

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:  
 ³, Q 6 \* ' 6 % Z H D U H O H D U Q H U V ( Y H U  
 to help all students succeed and make a difference. We  
 build positive places for learning and working « W R J H . W I

Our Vision:  
 ³, Q V S L U L Q J R X U V W X G H Q W V W I  
 G L I I H U H Q F H ´

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 ] H Q V K L S & R O  
 Creativity and Critical Thinking ´

## Regular Board Meeting 2021/08

### A G E N D A

Monday, August 23, 2021 ±6:30 p.m.

Videoconference & Teleconference

Paris, Marc: Manager of Plant Services/Transportation					
Grecica, Jason: Team Lead - Business Services					
Nault, Denis: Manager of Human Resources					
Lucas, Jay: Coordinator of Information Technology Services					
Kitchener, Nick: Manager of Information Technology					
Renaud, Deana: Mental Health Manager					
Ebrahim, Mahejabeen: Human Rights and Equity Advisor					

2.0 Oath of Office: 2021 -2023 Student Trustee

2.1 Grace Molinski: (Lake Superior High School)

3.0 Regular Meeting Call to Order

¶That, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 23, 2021 be called to order at \_\_\_\_\_ p.m.

4.0 Approval of Agenda

¶That, the agenda for the Superior-Greenstone DSB



17.2 Other Recommendations from Committee of the Whole Closed Session  
(This section may be used as required coming out of closed session)

That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:

x (list motions here which may apply)

18.0 Adjournment

That, the Superior-Greenstone DSB 2021/08 Regular Board Meeting, Monday, August 23, 2021 adjourn at \_\_\_\_\_, p.m.

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
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 2021/08  
Committee of the Whole Board: Closed Session.

Monday, August 23, 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.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

3, QVSLULQJ 2XU 6WXGHQWV WR 6XFFHHG DQG 0DNH D 'LIH

Report No. : 61

Date: August 23, 2021

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

FROM: Alex Marton, Superintendent of Business

- x Secondary teaching staff, as approved by the Board on June 7, 2021 provided for 68.67 FTE.
- x Educational Assistants staffing was approved by the Board on June 7, 2021 as 50.5 FTE to be allocated based on need.
- x The School Effectiveness Lead, Indigenous Lead, Mental Health Manager, Early Years Lead, Technology Enabled Learning and Teaching Lead, and Student Success Lead positions are all supported via Ministry funding.
- x With our Applied Behaviour Analysis funding for 2021/22, we continue to fund a Positive Behaviour Interventionist as well as our Positive Behaviour Support Lead.
- x We continue to fund a Numeracy Lead in this budget from Priorit

- o 1.0 FTE Principal to support the Manitouwadge area;
  - o 0.5 FTE Principal to support the Terrace Bay/Schreiber area; and
  - o 0.5 FTE Vice-Principal to support the Dorion/Red Rock area.
- x We continue to fund annual Behavioral Management Systems (BMS) recertification training, shop training at the secondary panel, occasional teacher orientation, and health & safety training.
- x We are investing \$87,000 to upgrade our Enterprise Resource Management software as part of a 4-year initiative towards modernization and efficiency.
- x We are investing \$65,000 to implement a centralized intranet platform for workflows and file management



# Compliance Report

## Administrative

Cross Expenses excluding internal audit

794,704

Other incomes

2,214,186

Overpending on Administration and Governance

CORFORME

Compliant / Non-compliant

COMPLIANT

Is the board in a Multi-Year recovery Plan?

## Financial Control System

Year Expenses for LWED (Schedule 5 - Item 4, Schedule 6 - Item 4, Item 4, Schedule 6 - Item 4, Item 4, Schedule 6 - Item 4, Schedule 6 - Item 4, Schedule 6 - Item 4)

5.1 - cc. 6.1)

