



# Director's Annual Report

2015-2016

*"Small Schools Make A Difference"*



# Welcome to Superior-Greenstone District School Board

## Message from the Director of Education, David Tamblyn

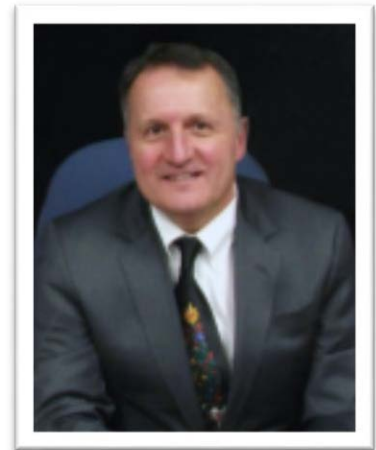
*“Inspiring  
our  
students to  
succeed  
and make a  
difference”*

It is an honour to serve as Director of the Superior-Greenstone District School Board, and I am deeply proud to share with you, through this report, some of the ways our wonderful teachers, support staff, school and district leaders, trustees, school councils, families and partners are working together to support the achievement and well-being of our students - inside classrooms, and out in our communities.

Although the landscape of public education in Ontario has seen many complex challenges over the last few years, through the leadership, collaboration, and focused work of many, Superior-Greenstone has made enormous gains in the core purpose of our work - improving the achievement and enhancing the well-being of our students. All of this work is guided by the three priorities of the Board's Strategic Plan 2012-2017 - Student Achievement and Well-being; Building Relationships; and Responsible Stewardship of Resources.

Teachers, support staff and administrators in every school have worked diligently to support these priorities, and to develop critical thinking skills in our students while nurturing a culture of caring and global citizenship.

At Superior-Greenstone District School Board everything we do is designed to help all students achieve to the best of their abilities. It is our commitment to ensure our collective daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values we build positive places for learning and working together. I believe we all have a role to play in preparing our students for success, and through ongoing and enhanced partnerships and community input and involvement, we are working together to provide an outstanding range of valuable learning opportunities for every student in service of this mission. I thank you all for your dedication to helping meet the needs of the students and schools we serve.



In 2015-2016 we launched a video highlighting the great things that are happening in SGDSB. To view the video, visit our website and click on the link *Small Schools Make a Difference*. I hope you enjoy this window into how we are “inspiring our students to succeed and make a difference”.

Respectfully,

A handwritten signature in black ink that reads "David Tamblyn". The signature is written in a cursive, flowing style.



# Message from the Chair of the Board



Pinky McRae,  
**Chair**  
Superior-Greenstone  
District School Board

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*“We are leaders in providing quality learning experiences in our small school communities.”*

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As I begin my seventh term as Chair, I can't help but reflect back on the incredible work we've accomplished and the impact this has had on our students.

We have begun the process of reviewing our Strategic Plan and last February, we enlisted the Pearson Efficacy Research Group to conduct a self-assessment workshop and help our Board analyze the current state and efficacy of our Strategic Plan.

Organizing, reviewing and implementing the Boards Strategic Plan is one the most important roles we face as trustees. Prior to our December Organizational meeting, we held a professional development session and one of our topics was to conduct a Board Self Evaluation. Although this was the first for our Board, the discussion, passion, dedication and honesty shared was invaluable and will serve to begin to build the foundation of our review as we move forward. We are well prepared to undertake this task.

We have much to celebrate this year. Our Board was well represented at the Skills Ontario Qualifying Skills Competition, as well as at the Ontario Technical Skills Competition. Our 2<sup>nd</sup> Annual Marathon High School Powwow - Honouring Our Roots, saw 600 visitors and we've been blessed with welcoming a new Syrian family to our school community.

This year has also had its share of challenges. Thank you to Director David Tamblyn for his unwavering passion, dedication and leadership. Thank you to your team and all staff of Superior-Greenstone District School Board. We are proud and honoured to work side by side with such dedicated professionals.



Practicing good governance and understanding our roles and responsibilities have been top priority for me as Chair. Thank you to my fellow trustees for entrusting me with this important task and for being supportive, understanding and forthright in our discussions. We are reaping the benefits of working together as a team and I can't think of any better way to be exceptional role models for our students.

Lastly, thank you to our parents, volunteers and community members who give their time and energy for our students each and every day. Your efforts support the well-being and success of our students and we are forever grateful for all you do.

No challenge is insurmountable and our team is a testament to why “small schools make a difference”.

Sincerely,

A handwritten signature in cursive script that reads "P. McRae".



