

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**



*Our Mission: "Inspiring our students to succeed and make a difference"*  
*Our Vision: "We are leaders in providing quality learning experiences in our small school communities"*  
*Our Values: "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"*  
*Our Motto: "Small schools make a difference"*

**Videoconference Site Locations**

Superior-Greenstone District School Board(SGDSB) .....12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School .....(MNHS) .....200 Manitou Road W., Manitouwadge, ON  
 Lake Superior High School .....(LSHS) .....Hudson Drive, Terrace Bay, ON  
 SGDSB Learning Centre.....(SGDSBLC) .....46 Salls Street, Red Rock, ON  
 Geraldton Composite High School .....(GCHS) .....500 Second Street West, Geraldton, ON

**Regular Board Meeting 2018/06**

**A G E N D A**

Monday, May 28, 2018 – 6:30 p.m.

Designated Site: Beardmore Public School, 296 Walker Street, Beardmore, ON

**Board Chair: Pinky McRae**

**Director: David Tamblyn**

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Regular Board Meeting  
 PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.  
 Section (B) In-Camera: – (closed to public) TBA

**1.0 Roll Call**

<b><u>Trustees</u></b>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)						McIntyre, Margaret					
Groulx, Michael						McRae, Pauline (Pinky)					
Lanovaz, Melissa						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Vallance, Greg					

<b><u>Board Administrators</u></b>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Morden-Cormier, Nicole: <i>Superintendent of Education</i>					
Charles Bishop: <i>Assistant to the Director</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>					

**2.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 28, 2018 be called to order at \_\_\_\_\_ p.m.*

**3.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2018/06 Regular Board Meeting, May 28, 2018 be accepted and approved.*

**4.0 Disclosures of Interest re: Open Session****5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings**

✓ *That, the minutes of the following Board meeting be adopted:*  
 1. Regular Board Meeting 2018/05: April 16, 2018  
 2. Special Board Meeting 2018/02: May 7, 2018

[\(To Follow Under Separate Cover\)](#)  
[\(Attached\)](#)

**6.0 Business Arising Out of the Minutes****7.0 Delegations and/or Presentations**

7.1 Excellence in Education: Beardmore Public School Presentation entitled: Relationships and Partnerships

(Power Point Presentation  
 - Vice-Principal, Shelley Gladu)

7.2 Update: Student Trustee Logan Furoy and Report on Global Student Leadership Conference

[\(Attached\)](#)

**8.0 Reports and Matters for Decision****8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

8.1.1 Board Audit Committee

(M. Mannisto/ C. Tsubouchi)

8.1.2 Board Policy Review Committee

(M. McIntyre/D. Tamblyn)

8.1.3 Indigenous Education Advisory Committee

(S. Sabourin/D. Tamblyn)

8.1.4 Occupational Health & Safety Committee

(M. Groulx / M. Paris)

8.1.5 Parental Involvement Committee

(N. Morden-Cormier)

8.1.6 Special Education Advisory Committee

(D. Tamblyn)

**9.0 Reports of the Business / Negotiations Committee**

9.1 Report No. 26:  
 Enrolment Projection for 2018/2019

Superintendent of Business: C. Tsubouchi  
 Business /Negotiations Chair: Michael Groulx

[\(Attached\)](#) –C. Tsubouchi)

- 9.2 Report No.27:  
2017/2018 Interim Report No. 2 [\(Attached –C. Tsubouchi\)](#)

**10.0 Reports of the Director of Education**

Director of Education: David Tamblyn

- 10.1 Report No. 28:  
Director's Monthly Report – May 2018 [\(Attached – D. Tamblyn\)](#)

**11.0 Reports of the Education Committee**

Superintendent of Education: N. Morden-Cormier  
Assistant to the Director of Education: C. Bishop  
Education Chair: Margaret McIntyre

- 11.1 Report No. 29:  
2018 – 2019 Secondary Staffing [\(Attached – C. Bishop\)](#)  
*✓ That, the Superior-Greenstone DSB having received Report No. 30: 2018—2019 Secondary Staffing approves the report as presented.*

**12.0 New Business**

Board Chair: P. McRae

- 12.1 Board Chair  
12.1.1 OPSBA Strategic Priorities 2018-2019 [\(Attached\)](#)  
12.1.2 OPSBA: Policy Resolutions Submissions to AGM [\(Attached\)](#)  
12.5 Trustee Associations and Other Boards  
12.6 Future Board Meeting Agenda Items

**13.0 Notice of Motion**

**14.0 Observer Comments**

(Members of the public limited to 2-minute address)

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA.

**15.0 Committee of the Whole Board** (In-Camera Closed)

[\(Attached\)](#)

- 15.1 Agenda: Committee of the Whole Board – Closed  
*✓ That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at \_\_\_\_\_ p.m. and that this portion be closed to the public.*
- 15.2 Rise and Report from Closed Session  
*✓ That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at \_\_\_\_\_ p.m. and that this portion be open to the public.*

**16.0 Report of the Committee of the Whole Closed Section B**

**16.1 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:*

- *(list motions here which may apply)*

**16.2 ✓ *That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:***

1. *Regular Board 2018/05: April 16, 2018*

**17.0 Adjournment**

✓ *That, the Superior-Greenstone DSB 2018/06 Regular Board Meeting, Monday, May 28, 2018 adjourn at \_\_\_\_\_, p.m.*

<b><u>2018 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Monday, April 16, 2018	Monday, May 7, 2018 <i>*Special Board Meeting</i>	Monday, May 28, 2018 <i>*Designate Site: BEPS</i>
Monday, June 25, 2018 <i>*Designate Site: SGDSBLC</i>	Monday, July 16, 2018	Monday, August 20, 2018
Monday, September 24, 2018	Monday, October 22, 2018 <i>*Designate Site: LSHS</i>	Monday, November 19, 2018
Monday, December 3, 2018 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2018/06**  
Committee of the Whole Board: Closed Session.

Monday, May 28, 2018

Designated Site: Marathon Board Room, 12 Hemlo Drive, Marathon, ON

**A G E N D A**

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

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 Update: Geraldton Daycare Project (D. Tamblyn)
- 4.0 OPC Contract (C. Tsubouchi)
- 5.0 Personnel Item A (To Follow Under Separate cover  
-D. Tamblyn)
- 5.0 Personnel Item B (C. Tsubouchi)
- 6.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2018-05: April 16, 2018 (To Follow Under Separate Cover)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**



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 SGDSB Learning Centre..... (SGDSBLC) .....46 Salls Street, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) .....500 Second Street West, Geraldton, ON

**Special Board Meeting 2018/02**

**MINUTES**

Monday, May 7, 2018 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

**Designated Board Chair:** Margaret McIntyre

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Special Board Meeting

Section (A): – (open to public): 6:30 p.m.

**1.0 Roll Call**

<b><u>Trustees</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)			x			McIntyre, Margaret	x				
Melissa Lanovaz	x					McRae, Pauline (Pinky)		x			
Groulx, Michael			x			Pelletier, Allison		x			
MacGregor, Aaron					x	Sabourin, Stanley		x			
Mannisto, Mark			x			Vallance, Greg	x				

<b><u>Board Administrators</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>	x				
Tsubouchi, Cathy: <i>Superintendent of Business</i>		x			
Morden-Cormier, Nicole: <i>Superintendent of Education</i>			x		
Charles Bishop: <i>Assistant to the Director</i>			x		
Williams, Dianne: <i>Manager of Accounting Services</i>					x
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					x
Demers, Linda: <i>Coordinator of Business Services</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					x
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>	x				

**2.0 Oath of Office: Schreiber/Terrace Bay Ward****2.1 Melissa Lanovaz: Declaration & Oath of Office**

Melissa Lanovaz, appointed to fill the Trustee vacancy for the Schreiber/Terrace Bay Ward, recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

**3.0 Special Board Meeting Call to Order****71/18**

Moved by: Trustee S. Sabourin                      Second: Trustee G. Vallance

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Monday, May 7, 2018 be called to order at 6:34 p.m.

Carried**4.0 Approval of Agenda****72/18**

Moved by: Trustee G. Vallance                      Second: Trustee S. Sabourin

✓ **That**, the agenda for the Superior-Greenstone DSB 02-2018 Special Board Meeting, May 7, 2018 be accepted and approved.

Carried**5.0 Disclosures of Interest re: Open Session**

There were no disclosures offered at this time.

