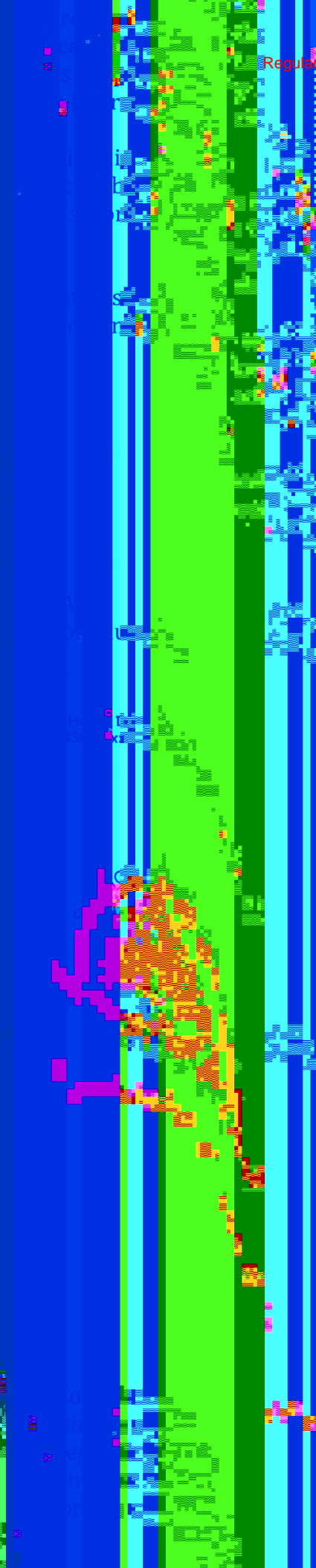
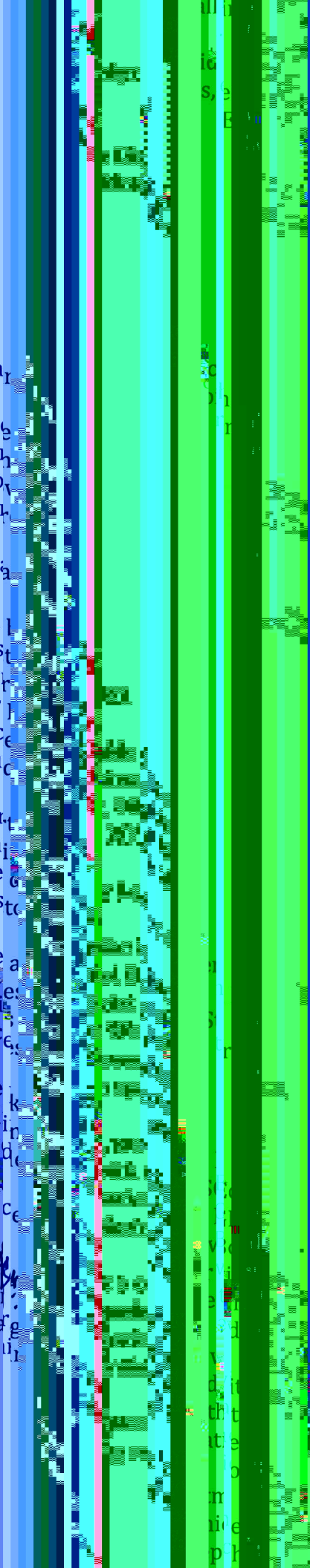
Looking forward, we are planning for the upcoming trustee election. In order to encourage students to run for the position, we have discussed having a Student Trustee panel. We want to rt toan8(l6q 0 0 612 796(pa)4.6 s/3r St)4.
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Administrative Summary

That the Superior-Greenstone DSB receive Report No. 23, Student Trustee Report: March 2021, for information.

Respectfully sub paitted by:

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Report No: 24

Date:

Audit Committee Annual Report to the Board of Trustees
For the year ended August 31, 2020

This report summarizes the audit committee's actions for the year ending August 31, 2020.