## About Superior-Greenstone DSB

Superior-Greenstone District School Board is located in Northwestern Ontario and covers a vast area of 45,100 square kilometres. The board is responsible for providing public education, and its 16 schools are proud to serve the communities of Beardmore, Geraldton, Longlac, Nakina, Caramat, Dorion, Nipigon, Red Rock, Schreiber, Terrace Bay, Marathon and Manitouwadge.

The Board office is located in Marathon on the beautiful North shore of Lake Superior

### Mission

“Inspiring our students to succeed and make a difference”

### Vision

“We are leaders in providing quality learning experiences in our small school communities”

### Values

“Caring, Fairness, Empathy, Honesty, Responsibility, Resiliency, Respect, Perseverance, Innovation”

### Motto

“Small schools make a difference”



#### North Shore of Lake Superior

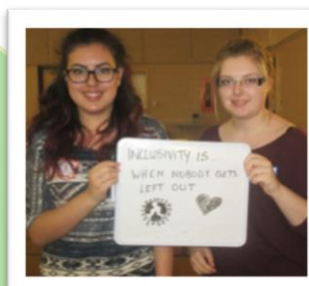
- |  |   |
|--|---|
| Manitouwadge High School, Manitouwadge   | George O'Neil Public School, Nipigon            |
| Manitouwadge Public School, Manitouwadge | Red Rock Public School, Red Rock                |
| Margaret Twomey Public School, Marathon  | Schreiber Public School, Schreiber              |
| Terrace Bay Public School, Terrace Bay   | Lake Superior High School, Terrace Bay          |
| Marathon High School, Marathon           | Nipigon-Red Rock District High School, Red Rock |

#### Greenstone Area

- |  |                                       |
|--|---------------------------------------|
| B.A. Parker Public School, Geraldton       | Beardmore Public School, Beardmore    |
| Dorion Public School, Dorion               | Marjorie Mills Public School, Longlac |
| Geraldton Composite High School, Geraldton | Nakina Public School, Nakina          |

The Strategic Directions and the multi-year plan are available on the Board's website:

[www.sgdsb.on.ca](http://www.sgdsb.on.ca)



## Board of Trustees

The 2012-2017 Multi-Year Strategic Plan is a blue print for achieving our vision, while staying true to our mission and values. It describes our collective vision for the future, sets direction and describes the future the school board wants to achieve and in so doing, defines success. The complete version of the Strategic Priorities and Commitments of the Board can be found on the Board website at [www.sgdsb.on.ca](http://www.sgdsb.on.ca).



Pinky McRae  
*Board Chair*



Kim Figliomeni  
*Vice-Chair*



Margaret McIntyre



Aaron MacGregor



Mark Mannisto



Michael Groulx



Allison Pelletier



Marlaire Sarrasin



Stanley Sabourin



Mia Audia-Gagnon  
*Student Trustee*

### Student Achievement and Well Being

- ❖ Quality Instruction
- ❖ Student Engagement
- ❖ Authentic/Relevant and Meaningful Learning Experiences
- ❖ Equity and Inclusive Education
- ❖ Student Voice
- ❖ Raising Parental Expectations
- ❖ Character Education
- ❖ Global Citizenship
- ❖ Student Sports

### Responsible Stewardship of Resources

- ❖ Maximizing Investment in Academic Resources
- ❖ Utilization of Space, Facilities and Services
- ❖ Consolidating Resources
- ❖ Environmental Stewardship
- ❖ Technology Opportunities for all
- ❖ Aligning Resources with our Priorities

### Building Relationships

- ❖ Creating a Culture of Trust
- ❖ Fostering a Climate of Respect and Transparency
- ❖ Celebrating Successes
- ❖ Modeling a Joy of Learning
- ❖ Strengthening Our Understanding of all the Communities We Serve
- ❖ Strengthening Partnerships (parents, community, agencies)
- ❖ Developing Leaders

## Senior Administration & System Leads



David Tamblyn  
*Director of Education*



Cathy Tsubouchi  
*Superintendent of Business*



Charles Bishop  
*Assistant to the Director*



Nicole Morden-Cormier  
*Superintendent of Education*



Nicole Richmond  
*Aboriginal / Equity & Inclusion*



Suzanne Eddy  
*Student Success*



Will Goodman  
*Special Education*



George Drazenovich  
*Mental Health*



Hillary Freeburn  
*Early Years*



Kathleen Shram  
*Numeracy K-12*



Stacey Wallwin  
*E-Learning*



Melissa Bianco  
*Behavior Specialist*



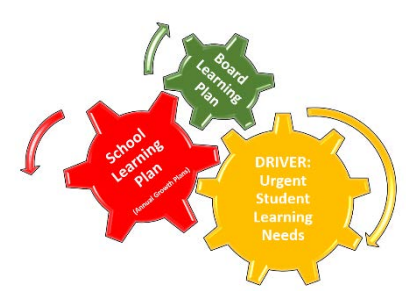
Shelley Gladu  
*New Teacher Induction Program*