**6.0 Reports from the Superintendents of Education**

Superintendent of Education: N. Morden-Cormier

**6.1 Special Board Report No. 23: Elementary Teaching Staff for September 2018 (Final)**

Superintendent of Education Nicole Morden Cormier highlighted the facts in the report, noting that this item was the final outline derived from the preliminary report provided to the board on April 16, 2018.

**73/18**

Moved by: Trustee M. Mannisto                      Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB having received Special Board Report No. 23: Elementary Teaching Staff for September 2018 (Final), approves the Elementary staffing as presented.

Carried**6.2 Special Board Report No. 24: 2018 – 2019 Proposed Secondary Staffing**

Assistant to the Director Charlie Bishop provided a comprehensive review of the report noting that this proposal was developed in consultation with the school principals to determine the adjustments illustrated. He noted that the final report will be provided to the Board on May 28, 2018.

**7.0 Reports from Director of Education**

Director of Education: D. Tamblyn

**7.1 Student Trustee Request to Attend OSTA-AGM**

Director David Tamblyn advised that Student Trustee Logan Furoy has expressed interest in attending the Ontario Student Trustee Association Annual General Meeting in Toronto on May 24-27, 2018. The student trustee elections will be held at the upcoming student senate meeting. The OSTA annually extends the invitation to both the current and incoming Student Trustee.

**74/18**

Moved by: Trustee M. Mannisto Second: Trustee G. Vallance

✓ **That**, the Superior-Greenstone DSB approve the attendance of Student Trustee Logan Furoy at the OSTA-AGM in Toronto on May 24-27, 2018, and

That, 2018-2019 Student Trustee also be registered to attend should she/he wish to accompany L. Furoy and his chaperone, Tanya Furoy.

Carried

7.2 Special Board Report No. 25: Summer Robotics Instructor(s)

Director David Tamblyn provided a detailed review of the distributed report. He advised that Superior-Greenstone District School Board has received approval for Ministry of Education funding through CODE to hire three Robotics Mentors to compliment the Summer Learning Programs in Geraldton, Terrace Bay and Marathon.

**75/18**

Moved by: Trustee P. McRae Second: Trustee M. Lanovaz

✓ **That**, the Superior-Greenstone DSB receive as a recommendation to approve hiring of 3 Robotics Mentors for a minimum of three weeks and at least five hours per day to compliment the Summer Literacy Program during the summer of 2018.

**8.0 Adjournment**

8.1 **76/18**

Moved by: Trustee P. McRae Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 02-2018 on Monday, May 7, 2018 adjourn at 7:12, p.m.

Carried

<b><u>2018 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
Monday, May 7, 2018 <i>*Special Board Meeting</i>		Monday, May 28, 2018 <i>*Designate Site: BEPS</i>
Monday, June 25, 2018 <i>*Designate Site: SGDSBLC</i>	Monday, July 16, 2018	Monday, August 20, 2018
Monday, September 24, 2018	Monday, October 22, 2018 <i>*Designate Site: LSHS</i>	Monday, November 19, 2018
Monday, December 3, 2018 (1:00 p.m.)		

**Special Board Meeting 2018-02**

Monday, May 7, 2018

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2018

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Date:** May 28, 2018

**TO:** Chair and Members of the Superior-Greenstone District School Board of Trustees  
**FROM:** Logan Furoy, Student Trustee and Kira Mannisto, Student Senator  
**SUBJECT:** Global Student Leadership Summit

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**Global Student Leadership Summit Report**

**Travel In:**

Left airport at 4:45. Had a good flight to Toronto from Thunder Bay. The flight to London was delayed but the trip itself was all of 30 minutes. Quick up and down. Got a ride with Cara Filler, one of the speakers at the convention. Arrived at the hotel at 10:30 PM.

**Day One:**

Started the Global Student Leadership Summit with registration and going around to all of the booths that they had set up. The majority of the booths were universities and colleges handing out information about their programs and respective schools.

The conference started with a big dance party (all of the major events on this day were preceded by dancing, usually to the song "Sweet Caroline".) Once 1:45PM rolled around, the opening ceremonies began. It started off with a video about leadership and the importance of it in our world. They then moved into the singing of the song "O Siem" by a local choir group. The song has a powerful message about kindness, friendship, and being together with one another. This song set the mood for the festivities that were to follow.

After the song finished, the MC's welcomed Sean Stephenson to the stage as the first keynote speaker. Sean Stephenson was born with osteogenesis imperfecta, which is a genetic bone disorder that causes the bones to be very brittle and weak. As such, Sean Stephenson is three feet tall and requires a wheelchair to get around. He delivered a very powerful speech about perseverance, commitment, and not letting the world get you down. In fact, he had four major points to take away from his speech. First, was that there are three key components to making a change which are; be educated, be passionate, and be persistent. Secondly, that nobody can fight anger with anger, and that the best way to be a leader is to listen to the other person to understand where the anger is coming from. Once you know where the anger is coming from, then you can truly help the other person. The third key component of good leadership is to bring the party with you everywhere. That means that the attitude that you have will determine how people interact with you and what you plan. The final major point that Mr. Stephenson made is to always ask yourself "what is funny about this?" This is important to ask yourself this question because when we take our problems too seriously they start to get out of hand.

After Sean Stephenson finished giving his address, the whole conference was split into a whole bunch of different groups about 25 – 30 students in size. We all worked together in our groups to make a group name, a group chant, and a banner that represented our group. This was a great leadership exercise and allowed us to get to know our fellow students. Once this was finished we went for supper. Upon our return to the conference center we all listened to the second speaker.

His name is Michel Chikwanine and he was born in the Congo during a time of civil war. He was conscripted into the rebel army at the age of five, which left him scarred for life. However, he takes the experience that he went through and tells it to others to teach those who listen about the importance of good, honest leadership. Without people who care for one another then the world gets a situation like what happened in the Congo, where child soldiers and civil strife are a plague upon a good nation.

After Michel Chikwanine told his story, the groups were split up to go see several different speakers speak. Kira and I went to see Scott Hammell's "Leadership Magic" where he told us the value of looking out for the people who support you and who help you to ensure that they do not get hurt. Moreover, he showed us that people focus too much on the big things that they miss the small things that are happening right in front of them. He delivered all of these messages to us through the use of magic because he makes his living by being a magician (in fact, he is a four-time Guinness World Record holder.)

This was the last speaker we had seen for the night, however, the festivities continued with a mini-carnival, traditional West-African music, and another magic show by Scott Hammell. We all had a blast on the first day and went to bed tired, yet excited for the days ahead.

## **Day Two:**

We met in the hotel lobby at 7:30 and headed over to the convention center. There, we ate breakfast and awaited the start of the first keynote speaker, Dr. Samantha Nutt. She started by explaining her life story and how she did not do the best in high school, in fact, she was called "a destructive force in a sound environment." Then, she went on to explain how she went to medical school and ended up volunteering with UNWHO in war zone areas across the world. One place in particular that she went to was the Democratic Republic of the Congo, which at the time, was ravaged by many different conflicts. She told us that many people have died there and that there were thousands of children as young as five years old serving as child soldiers. She painted a picture of dying women and children, a country torn to pieces over corporate and personal greed, and a country that people had to fight to survive in; either as a soldier, a refugee, or a helpless civilian. This experience inspired her to create the organizations, War Child Canada and War Child USA. Her organization works with people and communities in war torn countries to educate them and help the people who are in need. The final part of her keynote speech was talking about the gun industry, in particular, how much money is involved, how many small arms weapons are in circulation today, and which countries are benefiting the most from the many wars. Dr. Samantha Nutt's main message to us was to stay globally connected and to ensure that every day we are learning something new about what is happening elsewhere in the world.

After the first keynote speech was finished, all of the students split off into groups to go to their next speaker. I went to "Leadership Development in Action" which was given Jim Cain, whereas Kira went to "10 games, 10 songs, and 10 ideas to energize your school" whose speaker was Joe Richards.

"Leadership Development in Action" consisted of a lot of dancing, getting to know our fellow students, and a lot of fun. However, during that whole time I learned the value of having school activities that start off easy and get more complex as they go along. By starting off easy and having a lot of movement, you create an atmosphere of students that want to participate. After the session was completed, I talked to Jim Cain and he gave me a lot of pointers on how to be a more efficient student leader. He also gave me an idea to write down 10 things that work well with students on a card and whenever I discover something else that works well, I have to write it down. Eventually I will have a much longer list than just 10. Additionally, I bought his book called "Find Some Things To Do" which has 123 activities that anybody could do.