Audit Committee Members

The following audit committee members served during the reporting period:

- x Margaret McIntyre, Chair
- x Christine Major, Trustee representative
- x Kal Pristanski, Trustee representative
- x Kevin Green, External member
- x Douglas Sitch, External member
- x Pinky McRae, Ex-Officio

In addition, other attendees at the Committee meeting were:

- x Nicki Morden Cormier, Director of Education
- x Cathy Tsubouchi, Superintendent of Business
- x Brent Harris, Manager of Financial Services
- x Alex Marton, Regional Internal Audit Manager
- x Paul Agostino, Internal Auditor
- x Trevor Ferguson, Partner, Deloitte
- x Scott Finkel, Senior Manager, Deloitte

Administrative Matters

The Audit committee held t Z R meetings during the fiscal year. Members in attendance at each meeting were as follows:

Committee Member	Nov. 28, 2019	March 9, 2020
Kevin Green	x	x
Christine Major	x	
Margaret McInty		

External Auditors

The relationship with the external auditors has been satisfactory and private meetings have been held during the year. Overall, the audit committee was satisfied with the external auditors' performance with respect to the audit of the 2018/19 financial statements. The external auditors, Deloitte, had presented their scope and extent of their work to the committee members for review at the last meeting in the previous year.

The external auditors presented the results of their audit of the 2018/19 Financial Statements at the audit committee meeting held on March 9, 2020. There were no issues of major concern. The external auditors confirmed their independence in a letter dated December 6, 2019. The audit committee recommended the approval of the 2018/19 annual audited financial statements on March 9, 20dit

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

Report No: 25
Date: March 29, 2021

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

Recommendation s

That, the Superior-Greenstone DSB, having received Report No. 25: Report of the Audit Committee ±
Financial Statements:

- x Approve the transfer to Capital Reserve Fund of \$195,771
- x Approve the 2019-2020 audited Financial Statements
- x 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-Greenson District
School Board

August 31, 2020

Draft

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 equity and debt	6
Consolidated statement of cash flows	7
Notes to the consolidated financial statements	8–22

Draft

Management Report

Year ended August 31, 2020

Management's Responsibility for the Consolidated Financial Statements

The accompanying financial statements of the Superior Greenstone District School Board (the "Board") are the responsibility of the School Board's management and have been prepared in accordance with

Independent Auditor's Report

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

Qualified Opinion

We have audited the consolidated financial statements (the "Board"), which comprise the consolidated statement of financial position as at August 31, 2020, 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, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph 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 Qualified Opinion

In common with many school boards, individual schools derive revenue from school fundraising activities held throughout the year. Adequate documentation and controls were not in place throughout the year to allow us to obtain satisfactory audit verification as to the completeness of school fundraising revenues. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the individual schools and we were not able to determine whether adjustments might be necessary to school fundraising revenue, annual surplus and cash flows from operating activities for the years ended August 31, 2020 and 2019, financial assets as at August 31, 2020 and 2019, and accumulated surplus as at September 1, and August 31, for both the 2020 and 2019 fiscal years. Our opinion for the consolidated financial statements for the year ended August 31, 2019 was modified accordingly because of the possible effects of this scope limitation.

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

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

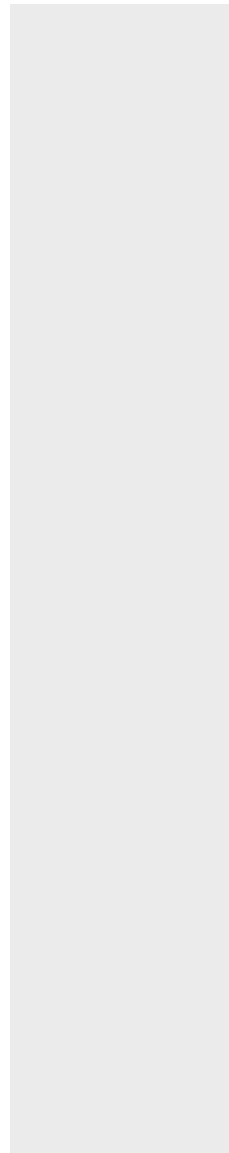
Management is responsible for the preparation of the financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements, and for such internal control as management determines

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.