Annick Brewster  
*French as Second Language*

# Board Learning Plan for Student Achievement and Well-Being

2015-2016



## The Journey to Date:

The Board Learning Plan for Student Achievement and Well-Being (BLPSA) is a document that reflects the specific learning focus for the district and is a tool used to plan how this learning is going to be monitored. This document operationalizes several aspects of our Strategic Plan including our “Promise to Students” which outlines our commitment to “professional development and technical expertise that will continue to improve program delivery and build our reputation for excellence” (SGDSB Strategic Plan, 2012) and ongoing, professional learning to ensure that staff have “opportunities to continually improve their pedagogy through professional development, co-teaching, collaboration and classroom visits” (SGDSB Strategic Plan, 2012).

In such a small district, to focus this work, we have recognized that certain conditions must exist to move forward with goal attainment. 2015-2016 was a year dedicated to this focus. The BLPSA was thus reflective of the ongoing work in our district that was necessary to shift to a culture where everyone could see themselves as a learner focused on continuous improvement that would impact both the achievement and the well-being of our students. The monitoring of the BLPSA was continuous, as we know that we need to determine the degree of impact on the adult learning as we integrate and refine instructional practice.

In addition to their curricular focus, all schools within SGDSB worked on shifting to “learner centered environments and pedagogy”, as research supports that this will improve the “persistence, motivation, engagement and belonging” of learners and thus result in both improved achievement and well-being.

- *Formal and Informal Leadership*
- *Foundational Principles to be Developed in the Learner and the Environment: Learner Mindsets for All*
- *Conditions for Learning: Risk Taking, Collaboration, Relationships, Responsive Instruction*
- *Assessment for/as Learning Culture: Learning Goals, Success Criteria, Feedback, Peer and Self-Assessment, Individual Goal Setting*

The following is the theory of action that has guided us since late 2014-2015:

*If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging and be motivated (persist) to learn.*

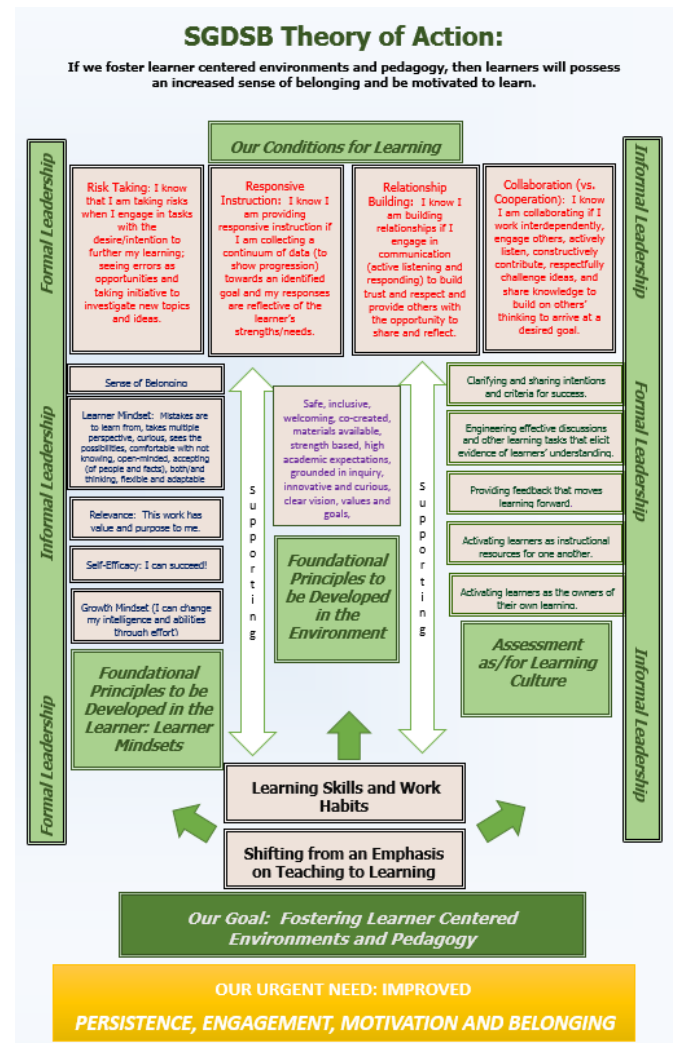


“Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met” (Ontario Ministry of Education, 2016). We believe that by creating fully student centered learning environments and pedagogy, student well-being will improve as they will be