Kira went and seen "10 games, 10 songs, and 10 ideas to energize your school." There she learned a lot of activities, along with helpful tips on leadership that will help her be a better leader in our school. She learned that a leader always does what needs to be done, regardless of the task. Additionally, she learned that a leader does not deal with the drama and stays focused on achieving their main goal that they set out to accomplish. Furthermore, a leader does not jump to worse case scenarios and retains a positive outlook on the situation. Lastly, she learned that every successful event always ends with a very exciting activity to leave the participants with a good final memory.

After both of our concurrent sessions were completed, we all went to lunch.

When we came back from lunch, everyone was gathered in the main ballroom to listen to the words of Alvin Law, a man born without arms and had to learn how to use his feet as his hands. He talked about how there is more to a person than what they do not have, and how we should not discredit people based on what they look like or what they do not have. Additionally, he talked about how life is not about you, it is about what you are going to do with yourself. Much is the same with leadership, it is not about doing things for

yourself it is about creating things for others. He also, said that people who want to lead cannot do so being upset. The only way people can lead is with a calm mind. Furthermore, he made the point that good leadership is about making someone feel special. He also had the inspiring message that life is an opportunity to show your worth and that you cannot take that opportunity for granted. Additionally, Alvin Law said that impossible is just a state of mind and that anything can be accomplished with enough hard work and passion.

At this point in the conference, all of the students had their third concurrent session. I had seen "It's STUDENT Leadership and it's IMPORTANT" with speaker Dave Conlon. Kira went and seen "Stand Up For Your Greatness" with speaker Ed Gerety.

It's STUDENT Leadership and it's IMPORTANT with speaker Dave Conlon was full of useful tips and advice on how to be a successful student leader. He started off by telling us that, as student leaders, we have to be the ones who step outside of the box and do something to disrupt the lives of others in a positive way. The most important takeaway from his talk was that we always have to start off with small events before we move onto bigger and bigger events. He used the metaphor of weights to help us understand this. If you went into the gym today you would not start by lifting 1000 pounds, you would start by lifting 100 pounds, then 500 pounds, and finally working your way up to 1000 pounds. 100 pounds represent the small events that you should always start off with, then the 500 pounds are the medium events that you work your way up to, and finally the 1000 pounds are the big events that you end with. Practice with the small things and work your way up to bigger and better things. The next key point of his talk was that risk level and participation are directly linked together. The lower the risk of something, the higher the participation will be from students and staff. However, once the risk starts raising then the participation starts lowering. The key is to always lower the risk to create more participation within the school. The final key point is to always find your "why" for doing something because that will make "what" you are doing that much more important. Therefore, when doing something you have to know why you are doing it in the first place.

In Stand Up for Your Greatness, the main message was to appreciate people and let them know they are important. The most powerful thing someone could say to another is "I love you", saying this simple thing shows people you appreciate and care about them. One of the key things to being a leader is making sure your whole team and all the people attending your event know how important their role is. A lot of kids will sit in the halls alone thinking they don't matter and if you were to say "Hello" and wave at them, you could have just made their entire day, and made them feel like they are there and we see them. A main point Ed Gerety stressed was to have gratitude, and repeatedly said "Lead your life with gratitude". If a leader has gratitude then many people will want to be led by that person. People will enjoy having that person as a leader because they feel like they matter. A person's actions sometimes say things we don't want them to say or say the things we aren't with our words. Actions could be good or bad depending on what they are saying, actions can tear people down or build people up. Actions can be just as or more powerful than words. Acts of kindness are an easy way to show someone you appreciate them or that you care enough to take the time to do something for that person. The main take away from Stand Up For Your Greatness would've been to lead life with gratitude, be kind, appreciate others, and let people know they matter.

After the two concurrent sessions were done, everyone was gathered into the main ballroom to listen to Mike Smith deliver his keynote speech.

Mike Smith had a very powerful message that reached the hearts and minds of every student in the room (not all of the teachers however.) His main message was that leaders are the ones who get up and do something instead of talking. He said there are three types of people in the world, there are leaders who do, influencers who talk, and there are followers who wish. Followers wish that they were someone else or wish that they had all of these things. Influencers talk and talk without any action because they only want followers and attention from others. However, leaders are the ones who do not care about the followers or the attention, they only care about making an impact and helping other people. Mike Smith said that "helping people happens when no one else is looking." Which is a very powerful message because real leaders do not brag about all the people they help or feel that they deserve anything other than knowing they've helped someone. The best leaders are the ones who focus on others by multiply and adding to what others have, not subtracting and dividing from other people. Finally, Mike Smith said that, as a leader, there are no excuses when things go wrong because, when you are a leader, people are depending on you to get things

done, but you are also the first person to blame when things do go wrong. Therefore, it is important to own up to your mistakes and push past them. Leaders take what they have and go with that, they don't say "If we had that" or "If this person did this" they just take what they have and go with it. Mike also made the point that someone doesn't have to be a high 90's student to be a leader. In fact he said the best leaders tend to be the misfits and the "Average" kids. Most average kids when put in a leadership position tend to do where the above average kids talk. Not to say that above average kids can't be good leaders but that to be a good leader you must do, and not expect something in return other than knowing you helped that person. Mike Smith had a lot of helpful and blunt things to say about being a leader and the importance of it.

The conclusion of Mike Smith's keynote speech marked the start of supper time. After supper was concluded the conference hosted a dance, had a board games room, a karaoke lounge, and an art lounge for all of the students to have fun in. Once everything was wrapped up, we all went to sleep ready for the final day.

### **Day Three:**

Day three started with breakfast and two keynote speakers in the main ballroom. The first was Judson Laipply and the second was Dr. James Rouse.

Judson Laipply's keynote speech was about the evolution and change that life is always undergoing and about how struggle is actually a good thing. He said that it is up to us as leaders to ensure that we are always embracing change instead of rejecting it because change can be a really good thing. When we embrace change, we evolve as leaders and become better versions of ourselves. The second point that he made was telling us that struggle is something that should not be regarded as bad because struggle makes us better people. Judson made the point that we should embrace struggle, think "This is a new thing and I can't wait to struggle with it". Struggle teaches us new things and shows us new perspectives that we can view the world with. When something is easy it does not teach us anything. When it is hard we learn so much more. To make both of these points about evolution and struggle he performed an eight minute dance of the most popular dances since the 1920's until now.

Dr. James Rouse's keynote speech had the very inspiring message about loving yourself and letting that love flow through you onto others. A leader cannot be the best leader if he does not first love himself. By loving yourself you let that love flow throughout you, which makes the people around you feel that love as well; having them naturally want to follow you. He said that self-care is one of the most important social activism that you can do. Additionally, he said that self-care is not about showing it off because when you actively take care of yourself, other people see that without you telling them. Leadership is always done by elevating yourself and others to higher standards and better feelings. Love is a very crucial aspect of both self-care and of leadership that everyone must feel and spread to their friends, family, and even to strangers. Finally he told us that we all should have a vow and this vow is anything you want it to be. His daughters vow is to continue living and being free and herself. He said that once we have a vow imagine holding it, and then imagine something that is going to get in the way of us keeping that vow, and imagine stepping over that obstacle with your vow still in your hand.

Once the two keynote speakers were finished, everyone went to the various back to back concurrent sessions. I seen "Lead Your Evolution" with speaker Judson Laipply and then I seen "Finding Common Ground: Conflict Resolution For Leadership Teams" with speaker Katie Gingerich. Kira went to see "What do Leadership and a Dance Party have in Common" with speaker Amy Tepperman and then she saw "Show Up, Step Up, Shut Up" with Mark Black.

Lead Your Evolution with Judson Laipply had a lot of good points to take away from it. His first main point is that when it comes to anything in life, communication is the most important thing. Being able to effectively communicate what you mean or what you are trying to accomplish is so important because miscommunication can lead to a whole host of problems. A key aspect of good communication is having clarity in what you are trying to say. Clarity is not only the content of what you are saying, it is also the context in what you mean. It is important to establish both content and context when trying to communicate with others. His second main point was that we all have the power of choice and that is what makes us great. Every single person is in charge of making their own decisions that will impact their lives and drive

them towards their future. He also said that as leaders, we have to make good choices because it is not just us that those choices will affect, it also affects the people who we are leading. However, he also made the point that although we are in charge of our own decisions, things will happen to us that is out of our control. When that happens, he gave us the advice of taking 60 seconds to feel emotional and then once that 60 seconds is up ask yourself "what choices can I now make?" By asking ourselves that question we can begin to move on from that thing that we had no control over because, as leaders, we have to constantly move on and keep pushing forward without getting hung up on the past. Judson Laipply said that the key to happiness is to never want more than you are willing to work for and that will ensure that you are always happy. He also said that life is not fair, but that does not mean that we can make excuses for being unhappy because it is easy to be unhappy than work towards being happy.