Superior-Greystone District School Board
 Consolidated statement of change in net debt
 Year ended August 31, 2020

	Notes	2020 \$	2019 \$
Annual surplus		1,530,878	650,472
Acquisition of tangible capital assets	16	(9,387,870)	(7,640,801)



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:

- x 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;

x

Superior-Greenstone District School Board
 Notes to the consolidated financial statements
 August 31, 2020

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 \$402,333 (\$270,088 in 2019), 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 legislative regulation or agreement and may only be used in the conduct of certain programs or 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 tax 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 Ontario Municipal Employees Retirement System (6(.30MERS6(.4) pens)-6, are)]TJ 0 -1.22 TD [(recorded in the period

- (v) The costs of insured benefits for active employees reflected in these consolidated

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

Superior-Greenstone District School Board
Notes to the consolidated financial statements

2. Accounts receivable

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

	Balance at August 31, 2019 \$	Invoices \$	Payments \$	Balance at August 31, 2020 \$
Aroland First Nation	(1,015)	843,878	(417,768)	425,095
Biinjitwaabek First Nation	83,711	286,185	(146,574)	223,322
Ginoogaming First Nation	2,354,470	818,769	—	3,173,239
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8. 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 \$152,958 (\$176,778 in 2019) outstanding as at August 31, 2020 are due as follows:

	Principal payment \$	Interest \$	Total \$
2020/2021	72,459	2,065	74,524
2021/2022	44,749	290	45,039
2022/2023	9,124	59	9,183
2023/2024	24,207	5	24,212
	<u>150,539</u>	<u>2,419</u>	<u>152,958</u>

9. Net long-term debt (continued)

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.

Principal and interest payments relating to the net long-term debt of \$14,508,061 (\$15,447,325 in 2019) outstanding as at August 31, 2020 are due as follows:

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10. Retirement and other employee future benefits (continued)

10. 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, 2020 (the date at which the probabilities of using were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2020.

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, 2020 were \$37,744 (\$48,657 in 2019) 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, 2020 are based on actuarial valuations for accounting purposes as at August 31, 2020. 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	1.40%
Dental cost escalation	4.5%

14. 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 2019) in respect of the above agreement for the year ended August 31, 2020 is not recorded in these consolidated financial statements.

15. 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

16. Tangible capital assets (continued)

Balance at August 31,	August 31, 2020	August 31, 2019
Balance at August 31,	Balance at	

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 27
Date: March 29, 2021

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

FROM: Nicole Morden Cormier, Director of Education


SUBJECT: 'LUHFWRU TV 0RQWKO\ 5HSRUW

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

Background

7KH 'LUHFWRU TV 0RQWKO\ 5HSRUW LV DQ RSSRUWXQLW\ WR VWRUDJH WKRZFDVH system staff are operationalizing the 2021 Multi-Year Strategic Plan.

System Staff members have once again been busy working to realize the goals that they have determined as we operationalize our Multi-Year Strategic Plan. Below are a number of photos of our staff.

	 <p>We headed outside for "Frosty Day" Activities at the end of February. Music class skated, Geography and French Classes hiked</p>
	 <p>Spreading Kindness in our Manitouwadge Community Manitouwadge Public School Student Council organized a kindness week activities including a Kindness challenge, Wear Red Spirit Day, and a Kindness Challenge. All the students at Manitouwadge Public School created artful masterpieces to bring joy to the residents of Manitouwadge. Please keep your eye out as we have spread our joy throughout the community. These crafts are 100% biodegradable, when they melt with return to mother nature as MNPS always strives to care for the environment! If you see one of these beautiful creations in the Manitouwadge Community, thank a Wildcat! Happy Kindness week everyone!</p> <p>Heading into March, we will be celebrating a marvelous March Madness Week, full of outdoor activities and fun competitions.</p>



Marathon High School students have seen many changes this year of the COVID pandemic. This includes the move from a semester to a quadmester system, a pause for Falcons Athletics, and periods from home. One thing that did not change is the commitment from to try their best and we are happy to share that these efforts have many students now, over the course of the first half of the year, maintain an average of at least 80% in their classes. A list of Honour Roll was published in Marathon's community newspaper and on social media which garnered many enthusiastic comments from the school community.

We are also focusing on Grade 8 transitions during March. We are connecting students with elementary schools to offer Q&A sessions with Grade 8 students. These sessions are part of transition meetings with students and families regarding programming and services at the high school which will help to foster relationships and the well-being of students as they enter Marathon High School.



Students at MTPS have been planning for a "Break from Normal" for the upcoming March break. The grade 8 class has planned a number of theme days and activities to add some fun and excitement to the week. Classes focus on student inquiry based learning; providing an opportunity to explore student interests through the week. A big thank you to our grade 8 class for demonstrating leadership in helping plan some school activities!