0

1.1.1

224,174

1.2

Item 1.1 - Item 1.1.1 - Item 1.2

REQUIRES FURTHER COMPLIANCE CALCULATION

CALCUL S

COMPLÉMENTAIRES

K FINS DE

ALLI

224,200

1.6

10% of item 1.5

224,200

1.9 - Item 1.9

COMPLIANT

School Year: 2021-22

Cycle: Estimates

Budget

1 REVENUES

1,123,633 1.2 Provincial Grants - Other

4,584,428 1.5 Federal Grants and

275,000 1.7 Total Other Fees and

40,410,005 1.10 Total Revenue Category

2 EXPENSES

29,462,518 2.1 Total Instruction Expenses

2.2 Total Administration Expenses 2,900,005

4,570,409 2.3 Total Transportation Expenses

72,400 2.1 Annual Surplus/(Deficit)

SECTION 551, 2021-22  
Cycle: Estimates

School Year 2021-22

**C U L L O D**

1.1 Legislative Grants - Current Year 22,024,040

0,050,500

1.2

GRANTS - OTHER

2 - PROVINCIAL GRANTS

2.8.2 Supplemental COVID-19 Support

Specify other grants for operating:

2.9

637,622	0.10	PPE Covid
10,500	0.04	COVID
1,000	0.00	COVID
2,491,194	10.84	COVID
2.14		

2.16 Provincial Employment Assistance Programs

2.17 Ministry of Citizenship & Immigration - Citizenship Adult ESL/ESL

2.18 MCH Grant - Ontario Employment Benefits and Support Measures (ERSM)

03,030

2.19 MCH Grant - Ontario Employment Benefits and Support Measures (ERSM)

2.20 MCH Grant - Ontario Employment Benefits and Support Measures (ERSM)

Specify other grants from other ministries:

2.22

2.23

Grants from Other GRF - Amounts from Deferred Revenue

2.24

2.28

2.29 Council/Regional District/AAA/AAA+ Area and Town/Urban/Development

adjustments (specify):

Prior years' grant

2.33

2.34

2.35 Grant Adjustments

3.2 Tax Revenue from Unorganized Territories

names

Schedule 9 - Revenue

3.4 Tax Supplementary and Tax Write-off Adjustment - Accrual Re-2022 Amounts

Account Number

60110000

8/23/2021

0056966

60110000

FEDERAL GRANTS & FEES

Day School

4,434,428

5.1

Fees

Continental

110,000

110,000

5.2

Continental

Employment Assistance

5.3

Employment Assistance

Continental

110,000

110,000

5.4

Continental

Account Group Definition Revenue

Geometry

40,000

5.6

misc

5.7

4,504,428

5.0

Federal Grants & Fees

8.18 Net Gain on Disposal of Assets

8.22  
8.23  
8.24  
8.25

8.26  
8.27  
8.28  
8.29

8.20 Revenue Recovery on Land Disposal

10,140,000

100

Revenue Ontario



		Amortization and Write Downs and		
	INSTRUCTION	44	44	44
54		54	54	54
55	Coordination and Consultants	113,027	94	113,027
70	70-1 Instruction - Lesson Disposal of IPA and Accept			
73	Admin - Amortization and Write Downs	274,420	274,420	274,420
	Transportation - Provincial Schools			
	TRAVEL ACCOMMODATION			
75	75-1 Travel - Accommodation - Non-Full Time			
76	76 Other - Amortization and Write Downs			
	Total	1,214,918	1,214,918	1,214,918
	Total	5,024,927	44,450,949	522,775
	OTHER			
90	90-1 Provision for Contingencies			

Order Estimate

XXXXXXXXXXXXXXXXXXXX

Transfer to



School Year: 2021-22  
 Cycle: Estimates

of the Board	Other Pupils	Total	Elementary	Secondary
	363.00		3.6	Grades 1 to 8
pupils less than 21 years				Secondary
0.00	0.00	0.74	3.72	Independent Study
				Secondary - New School - Grades 9 to 12
				Total High-Credit Secondary Day School
				Independent Study
0.00	0.00	0.00	3.16	Total Adult Day School
				Elementary
				Secondary
				Adult Day School

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

BY-LAW No. 150

A By-Law to authorize the borrowing from time to time of Ten Million Dollars (\$10,000,000.00).

WHEREAS the total amount of the estimated revenues of the Superior-Greenstone District School Board as set out in its 2021-22 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Forty-Six Million Four Hundred Forty-Two Thousand Three Hundred Ninety-Five Dollars (\$46,442,395).