My second concurrent speaker of the final day was Katie Gingerich with Finding Common Ground: Conflict Resolution for Leadership Teams. She gave us a lot of strategies to ensure that leadership groups do not get hung up on conflict and argument and to ensure that everyone gets their voices heard. She gave us strategies for analysing conflict, discussing conflict, and consensus building within our groups. She said that when giving instructions we have to be very specific so that everyone knows what they are doing and that no conflict can arise from the instructions, such as someone not doing something and getting blamed for it. Additionally, she told us that we always have to be wary of perspective because when people are in conflict there is usually a reason why that person is upset that has little to do with the actual problem. Her first strategy for dealing with conflict is to avoid what she calls "conflict triangles." She said that the conflict has to stay focused on just the conflict and has to try to stay between the two people involved in the conflict. If another person gets involved they have to try not to take sides and strictly be the mediator between the two people who are in conflict. Then there was the "Intent/Action/Effect Model" which is that the intent and the effect is usually unseen by others, but the action is seen and that can cause conflict. That is why it is important to explain your intent before the effect of the actions can cause conflict. If you are affected by someone's actions then you have to make sure that you explain your feelings and take care of the emotional component before conflict can arise from that. Always listen to the other person so that you can understand where they are coming from. Her final conflict resolution strategy was the "Positions and Interests." This means that when two people are at an impasse, you should find common interests related to the main issue and then work your way back to the issue to solve it. Doing this creates an understanding between the two people and builds the issue up on common ground instead of conflict. Katie Gingerich said that when we are in conflict it is important to share our intentions so that others can understand, find shared interest between the two parties, and finally create guidelines for the conversation so that it does not get sidetracked from the conflict resolution process. To ensure that everyone has an equal voice in the conversation, write down every idea that is presented and then pick the ones that the group will move forward with. This ensures that everyone has an equal opportunity to voice their opinion. Conflict resolution is an ongoing process that is crucial for every leadership team because conflict is bound to arise within a group of leaders.

What do a leadership and a dance party have in common with Amy Tepperman was a very interactive workshop all about learning how to be comfortable with who you are on your own. Amy told us about the difference between grade five's and grade six's when told to walk around a space. Grade five's tend to run around in their own space doing what they please, where grade six's tend to group up and walk around in their groups. She told us to be like our grade five selves. She didn't want us to group up but she didn't want us to ignore anyone either. We did different dance activities in this way, she'd tell us a very general thing to do then we would all do that same thing in our own way. Afterwards we got into small groups and talked about how what we had just done was connected to leadership. The main points were to be yourself and do things in your own style and not being scared to step out of your own comfort zone. Some other points were to not be scared about judgment because the person that is going to judge you the most and the worst is yourself. If you are you and don't let other people judge you then that vibe is contagious and the only person judging you is yourself. Finally after our dance activities Amy had us all lay down on the floor and told us to focus on a triangle on our face from our eyes to our mouths. She told us that once our minds started to wonder, were we thinking of the past or the future? Her reason to this was that good leaders take care of themselves and being aware of where your mind tends to wonder is good because past wanderers bringing sad emotions, but future wanderers bringing anxious emotions. If you are aware of where your mind wanders you can control what you're feeling, or at least know why you feel that way.

Show up, Step up, Shut up with Mark Black was all about how to become a better leader and knowing that things may not happen the way we plan them but they can still be a success.

Show up was about showing up and knowing who you are when you show up. Mark said "Who you are when you show up is just as important as showing up at all" When you are showing up you have to be aware of what energy you are bringing because if you are bringing negative unhappy energy and no one wants to be near you then what good are you even doing there. When you show up you have to have the attitude of what am I giving not what am I getting.

Step up wasn't just what it sounds like it is and it certainly wasn't just doing everything because I do it the right way and any other way is wrong. Step up was about managing time, commitments and priorities and finding the right people for the job. The first thing Mark told us was to use our whole team and make sure they know they are a team to work with you not for you. Having the right people do the job means a couple things, one is knowing that this person is good at a certain thing so they will do that thing. It is also being able to share the load so that I can do something I'm good at without taking on too much. It also means if I see something that needs to be done but I can't do that thing for legitimate reasons then I have to find someone who can do it. That goes with the quote Mark shared with us by William H. Johnson "If it's to be, It's up to me". Stepping up is about doing what you say you're going to, which means you can't say yes to everyone because you can only be at one place at a time but doing what you say creates good reliability and trust for the people you lead. Being a leader means managing your time, commitments, and priorities, so that you do not end up in a situation where you've said yes to two things that are happening at the same time. So knowing what takes president over what and knowing when you can do what for how long is critical to being a good leader.

Shut up is exactly what you think it is, as leaders we tend to talk and talk and we need to remember to shut up and listen to other people's ideas and valuing them at the same level as you value your own. It can be hard to listen to other people's ideas when you know how you want something done, but your way isn't always the best or right way to do something. So shutting up and keeping an open mind is a very much needed skill to be a good leader.

Over all Mark Black told us that we needed to "Have the attitude and to do whatever it takes for as long as it takes" and take everything one step at a time and assessing after each step. Mark also told us that sometimes we don't reach our goals but we can still succeed in another way. Terry Fox failed, his goal was to run across Canada but he only made it to half way across Ontario. Now even though Terry Fox didn't reach his goal because of him over 500 million dollars has been raised for cancer research. So even though Terry failed, he still succeeded.

Our final keynote speaker of the convention was Frank Warren, the founder of PostSecret where people can send in their secrets anonymously via postcard. He talked a lot about how you do not know what other people are struggling with because everyone has their secrets that they have not told anybody. He also said that the whole PostSecret project was startling because he said that most people who send in their secrets only wanted someone they trusted to tell those secrets to. That is why we have to be kind to people and to listen to others because everyone has their secrets that are dragging them down and we have to bring each other back up. Frank also said that through this (event?) he has found secrets in himself he didn't know he had, "Secrets can tear someone apart without even knowing it" Frank told us. His speech was also about being true to yourself and owning up to your secrets because when you stop keeping your secrets, you stop hiding who you are supposed to be. This final keynote was very inspiring and passionate and a great way to end the conference.

### **Major Take Away Points**

There was many great points and messages to take away from these three days but some of the major points to us were to be a good leader you have to take care of yourself first. Another main point was to not give up if at first you don't succeed, and that there is always going to be people telling you "You won't be able to do that" or "It won't work", and you have to ignore those people in order to show them their wrong.

My last main point was to be myself, if I'm myself then I can run things with my style and be a healthily naturally contagious leader.

For me (Logan), the message that really resonated with myself was starting off small. As the saying goes "Rome wasn't built in a day" and to create something spectacular you have to start off small. I also really liked the message that leaders are the ones that do something because it is important to keep on positively disrupting the world around you.

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

**Report No: 26**  
**Date: May 28, 2018**

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

**FROM:** Cathy Tsubouchi

**SUBJECT:** Enrolment Projection for 2018/2019

**STRATEGIC PRIORITY:** Responsible Stewardship of Resources

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**Current Situation**

For 2018/19, we are projecting an overall decrease in enrolment of 21.50 ADE (Average Daily Enrolment) from this year. The projection by school is illustrated below.

<b>ELEMENTARY SCHOOLS</b>	<b>2018/19 BUDGETED ADE</b>	<b>2017/18 ADE</b>	<b>CHANGE</b>
B.A. Parker PS	<b>135.00</b>	136.00	(1.00)
Beardmore PS	<b>24.00</b>	22.50	1.50
Dorion PS	<b>44.00</b>	45.00	(1.00)
George O'Neil PS	<b>143.00</b>	132.50	10.50
Manitouwadge PS	<b>38.00</b>	37.50	0.50
Margaret Twomey PS	<b>196.00</b>	203.50	(7.50)
Marjorie Mills PS	<b>51.00</b>	57.50	(6.50)
Nakina PS	<b>17.00</b>	17.00	0
Schreiber PS	<b>52.00</b>	52.00	0
Terrace Bay PS	<b>79.00</b>	70.50	8.50
<b>Total Elementary Enrolment</b>	<b>779.00</b>	<b>774.00</b>	<b>5.00</b>
<b>SECONDARY SCHOOLS</b>	<b>2018/19 BUDGETED ADE</b>	<b>2017/18 ADE</b>	<b>CHANGE</b>
Geraldton Composite HS	<b>193.88</b>	198.88	(5.00)
Lake Superior HS	<b>78.75</b>	83.63	(4.88)
Manitouwadge HS	<b>76.88</b>	80.25	(3.37)
Marathon HS	<b>152.75</b>	164.13	(11.38)
Nipigon Red Rock HS	<b>136.38</b>	138.25	(1.87)
<b>Total Secondary Enrolment</b>	<b>638.64</b>	<b>665.14</b>	<b>(26.50)</b>
<b>Board Totals</b>	<b>1,417.64</b>	<b>1,439.14</b>	<b>(21.50)</b>

NOTE: The above numbers include pupils of the board, other pupils, high credit pupils and pupils over 21.