As LSHS continues to respond to their Tell them From Me survey data they have been focusing on engaging students with career exploration opportunities. On Friday, March 5th, Dar Gustafson met with our senior English class to talk about her journey to becoming a registered nurse. Jamie specializes in mental health, and works mostly now with high school students, but had an interesting journey through many different nursing placements before finding what fit her just right. Students believe that the passing grade for the Canadian Register Exam is different every year... Jamie was honest with them about how hard it was for her to get past that hurdle, but that it was all worth it with how much she enjoys her job now.



Over the past month, ~~staff~~ students in the grade 5 cohort have had the option of participating in lunch ~~yoga~~. Our yoga classes are run by a certified yoga instruction who joins the class virtually and leads us through some simple stretches with a focus on relaxing our bodies and minds. As well the staff is working on promoting a sense of belonging and inclusivity within the grade 5 & 8 group.



Students in the 3/4/5 classroom are engaged in learning how to write a narrative. Part of the process is to learn what the elements in narrative are and then how to write a story following the



The students at MMPs have been learning about the 7 Grandfather Teachings and how they are related to living a good life. Students and staff worked together to design, build and paint snow sculptures based

on one of the Teachings. The final result was a whole lot of outdoor fun and a family of turtles and



BAPS received the first shipment of Robotics from FIRST Robotics Canada. We have purchased enough sets for all classes to participate in the fun. Students will learn how to create robots with their classes and with support from FIRST Robotics Canada. Students will learn how to code these creations and make them pick up objects. Next year, students will be partaking in a national competition with other students to show off their projects.



GCHS is very excited to share that Marten Falls has hired a community liaison for students living in Geraldton attending GCHS. Louise Coaster has already taken significant

SGDSB Virtual Schoo

WoW, where did February go? Things have been going well in our classroom! This month so far, we have already had our first language class with Mr. Deschamps and we learned so much already.

Mrs. McCallum had wonderful rich teachings on the hand drum ~~and the~~ protocols that go along v drums and drumming with our knowledge keeper, Ms DeR

Mrs. McDuff continues to engage students in her afternoor class once a week, students prepare the food in the late at the dish to be ready for sup~~per~~ their families. During our upcoming March Madness Week, Mrs. McDuff will be offer

the whole school!

We acknowledged Random Acts of 283.85 1439.82 602.03 Td [(We acknc)-3 -3.002.030for

Learning Numeracy	Our application for Math AQ subsidies has been approved. 12 teachers have applied for an engaging in completing additional qualification courses in math, demonstrating commitment striving to be current in professional knowledge.
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Learning: Project Based Learning Provides Opportunity to Increase Student Agency	Student agency activates student learning and is a critical part of the teaching and learning process. When students have passion, purpose, focus and choice, they are more engaged. When students have agency, the student is doing, sharing, collaborating, and constructing in ways that are meaningful to them.
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Through project based learning, students are taking responsibility and understanding the process. Mr. Burke assumes the role of a guide on the side, providing support as needed. This process allows students to feel more invested in their own growth and empowered to learn more, work through challenges, and strive to produce their best work. Through the design process, students will continue to build on their

knowledge of FlashCut and Fu

	<p>participants and to educators for bringing this engaging and opportunity to the classroom!!!</p> <p>NRHS Team Provincial Bronze Medalists (second day): Turell Michelle & Shaan. Team member absent from the photo is Woodruff.</p>
<p>Learning: Video Conferencing Opportunities</p>	<p>As we continue to demonstrate commitment to learning by striving to be current in our professional knowledge, we are challenging our thinking and learning of new technologies to enhance our teaching across the 5 secondary schools expanded systems and tackled new thinking and new technology to support 136 students in video conference courses this February. Professional development focused on best practices, tools to support 21 competencies and enhanced communication to ensure both the engagement and success of our students. Our new VC teachers have mastered the challenge and have mastered the technology so that could focus on what the best teaching of our students.</p>

Stewardship: Indigenous Portfolio

This year the Indigenous Youth Council (IYC) was officially started. Each month, students meet across the board and more recently SCNDSB youth have joined us. The intent of the IYC is to foster a sense of stewardship and relationship throughout the board and the Indigenous youth. Two of the students Keira M (NRHS) and Justice K (MNPS) were chosen to be part of the NAN Youth Panel to speak to many youth and educators across North Western Ontario. This was an amazing opportunity to use their voice and "Speak even when your voice shakes" (a motto that has been adopted board

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Report No .: 28
Date: March 29, 2021

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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Revised School Year Calendar 2021-2022

STRATEGIC
PRIORITY: Learning and Well-Being

Background:

In January 2021, after initial consultation with representatives for school administrators, local branch
DIILOLDWHV RI WHDFKHUV¶ IHGHUDWLRQV XQLRQV DQG RXU FRWHUPLQ
was made available on the board website to solicit feedback from members of the school communities,
including teachers and staff, parents, School Councils and Parent Involvement Committee members.