AND WHEREAS the Superior-Greenstone District School Board deems it necessary to borrow up to the sum of Ten Million Dollars (\$10,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2021-22 fiscal year and the debt charges of the Board in such year.

NOW THEREFORE BE IT RESOLVED

THAT the Secretary and Treasurer are hereby authorized to borrow on behalf of the Superior-Greenstone District School Board from TD Canada Trust from time to time by way of overdraft or promissory note or ~~ED Q N H U V \ D F F H S W D Q F H D V X P R U o n e X i r e T e a R i W o n H D o f a r s h ( \$ 1 0 , 0 0 0 , 0 0 0 . 0 0 ) D Q \~~ and to give on behalf of the Board, to the said Bank a promissory note or notes signed by the Secretary, Treasurer and/or Manager of Financial Services for the monies so borrowed with interest which rate shall be as notified by the Bank to the Treasurer from time to time.

THAT all sums borrowed pursuant to the authority of this resolution as well as all other sums borrowed in this year and in any previous year from the said bank for the aforesaid purposes shall, with interest thereon, be a charge upon the whole of the revenues of the Board for the current year and for all preceding years as and when such revenues are received.

THAT the Treasurer is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all of the monies hereafter collected or received either on account or realized in respect of the taxes levied for the current year and preceding years, or from any other source, which may lawfully be applied for such purposes.

Read a First, Second and Third Time, this 23rd day of August 2021.

\_\_\_\_\_  
Chair  
\_\_\_\_\_



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

Report No. : 62  
Date: August 23, 2021

TO: Chair and Members of the



Table Two: Goals Still in Progress

Smart Goal	Sphere of Influence and Objective	Brief Rationale for Goals in Progress
<b>STEWARDSHIP</b>		
<p>By June of 2020, 100% of Managers and School Administrators will be trained on the guidelines of Disability Management and Attendance Management, as measured by knowledge of their roles, responsibilities, and procedure to follow within the Attendance Support Program.</p>	<p>Staff Objective: To meet our Aim, we will enhance operational practices to manage human, material and financial resources effectively and responsibly in support of students.</p>	<p>80% completed</p> <p>Final Refresher training for Administrators on Attendance Support scheduled for August 2021 and information sessions for staff will be hosted during the fall of 2021.</p>
<b>RELATIONSHIPS</b>		
<p>By 2021, 100% of secondary schools will collect baseline data on student success in Co-op based on grade, gender, stream, special education needs, OYAP, SHSM, attendance, placement, D Q G ³ D W W H P S W H I L Q L V K ´ D V P H D V google survey.</p>	<p>Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.</p>	<p>Due to provincial restrictions for much of the school year, only in-person Co-op placements within home schools were supported. Some students continued their Co-op placements virtually, but others chose to take supplementary courses. Many SHSM students took advantage of the Co-op substitutions. As a result, Co-op participants/number of credits attained are down considerably compared to previous years and is not a true indicator of participants. In addition, educators were taxed with many additional duties surrounding placements assessments, safety protocols, back and forth from in-person and virtual, coupled with the fact that the board is moving from Trillium to Power School. This goal is under review for next year.</p>
<p>By June 2021, the number of students participating in Co-op will increase from 120 to 124, and the number of credits will increase from 206-210 as measured by a year-to-year comparison.</p>	<p>Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging</p>	<p>Due to provincial restrictions for much of the school year, only in-person Co-op placements within the home school were supported. Some students continued their Co-op placements virtually, but many students chose to take other courses. Many SHSM students took advantage of the Co-op substitutions. As a result, Co-op participants/number of credits attained are down considerably compared to previous years. As of Quad 4, there has been 51 students enrolled in Co-op, and 84 credits have been achieved.</p>
<p>By June 2021, the number of students participating in OYAP, will increase by 5%, as measured by the Ministry of Training, Colleges and Universities SGDSB OYAP Monitoring appendices.</p>	<p>Staff Objective: To meet our Aim, we will provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging.</p>	<p>According to the Ministry of Labour, Skills and ' H Y H O R S O M A P M o n i t o r i n g Feedback Report, the yearly SGDSB OYAP participation was on an upward trajectory before the pandemic hit. Pandemic restrictions have affected the OYAP participation negatively; however, the number of grade 11 and 12 students enrolled in OYAP has exceeded the provincial percentage (20% versus 4.8% in 2019-2020) and has done so for the past 8 years. SGDSB 2020-2021 OYAP data will be available in the fall/winter of 2021. To-date, SGDSB has enrolled 48 of the 70 projected OYAP participants for the 2020-21 school year. Participation numbers could increase depending on participation in summer Co-op.</p>