**Administrative Summary**

That, the report entitled, "Enrolment Projection for 2018/2019" be received by the Board for information.

Respectfully submitted,  
 Cathy Tsubouchi, Superintendent of Business



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
***“Inspiring our students to succeed and make a difference”***

**Report No:** 27  
**Date:** May 28, 2018

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

**FROM:** Cathy Tsubouchi, Superintendent of Business

**SUBJECT:** 2017/2018 Interim Report No. 2

**STRATEGIC  
PRIORITY:** Responsible Stewardship of Resources

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**Background**

As outlined in a Report to the Board in September 2017, the purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year’s budget versus actual expenditures to date, and an outlook for the remainder of the year.

**Current Situation**

The attached report covers the period from September 1 to March 31, 2018 and is the second report for the 2017/2018 school year.

**Administrative Recommendations**

The report entitled, 2017/2018 Interim Report No. 2 is presented to the board for information.

Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business

**SUPERIOR-GREENSTONE DSB  
2017-18 Interim Financial Report**

**For the Period Ending March 31, 2018**

**Summary of Financial Results**

	Estimates	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Operating Grants	28,346,037	28,019,049	(326,988)	(1.0%)
Capital Grants	6,478,318	6,962,778	484,460	18.9%
Other	6,101,251	5,910,992	(190,259)	(3.2%)
<b>Total Revenue</b>	<b>40,925,606</b>	<b>40,892,819</b>	<b>(32,787)</b>	<b>(0.1%)</b>
<b>Expenditures</b>				
Classroom	26,990,461	26,473,192	(517,269)	(2.0%)
Other Operating	2,899,986	2,826,763	(73,223)	(2.6%)
Transportation	1,826,244	1,823,032	(3,212)	(0.2%)
Pupil Accomodation	8,884,740	9,500,521	615,781	6.5%
Other	581,598	668,898	87,300	13.1%
PSAB Adjustments	9,880	(123,662)	(133,542)	108.0%
<b>Total Expenditures</b>	<b>41,192,909</b>	<b>41,168,744</b>	<b>(24,165)</b>	<b>(0.06%)</b>
<b>In-Year Surplus (Deficit)</b>	<b>(267,303)</b>	<b>(275,925)</b>	<b>(8,622)</b>	<b>3.1%</b>
Prior Year Accumulated Surplus (Deficit)	2,666,161	2,666,161	-	0.0%
<b>Accumulated Surplus (Deficit) for Compliance</b>	<b>2,398,858</b>	<b>2,390,236</b>	<b>(8,622)</b>	<b>(0.4%)</b>

*Note: Forecast based on year-to-date actuals up to March 31, 2018.*

**Changes in Revenue**

- Operating Grants down due to the decline in enrolment
- Other revenue decreased due to lower tuition fees from decreased enrolment for Other Pupils of the Board
- Capital grants include amortization of DCC which has increased due to funding for more projects This offsets depreciation.

**Change in Expenditures**

- Pupil Accomodation increased due to higher amortization projected due to increased capital grants.
- Classroom and Other expenses adjusted do to grant and tuition shortfall.

**Change in Surplus/Deficit**

- For compliance purposes, we are projecting a deficit of \$275,925 which is a minor variation from Budget.

**Risks & Recommendations**

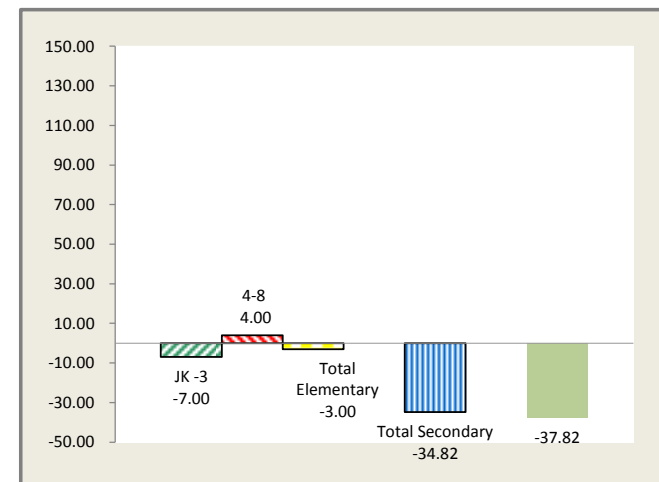
- Retirement payments are being funded from our current grants.

**Summary of Enrolment**

	Estimates	Forecast	In-Year Change	
			#	%
<b>ADE</b>				
<b>Elementary</b>				
JK -3	393.00	386.00	- 7.00	-1.8%
4-8	385.00	389.00	4.00	1.0%
<b>Total Elementary</b>	<b>778.00</b>	<b>775.00</b>	<b>- 3.00</b>	<b>-0.4%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	569.42	551.12	- 18.30	-3.2%
Other Pupils	127.40	110.88	- 16.52	-13.0%
<b>Total Secondary</b>	<b>696.82</b>	<b>662.00</b>	<b>- 34.82</b>	<b>-5.0%</b>
<b>Total</b>	<b>1,474.82</b>	<b>1,437.00</b>	<b>- 37.82</b>	<b>-2.6%</b>

*Note: Forecast is based on March 31st count date*

**Changes in Enrolment: Budget v. Forecast**



**Highlights of Changes in Enrolment:**

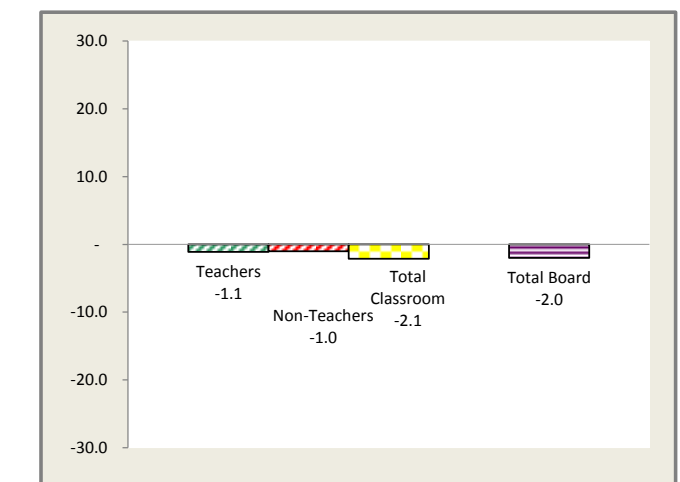
- Total board enrolment is down 37.82 ADE.

**Summary of Staffing**

FTE	Estimates	Forecast	In-Year Change	
			#	%
<b>Classroom</b>				
Teachers	135.9	134.8	- 1.1	-0.8%
Non-Teachers	130.7	129.7	- 1.0	-0.8%
<b>Total Classroom</b>	<b>266.6</b>	<b>264.5</b>	<b>- 2.1</b>	<b>-0.8%</b>
<b>Non-Classroom</b>	<b>61.7</b>	<b>61.8</b>	<b>0.1</b>	<b>0.2%</b>
<b>Total</b>	<b>328.3</b>	<b>326.3</b>	<b>- 2.0</b>	<b>-0.6%</b>

*Note: Actual as of March 31, 2018.*

**Changes in Staffing: Budget v. Forecast**



**Highlights of Changes in Staffing:**

- Teachers down 1.1 due to some postions not yet filled for second semester.
- Non-teachers is down 1.0 FTE due to Indigenous Lead not being filled;

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
***"Inspiring our students to succeed and make a difference"***

**Report No:** 28  
**Date:** May 28, 2018

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Director's Monthly Report – May 28, 2018

**STRATEGIC**

**PRIORITY:** Student Achievement, Building Relationships, Stewardship of Resources

**1. Situation Tables**

A Situation Table is a strategic alliance of human services, guided by common principles and processes in order to mitigate risk situations in a timely manner, usually within 24-48 hours. The term "table" highlights that it is a meeting, which convenes regularly, with police, hospital, children and family services, mental health service providers, and other human service professionals from a variety of organizations, including education. During a Situation Table, participants work together to review situations of acutely elevated risk and determine if there exists imminent risk of harm and victimization and then coordinate interventions to reduce them. By addressing situations of acutely elevated risk, the table works collaboratively to reduce multiple risk factors that increase the likelihood that someone within a community will experience harm and victimization.

