

# Exemplary Strategies/Programs/Practices to Support Equity, Diversity, Inclusion and Human Rights in School Boards



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

**School Board: Superior Greenstone District School Board**

**Contact Person and Email Address: Chris Dube, cdube@sgdsb.on.ca**

**Name of Program/Initiative/Strategy: SHSM Environment; Multi-credit Outdoor Environmental Science Program at Lake Superior High School.**

**Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:**

**Course outline:**

<https://docs.google.com/document/d/1DIEGxybGmKRMJA4BwYXrg-mTdCZG8ly22Ae5Mjdk1w8/edit?usp=sharing>

**Video:**

<https://drive.google.com/file/d/13kh2FoGNt1-FDMMTKqiOCWLOwXFhFyEW/view?usp=sharing>

**Course synopsis for Award:**

<https://docs.google.com/document/d/1KRPaPB4cG5-tLLBm9T7JweQOUsYTOe40QYMMpJjMATbo/edit?usp=sharing>

## **Description of Program/Initiative/Strategy**

The focus is on exemplary strategies/programs that increase student confidence, achievement, engagement and retention and reduce systemic barriers. In the brief description below please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

<p>My name is Chris Dube, I am an educator at Lake Superior High School in Terrace Bay ON. I am passionate about creating experiential programming and authentic learning experiences for</p>
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students. I have developed a locally-focused yet globally relevant multi-credit Outdoor Environmental Science (OES) program based on the Ontario Curriculum documents PAD/SVN. The OES program consists entirely of hands-on project-based learning activities employing authentic and alternative assessment methods and Indigenous ways of teaching and learning. In this application, I will speak about how my program naturally incorporates four areas of priority: Indigenous Education, Community Development, Mental Health and Well-being, and Experiential Learning.

The majority of the course is spent on the land with First Nations members, local community members, peers, and local business and community organizations to learn beyond the walls of the school. The idea is that students and the greater community will collaboratively develop authentic projects and goals that foster both student learning and community growth and development. This collaborative, authentic, student centered, locally-focused approach to experiential education allows for students to recognize potential areas for their involvement, understanding their role and responsibilities in the community, understanding their goals for self-development and growth, and actualizing projects that have a real impact on their community.

**What has been the impact on student learning, retention and engagement? Please share any data to support impact. (max 200 words)**

Over the years I have facilitated a variety of hands-on, experiential, project-based learning activities with students and the community members. Some examples are: students have engaged in sustainable trail development of the Casque Isles Hiking Trail. Students and trail volunteers developed a plan to create eleven permanent camp sites along a 53 km linear trail on the North Shore of Lake Superior. Students received a Trillium grant to fund the purchase of bear boxes, fire rings, signage, and the material to build, in school, thunder (poop) boxes. Students then researched a variety of thunder box designs and created a design that would fit the criteria of: good environmentally and for portability (needed to be transported to the camp site location). Students also researched sensitive environmental features of the trail to determine appropriate locations for camp sites. Students learnt about Arctic Alpine Disjunct plants, their locations and sensitivities, and thus were able to choose campsite locations that suited the success criteria of the club and the co-created environmental priorities. Other projects include: Main Beach Pavillion Project - revitalization of the picnic tables and benches (measurement, ordering, costing, and building of new features), directional town signage at the main beach (ie 40 km to Red Rock, 100 km to White River)(skills: measurement, compass use, degrees, CNC router/computer programming, table saw), LSMCA student leader volunteers for winter carnival, Schreiber community gardens volunteers (building composters, learning about nutrient cycling, maintenance), Rain garden project (at three locations, water cycling, watersheds, pollinators and native plants), Beading and moccasin making (networking with Elders and Knowledge Keepers, sewing, planning and preparation), Powwow Revitalization Project (three days of cultural learning from Elders and Knowledge Keepers and building new bleachers at the Powwow grounds), Library courtyard revitalization, Uptown mulching garden project, Northern Food Sovereignty (bread making, jam from local crab apples, pickling, Aquaponics, Food miles, local food, food planning and preparation), and lots more.

Video:

<https://drive.google.com/file/d/13kh2FoGNt1-FDMMTKqiOCWLOWXFhFyEW/view?usp=sharing>