By Fall 2021, 90% of staff



<p>responses of agreement answers in the AWE committee survey.</p>	<p>responsibility for our own well-being</p>	<p>In this \ H D U ¶ V , respondents chose levels 4 and 5 (using a 5 point lickert scale) at a rate of 6% higher than in the 2018-19 survey on the same questions. Of the 24 questions that were the same, only 4 questions had responses that were below the level 4 and 5 standard from the previous survey, and two questions remained the same.</p>
--	--	---

Table Three: Goals Abandoned

<p>Smart Goal</p>	
-------------------	--









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

Report No. : 64  
Date: August 23, 2021

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

FROM: Carole Leroux: Student Success Lead & Tara Balog Interim Summer Learning Principal

SUBJECT: Summer Learning Programs

STRATEGIC  
PRIORITY: Learning & Well-Being

Superior-Greenstone has offered Summer Learning Programs in the form of Summer Co-op (last 5 years) for secondary students and Literacy/Numeracy Programs (last 8 years) for elementary students. The Summer Co-operative Education Program to support those students who required a last credit or two to graduate, acquire credits to get back on track or to complete SHSM (Specialist High Skills Major) requirements from each of our high schools.

Historically, the Literacy/Numeracy Summer Learning Program has been offered in high need and consistently engaged communities. However, recognizing the needs that arose from the COVID-19 pandemic, as well as the implementation of the De-streamed Grade Nine Mathematics Curriculum occurring this coming fall, some changes were made to the program to support student learning goals and achievements. The elementary Literacy/Numeracy programming was offered throughout the district to all students using online platforms, as well as the Grade 7/8 De-streamed Mathematics course that was added as a program option to families to support students entering, or about to enter high school. The elementary programs were created to support student skill development and well-being with a focus on foundational literacy and numeracy skill sets, and secondary programs, including the Reach Ahead grade eight credit program supported the continued development of student work habits, mental health and well being strategies and tools, as well as reinforcing and sustaining previously attained skill sets specific to programming and academic achievements.

While these programs connect to all pillars of our Strategic Plan, the most focussed areas are Learning and Well-Being. These programs have supported schools, families and communities with resources and structures to increase the success of students at all levels. Registration in our Reach Ahead credit, and Co-Op and Alternative Learning Program increased, and feedback from all programs from families, students, and staff clearly illustrated the success of the Summer Learning Portfolio.

Summer Co-operative Education/Alternative Learning Program

This program was facilitated by Aindryl and and cveofram

vsrtaftstsm

## Reach Ahead Program

This program was facilitated by Kevin Smith and Lisa Cantkier and supported by two Student Supports, Timothy Wawia and Lauren Strauss. There were 39 students who registered, and the program was offered from July 5<sup>th</sup> to July 30<sup>st</sup>. All 39 students who actively participated received the credit. These were grade eight students from a broad mixture of the communities we serve who were interested in meeting students from other communities, being exposed to the routines and expectations of secondary school and acquiring a high school credit in advance of their first year. This was the second year in which our board offered the program and proved to be an amazing transition experience for our students.

As a result of the demographic within the Reach Ahead classes, and the introduction of coding within the Grade Nine De-Streamed curriculum, we also offered some unique opportunities for our students. Creation Camp provided two 60-minute sessions to our Reach Ahead Students that focused on supporting the coding component within the De-streamed curriculum in the fall. The program aimed to introduce our grade eight students, to engaging career pathways that utilize Coding & Language. Students worked with various creators from various industries on projects of topical interest. In addition, Great Lakes Cultural Camps provided 2-2.5-hour sessions that explored land-based skills and learning, that, supported learning about



## Attendance

The attendance WKL V \H DU LQ WKH 6\* '6% ¶V 6XPPHU /H DUQLQJ 3URJUDP ZDV H[