The Situation Table is an efficient and effective method for reducing levels of risk and the probability of harm or victimization to an individual, family, group or location. It offers a way for human service providers to apply rapid and effectively targeted interventions for those situations of acutely elevated risk.

Superior-Greenstone District School Board is participating in three Situation Tables within the district: Geraldton, Nipigon/Red Rock, and Marathon. The Situation Tables are overseen and guided by a collective of agency representatives called the North West Centre of Responsibility, which is coordinated by the Canadian Mental Health Association representative.

**2. Elementary Leadership Learning Team: A Focus on Increasing Engagement by Fostering Critical Thinking**

The Leadership Learning Team (LLT) meetings concluded for the school year on June 4, 2018, with a full day of learning with Usha James and Maria Vamvalis from the Critical Thinking Consortium. The focus of our collective learning this year has been on increasingly fostering critical thinking in our classrooms through careful and intentional planning. To achieve this goal, Special Education and Grade 6/7/8 teachers, along with the school Administrator, joined together to more deeply understand the Backwards Design method of planning (where we begin with the end goal in mind and work backwards). Key to this approach is to unpack methods by which we can know the learning styles of our students more deeply, and how to increasingly support students with a Learning Disability. The LLT met on six occasions to learn from and with each other, and to share how we are taking this work back into our practices. This work has also impacted leaders, as some have been applying their learning to their leadership practices. We plan to enhance our work with the Critical Thinking Consortium next year, with several projects that they will collaborate with us on to increasingly embed meaningful opportunities for our students to think critically.

**3. Board Learning Plan for Student Achievement and Well-Being: Engaging With Our Data - SGDSB Program Leads and Portfolio Leads**

During May and June, Program and Portfolio Leads are focused on planning for next year. Our planning must be responsive to the needs of the system; thus we have been analyzing the data from this school year in order to determine the impact of the learning that has taken place to date, in relation to the goals articulated in the Board Learning Plan for Student Achievement and Well-Being. Several meetings are occurring with the purpose of sharing and analyzing both qualitative and quantitative data, obtained from sources such as Our Schools Parent Survey, the feedback from professional learning, evidence collected from schools, etc. In addition, schools will be completing the School Learning Plan Evaluation, which is an analysis of their growth, and this information will be the key driver for next year. This information will be compiled into a draft of our Comprehensive Needs Assessment, which is a summary of our strengths, areas for focus, and next steps. This document will be finalized next year with the release of other data, such as EQAO.

**4. Student Senate**

On May 15<sup>th</sup> members of the Student Senate held their last meeting for the 2017-18 school year. The meeting was chaired by student trustee Logan Furoy. The main order of the agenda was the selection of a student trustee for the 2018-19 school year. Members of the senate heard from two candidates, Logan Furoy from Geraldton Composite High School and Stephanie Rathwell from Manitouswadge High School. Both candidates had an opportunity to present their election platforms before members of the senate cast their ballots. The election results will be announced at the regular board meeting May 28<sup>th</sup>, 2018.

Also on the agenda were presentations on activities members of the student senate had undertaken throughout the school year. The presentations can be viewed by clicking on the link below; <https://docs.google.com/presentation/d/1zty2JA-L9Cf5ZPqGwGarW72o0FbjqrpoXcZadpsF27Y/edit#slide=id.p> Student senator Kendall Cormier provided an update from a meeting she had with the Minister's Student Advisory Council. Kendall reported she was able to meet many other young leaders who have the same interests, and share the same passion for learning as she does.

**5. Achievement Program**

On May 25<sup>th</sup> Director of Education David Tamblyn, Superintendent of Education Nicole Morden-Cormier met with Amanda Stefanile Achievement Program Coordinator with Lakehead University. The purpose of the meeting was to finalize a Memorandum of Understanding between the university and the school board confirming the commitment of both parties to collaborate and co-partner in the establishment of the Achievement Program.

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. 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. To learn more about the Achievement Program follow the link: <https://drive.google.com/drive/u/1/folders/1qIEc9-qXMtmqhlMlSyYoEpyKVqnGob>

**6. French as a Second Language Program**

This year was a great year for French as a Second Language students. Grade 9 high school students were able to practice their French skills and proficiency in Quebec City when they went for a week in February. Elementary schools across the region have been celebrating French Culture with food and activities such as Les Voyageurs, Winter 'Carnaval' and Cafés.

FSL teachers have also been learning more deeply about the Common European Framework and how to incorporate these strategies into their classrooms. This year's focus was on metacognition

and learner autonomy while continuing to work on increasing student proficiency, using language on demand, learner-centered environments and developing listening and speaking skills in authentic situations.

For the 2018-2019 school year, we are happy to share that we will be offering a grade 9/10 academic virtual French as a Second Language course for Superior-Greenstone District school board students. Starting this fall, students across the region will be able to virtually connect and learn with other students in SGDSB schools in their 'virtual' FSL class. This will provide the opportunity for all grade 9 students wishing to continue with FSL to do so through to grade 12. In the 2019-2020 school year, phase 2 would be to offer grade 11 academic FSL, and grade 12 academic FSL the year after that. A great addition to our pathways for our students!

**Administrative Recommendation:**

The report entitled, Director's Monthly Report – May 28, 2018 No. 28 is presented to the board for information.

Respectfully submitted:  
David Tamblyn  
Director of Education

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

Report No: 29

Date: May 28, 2018

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

**FROM:** Charles Bishop, Assistant to the Director

**SUBJECT:** 2018 – 2019 Secondary Staffing

**STRATEGIC  
PRIORITY:** Student Achievement and Well-Being  
Responsible Stewardship of Resources

**Background**

On May 7, 2018, Special Board Report 24 : 2018 -2019 Proposed Secondary Staffing was presented as information to provide Trustees time to review before recommendation would come forward at the May 28, 2018 Board Meeting.

**Current Situation**

On-going consultation has taken place between the Principals and the Assistant to the Director regarding staffing needs. The Principals understand that staffing their schools for 2018-2019 will be done according to Article 15 of the Collective Agreement and available funding from various Ministry and Board enhancements.

Table 1 identifies the projected enrollment from the schools for the 2018 – 2019 school year.

**Table 1:** *Projected Enrollment for 2018 – 2019 School Year*

<b>GCHS</b>	<b>LSHS</b>	<b>MNHS</b>	<b>MRHS</b>	<b>NRHS</b>	<b>Total</b>
193.88	78.75	76.88	152.75	136.38	638.64

Table 2A outlines staffing according to contractual agreement.

**Table 2****Part A:** *Staffing according to contractual agreement*

	<b>GCHS</b>	<b>LSHS</b>	<b>MNHS</b>	<b>MRHS</b>	<b>NRHS</b>	<b>Board Information</b>
<b>October 31, 2017</b>	205.50	86.00	82.75	169.00	144.00	687.25
<b>March 31, 2018</b>	192.25	81.25	77.75	159.75	132.50	643.50
<b>Average</b>	198.88	83.63	77.75	164.38	138.25	665.38
<b>Classroom Teachers</b>	12.43	5.23	5.02	10.27	8.64	
<b>Rounded</b>	12.50	5.33	5.00	10.33	8.67	41.83
<b>Special Education Teachers</b>	1.00	1.00	1.00	1.00	1.00	5.00
<b>Guidance</b>	1.00	1.00	1.00	1.00	1.00	5.00
<b>2018-2019 Base Contract Teachers</b>	14.50	7.33	7.00	12.33	10.67	51.83

Table 2B outlines additional staffing over and above that prescribed in the collective agreement. These additional sections accommodate the needs of our students across our board and continue to keep our commitment to the four core priorities of the Ministry of Education: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