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

Report No.: 29
Date: March 29, 2021

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

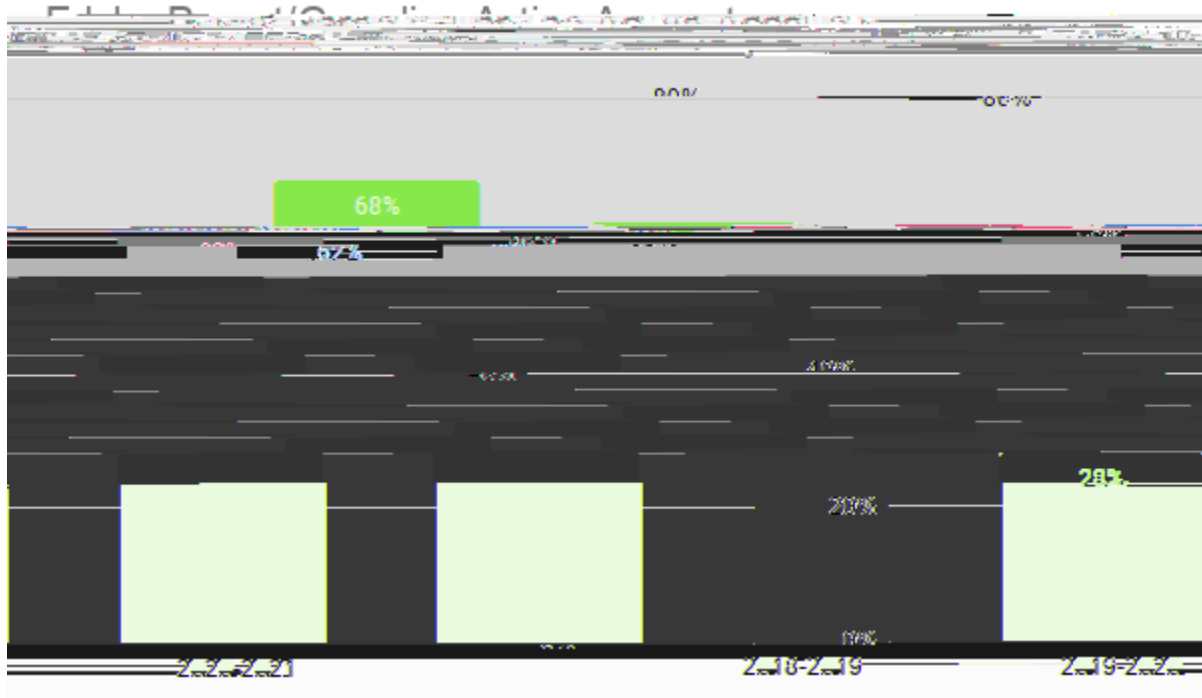
FROM: Stacey Wallwin, Technology Enabled Learning and Teaching Contact

2. Video Conferencing Data

SGDSB VC

3. Edsby

100% of educators are utilizing Edsby to take daily attendance and to safely communicate with students and families the learning home expectations. We currently have 62% of our families with active accounts in Edsby.



Next Steps:

1. Build technology enabled learning and teaching capacity with e-learning and VC teachers.
2. Support continued capacity of educator understanding of global competencies and online teaching.
3. Support educator and parent/guardian use of Edsby.
4. Provide ongoing educator professional learning on the use of safe and effective digital tools to enhance learning, and engage learners and families, regardless of the learning space.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 29, Technology Enabled Learning and Teaching Portfolio, for information.

Respectfully submitted by

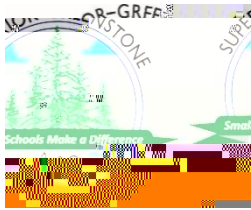
Nicole Morden Cormier,
Director of Education

Stacey L. Wallwin,
Technology Enabled Learning and Teaching Contact
(TELTC/DeLC)



Next Steps

Within the OSSTF-Education Support Staff collective agreement, language exists to provide opportunities for current incumbents who are in the position of IT Technicians to advance to the role of IT Technologists. In response to market conditions and current trends in education however, Superior-



SUPERIOR GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
February 22