**Part B: Staffing funded over and above the Collective Agreement by Special Initiatives and the Board\*\***

	<b>GCHS</b>	<b>LSHS</b>	<b>MNHS</b>	<b>MRHS</b>	<b>NRHS</b>	<b>Board Information</b>
<b>Student Success</b> (Ministry Base)	0.67	0.33	0.33	0.50	0.33	2.17
<b>Board Enhancement</b> (Student Success)	0.17	0.17	0.17	0.17	0.17	0.83
<b>Board Enhancement</b> (School within a College)				0.33		0.33
<b>Board Enhancement</b> (Small Schools)		3.17	3.17			6.33
<b>Board Enhancement</b> (Spec Ed Collective Agreement Addition)	0.17					0.17
<b>Board Enhancement</b> (Student Achievement – bridging gaps for incoming students)	1.00			0.50	0.50	2.00
<b>Board Enhancement</b> (Communication – Student Success)	0.33					0.33
<b>Board Enhancement</b> (OSSTF Extension Agreement Local Priorities)	0.17			0.17	0.17	0.50
<b>Board Enhancement</b> ( Top Up)		1.17	1.50	0.50	2.17	5.33
<b>Board Enhancement</b> ( Board-Wide Academic French Class)				0.17		0.17
<b>Board Enhancement</b> (Indigenous math) Support Grade 9 Applied				0.17	0.17	0.33
<b>Board Enhancement</b> (Native Language/Native Studies courses)	0.50			0.33	0.33	1.17
<b>Teaching Staff for 2018-19</b>	<b>17.50</b>	<b>12.17</b>	<b>12.17</b>	<b>15.17</b>	<b>14.50</b>	<b>71.50</b>
<b>Teaching Staff for 2017-18</b>	17.67	12.33	12.17	15.00	14.67	<b>71.84</b>
<b>Staffing Difference</b>	-0.17	-0.17	-0.50	0.17	-0.17	-0.33
<b>E-learning</b>						1.00
<b>Total Staffing for 2018-19</b>						<b>72.50</b>

\*\*Note: The decimals represent periods; therefore, columns and rows do not add mathematically. One period is 0.17, while 6 periods are 1.0

*Additional Information:*

- It is expected that the allocated Student Success periods will be used to provide alternative education programs in each of our secondary schools, which may be different in each school depending on their need.
- As our enrolment continues to decline and we struggle to provide a variety of courses for senior students, we continue to add 6 e-learning classes to the total staffing complement.

- Indigenous students will be further supported with targeted staffing for native language and native studies courses, as well as additional support in mathematics.
- Four schools received further enhancements due to declining enrolment and difficulty timetabling classes with fewer available periods.

**Administrative Recommendation**

That the Superior-Greenstone DSB having received Report No. 29: 2018 – 2019 Secondary Staffing, approves the report as presented.

Respectfully submitted by:

Charles Bishop  
Assistant to the Director



**Date: May 9, 2018**

**Re: OPSBA Strategic Priorities – 2018-2019**

### **Background**

Since 2010, OPSBA has focused its advocacy and actions on multi-year strategic priorities. The first of these priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The most recent priority, Advancing Reconciliation: First Nation, Métis and Inuit Education, was added in 2016 in response to recommendations from OPSBA's regions, the Indigenous Trustees' Council and the Truth and Reconciliation Commission's Final Report.

**For 2018-19, OPSBA staff are recommending that the priorities of The Whole Child and Student Well-Being and New Generation Education be combined, with a suggested title of "The Whole Child and Student Well-Being for Today and Tomorrow."**

### **Mission Statement**

The mission of the Ontario Public School Boards' Association (OPSBA) is to promote and enhance public education by: helping member boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

Locally elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

**The Association's current (2017-18) multi-year strategic priorities are:**

**The Whole Child and Student Well-Being**

*OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.*

**New Generation Education**

*OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.*

**Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity**

*OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.*

**Labour Relations**

*OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.*

**Education Funding**

*OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.*

**Advancing Reconciliation: First Nation, Métis and Inuit Education Priority**

*OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).*

**Process for determining OPSBA Strategic Priorities for 2018-2019**

Although the Association's strategic priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA's priority-setting process, these priorities were considered at regional meetings at the Public Education Symposium on Jan. 27, 2018, and at further regional meetings on April 7, 2018. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. The progress report was also circulated to trustees in the Northern Region and to the Indigenous Trustees' Council for input. The Board of Directors received a summary of this input at its meeting on April 20 and 21, 2018.

OPSBA's strategic priority reports are living documents – the areas of emphasis for action change from year-to-year as the work OPSBA does adapts to the evolving needs of students, staff, schools and communities.

## Feedback from Regional Meetings

Feedback from regional meetings strongly endorsed the Association's multi-year approach to priorities. There were a number of helpful suggestions to modify, strengthen and add to specific areas of emphasis for action, as well as to reduce duplication. Discussions at the regional meetings included ideas for action or communication connected to the priorities and these can be considered in the context of development of the Action Plan for OPSBA Priorities. This will be developed by Executive Council in the summer and recommended to the Board of Directors in September 2018, for inclusion in OPSBA's Key Work publication.

### **The Association's five proposed 2018-19 multi-year strategic priorities are:**

#### **The Whole Child and Student Well-Being for Today and Tomorrow**

*OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.*

#### **Advancing Reconciliation: First Nation, Métis and Inuit Education**

*OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).*

#### **Trustees as Leaders in Public Education**

*OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.*

#### **Labour Relations**

*OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.*

#### **Education Funding**

*OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.*

### **The Whole Child and Student Well-Being for Today and Tomorrow**

*OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.*

### **Areas of Emphasis for Action**

- Advocate for supports to ensure the well-being of all children and youth
- Participate in processes to implement Ontario's vision for education
- Collaborate with relevant provincial ministries to ensure strong, equitable, accessible, and responsive services and supports for children and youth mental health
- Continue leadership and advocacy for social justice, equity and inclusion

- Work to support equitable and diverse learning opportunities for all students in our member school boards
- Build on progress achieved for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas
- Continue to provide input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy
- Monitor and promote increased opportunities, supports and coordinated services for students with developmental disabilities and special needs with a focus on early intervention to maximize learning outcomes for students
- Monitor the implementation of the pending federal legalization of cannabis and its implications for school boards through 2020
- Continue to advocate for teacher training and professional development that meets the learning needs of students, and reflects the diverse nature of Ontario, including its Indigenous Peoples
- Advocate for technological programs and skilled trades as viable student options, and for support for individuals working in the trades to become teachers
- Advocate for a graduation diploma or equivalent that has value for students no matter what program pathway they choose, including directly into the world of work
- Continue to support environmental sustainability practices in curriculum and capital planning
- Advocate for a comprehensive government review of the current delivery of French as a Second Language

### **Advancing Reconciliation: First Nation, Métis and Inuit Education**

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

### **Areas of Emphasis for Action**

- Advocate for a comprehensive Ontario curriculum that contains clear expectations that every Ontario student will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact on First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians
- Advocate for sufficient provincial funding to cover curriculum resources, and staff training, to support the implementation of the comprehensive Ontario curriculum
- Ensure the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other priority areas
- Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages in Ontario schools, taught by fluent Indigenous speakers
- Expand capacity of First Nation trustees and increase understanding by all trustees of First Nation, Métis and Inuit issues
- Advocate for equity at the federal level in education funding for First Nations students
- Explore the issues of representation of First Nation, Métis and Inuit students in urban environments
- Support the development of mechanisms to increase the hiring of Indigenous staff, including in leadership roles
- Advocate for supports needed to ensure the well-being of Indigenous students

## **Trustees as Leaders in Public Education**

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

### **Areas of Emphasis for Action**

- Continue promotion of the role of trustees, including advocacy for clear government support for the role of trustees as a matter of public confidence in education
- Advocate for public education on the significant role and value of local, democratically elected school board trustees
- Provide supports for first-term trustees and new chairs in the 2018-2022 term of office, including mentorship and active promotion of OPSBA and OESC resources developed specifically to support trustees in their multi-faceted role
- Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, including accountability and governance, collaboration with municipal partners, conflict management and relationship building
- Support the development of communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities
- Further strengthen the role of Regional Vice-Presidents and Board of Directors members as OPSBA ambassadors to boards in their region
- Advocate for improvements in communication from the Ministry to OPSBA, including meaningful consultation and partnership in strategies that affect school boards
- Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)
- Continued advocacy for greater school board autonomy in hiring
- Enhance representation of student voice through elected student trustees within OPSBA and at member boards

## **Labour Relations**

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

### **Areas of Emphasis for Action**

- Ensure OPSBA priorities are reflected in collective bargaining strategies and positions
- Continue leadership as a Designated Employer Bargaining Agent in the bargaining of central agreements under the School Boards Collective Bargaining Act
- Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being
- Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective
- Provide support to all OPSBA member boards in ongoing labour relations/collective bargaining services

- Facilitate information and learning exchange through the OPSBA Board of Directors, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education
- Track board experience with contract implementation for forward planning
- Maintain relationships with key education partners
- Enhance communications support to school boards regarding labour relations
- Participate in the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in the workplace as it affects the safety, health and well-being of all employees

## **Education Funding**

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

### **Areas of Emphasis for Action**

- Advocate for an ongoing cycle of review of the funding model grant categories to ensure that they support the current local needs of all school boards
- Advocate for more flexibility in local spending
- Advocate for resolution of pressing problems in funding, such as Special Education and student transportation
- Advocate for expanded funding and services to support children and youth mental health and well-being
- Continue to advocate for full funding by the Ministry of any new initiative
- Promote collaboration among the four school board systems and enhancement of partnership among boards
- Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects, alignment between government priorities and capital funding
- Participate and advocate for OPSBA member board issues during the Ministry's 2018-19 Urban Student Accommodation Engagement
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the Community Hubs Strategic Framework and Action Plan
- Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements
- Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years

### **ACTION:**

It is recommended the following motions be passed:

**That the amendments and additions to the Priorities and the Areas of Emphasis for 2018-2019, be affirmed by the members.**

**Origin: OPSBA Executive Office**

**ISSUE: Member Board Policy Resolutions for AGM**

**Background:**

The OPSBA Constitution states that Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year. Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On April 20, 2018 Executive Council, acting as OPSBA's Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in June.

The information on the following pages includes the rationale and motions that were submitted by the Boards, Executive Council's comments following their review.

**MOTIONS:**

- (a) FNMI Staffing Recommendations - Ottawa-Carleton**
- (b) Attention Deficit Hyperactivity Disorder (ADHD) Exceptionality Recommendations– Waterloo Region**
- (c) Regulatory Performance Appraisal Process for OPSOA Members – Hastings & Prince Edward**

**Action:**

These Member Board policy resolutions are presented for the consideration of the AGM

**#1. First Nations Métis Inuit Staff Recommendations**  
**Board: Ottawa-Carleton DSB – AGM Policy Resolution**  
**Submitted by: Chair Shirley Seward**

**A. RATIONAL/BACKGROUND INFORMATION:**

Whereas, the Ontario' Education Equity Action Plan (p. 10) of 2017 states: To execute the action plan, the Ministry of Education has created the Education Equity Secretariat, which will bring new resources to bear on the identification and removal of systemic barriers in order to uphold and further the interests of Ontario's students, school staff and families, and to ensure their empowerment.

Whereas, the Ontario Education Equity Action Plan (p. 17) of 2017 states: To support the implementation of this step (Leadership, Governance and Human Resource Practices), the action plan prioritizes:

- enhancing diversity in the recruitment, hiring and promotion of educators and school and system leaders
- identify(ing) opportunities to promote the teaching profession and remove barriers to entry for underrepresented communities.

Whereas, the Ontario' Education Equity Action Plan (p. 17) of 2017 states: The diversity of the students in Ontario schools should be reflected in the diversity of their education workers, teachers, and school and system leaders. Strengthening diversity in leadership and in the classroom helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment.

Whereas, OPSBA's Indigenous Trustee Council noted in their meeting of Feb 2018, with respect to OPSBA Priority 6: there is a concern around staffing, and making sure that barriers to the hiring of Indigenous staff in schools at all levels are removed. Indigenous students need Indigenous role models in schools, and particular concern was noted about Indigenous leadership role models (principals, superintendents, and DOE), and teachers of the languages being fluent speakers.

Whereas, the Truth and Reconciliation Commission Call To Action 14 - iv. States: The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

Whereas, at the June 2016 AGM, OPSBA passed the following motion with almost unanimous support; "THAT OPSBA recommend, the Provincial Hiring Practices (Regulation 274) Committee include as priority topics of discussion, an exemption allowing preferential hiring of qualified FNMI teachers". The Regulation 274 Committee, which includes Ministry and Union members, recognized the importance of the content of the motion, but was unable to action it through the Committee.

**B. RESOLUTION:**

**Be it resolved, that OPSBA recommend that the Ministry of Education with the Education Equity Secretariat, as a priority, explore and develop an action plan with the following elements:**

- A. An exemption, allowing preferential hiring of qualified FNMI teachers, notwithstanding Regulation 274;**



- B. Allowing FNMI Elders and Traditional Knowledge Keepers to deliver (as paid instructors), in collaboration with classroom teachers, the content of specific FNMI courses such as language, traditions, residential schools, treaties, culture and history, the Indian Act and immigration;
  - C. Recognizing life skills and expertise of FNMI Elders and Knowledge Keepers towards post-secondary teaching credentials, much like British Columbia and Alberta models, through their Prior Learning Assessment and Recognition (PLAR) programs; and
  - D. Changing the pathways towards earning Ontario Teaching Certificates that recognize concepts that more faithfully reflect Indigenous traditional educational transmission processes.
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**COMMENT FROM EXECUTIVE COUNCIL:**

Executive Council and the Indigenous Trustees' Council support the resolution.

**#2 Attention Deficit Hyperactivity Disorder Exceptionality Recommendations**  
**Board: Waterloo Region DSB – AGM Policy Resolution**  
**Submitted by: Trustee Natalie Waddell**

**A. RATIONAL/BACKGROUND INFORMATION:**

Whereas Attention Deficit Hyperactivity Disorder (ADHD) is the most common childhood neurodevelopmental disorder, affecting at least five percent of the Ontario student population;

Whereas scientific research informs us that ADHD not only impairs attention and self-regulation, it also impairs cognition, executive functioning, memory and the speed of information processing all of which impede learning in general and specifically the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; as well as the acquisition of learning strategies, study and organizational skills;

Whereas students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability, despite having average or above average intellectual abilities, and are three times more likely to drop out of secondary school than their peers;

Whereas the Ontario Human Rights Commission recognizes ADHD as a disability in the learning environment;

Whereas the Ontario Ministry of Education does not recognize ADHD under its five categories of exceptionality, which can result in inequity to access of education and accommodations for students in Ontario with ADHD;

Whereas with appropriate teaching strategies and classroom accommodations students with ADHD can meet their potential, going onto post-secondary learning and careers of their choice;

**B. RESOLUTION Be it resolved, that OPSBA actively lobby the Ontario Ministry of Education to:**

**Alter the existing categories of exceptionality to include ADHD within a category, other than behaviour, thereby acknowledging ADHD as a neurodevelopmental disorder that significantly impairs learning, allowing students with ADHD to be identified as exceptional learners as their peers with Autism and learning disabilities (similar neurodevelopmental disorders) are, thereby securing their legal right to accommodations for their disability, and,**

**Ensure that all Ontario educators are trained in ADHD impairments, as well as in the appropriate classroom accommodations and teaching strategies that can be used to support these students in the classroom and school environment.**

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**COMMENT FROM EXECUTIVE COUNCIL:**

**Executive Council recommends this motion be referred to the Minister’s Advisory Council on Special Education (MACSE) to evaluate and act on.**

**#3 Regulatory Performance Appraisal Process for OPSOA Members**  
**Board: Hastings & Prince Edward DSB – Policy Resolution**  
**Submitted by: OPSBA Director Dave Patterson**

**A. RATIONALE/BACKGROUND INFORMATION:**

Student Achievement and progress of all Ontario students demands effective system wide leadership to "guide and support teaching and learning in Ontario schools". In addressing public accountability for these research findings the government through Regulation 234/10 established the Principal/vice principal performance appraisal. The frontline staff are subject to established performance appraisals processes. Furthermore, the Education Act 169.1(1) stipulates that "Every board shall (1), monitor and evaluate the performance of the board's director of education..."

Based on current research (K. Leithwood, 2013 'Strong Districts & Their Leadership') the critical features that promote strong districts and leadership reside with the practices of the director and superintendents ("senior district leaders"). It is the latter group of leaders (Superintendents) for which regulated accountability remains to be established. The 2017/12/06 Auditor General made note of this exception (p.634) subsection 4.2.6 titled "No Guidance is Provided for Superintendent Performance Appraisals" recommending that an effective performance appraisal system be inclusive of superintendents.

- B. RESOLUTION: Be it resolved, that OPSBA and the Council of Directors' of Ontario (CODE) call upon the government, working through the Ministry of Education, to establish a regulatory performance appraisal process and related technical requirements for members of the Ontario Public Supervisory Officers' Association (OPSOA).**

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**COMMENT FROM EXECUTIVE COUNCIL:**

Executive Council recommends the consideration of the matter be deferred to staff pending the release of the revised Leadership Framework for Supervisory Officers into which OPSBA recently provided input. However should the framework not include a professional appraisal process, OPSBA would share this recommendation with CODE to pursue.