increasingly engaged in their learning, achieve greater success and thus, feel an increased sense of belonging both to the school and to their learning. A student centered learning environment and pedagogy is defined by shifting the focus from teaching to a focus on learning. In this instructional approach, students are active participants in the learning, they influence the content, activities, materials and the pace of the learning, and they engage in deep, open-ended problem solving that require both critical and creative thinking. Students have a voice in their learning, within the context of the curriculum, which also contributes to the development of a growth mindset. Research has shown that this type of environment can positively impact student engagement and motivation.

*“Motivation, engagement and student voice are critical elements of student-centered learning. Without motivation, there is no push to learn, without engagement there is no way to learn and without voice, there is no authenticity in the learning. For students to create new knowledge, succeed academically, and develop into healthy adults, they require each of these experiences”* (School Effectiveness Framework, 2013, pg. 22).

To achieve this very lofty goal, we have recognized that certain conditions must exist in the school and in the classroom, and thus in 2014-2015 we had created criteria that would guide our work in four key areas including:



Our theory of action remains virtually unchanged as we have been building our understanding of the student centered learning environment and pedagogy; an understanding which we have learned is quite complex.



**Impact to Date:**

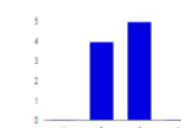

Schools engaged in a self-assessment whereby they applied the Success Criteria to their improvement work (as we continue to model and practice the Assessment Framework in our School and Board Learning Plan implementation). The following summary represents the self-assessment results for the district (all school's data included), in alignment with our board generated success criteria. It is apparent that most schools are at the Beginning to Partial Implementation Stages, thus demonstrating

growth from the Awareness Stage that most determined during 2014-2015. An area for further learning is to ensure that student voice data enters into this self-assessment process, as we know that an indicator of the Partial Stage of Implementation is positive impact on student achievement (evidence is necessary). Each school will consider this data and that from the District Support Processes as they set individual goals for their 2016-2017 School Learning Plan

**Leadership (formal and informal) Success Criteria**

<p><b>LSHP 1</b>  <b>(SEF 2.1)</b></p>	<p><i>We know we are successful if we act in ways that demonstrate our understanding that collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</i></p> <p>a) School Improvement Planning:</p> <ul style="list-style-type: none"> <li>o Involves all staff in planning, implementing, monitoring and refining the School Learning Plan, based on analysis of the current needs assessment that is drawn from a variety of data sources (e.g. perceptual, demographic, program, achievement)</li> <li>o Identifies areas requiring an instructional emphasis (e.g. through the development of a small number of goals based on current student achievement data)</li> <li>o Communicates progress in improving student achievement and meeting targets to parents and the school community (eg newsletters, school council agendas, school website)</li> <li>o Informs the school budget (e.g. resources are purchased to support the achievement of the goal).</li> <li>o Is supported by school leaders through "open-to-learning" classroom visits and conversations.</li> <li>o Includes the review of student achievement data, including evidence from collaborative inquiries at specific times throughout the year, to ensure that schools can demonstrate progress in meeting the targets and goals in all classrooms for every student.</li> <li>o Includes student input/voice.</li> </ul> <p>b) A school improvement team supports the principal/staff to collaboratively develop and monitor the goals in the school improvement plan and to complete the School Self-Assessment, based upon the SEF.</p> <p>c) Professional learning priorities are based upon the needs that emerge from the analysis of student work and are aligned with the goals in the School Learning Plan.</p> <p>d) Structures are in place to ensure that school leaders actively co-learn with staff.</p> <p>e) A collaborative learning culture (e.g. a commitment to continuous improvement, a collective focus on student learning for all, de-privatization of practice and reflective dialogue) is evident. (This is about genuine collaborative rather than the culture of "niceness".)</p>	 <p>Awareness: 1 1 0.3% 2 5 41.7% 3 5 41.7% Full Implementation: 4 1 8.3%</p>
<p><b>LSHP2</b>  <b>(SEF 2.4)</b></p>	<p><i>We know we are successful if job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</i></p> <p>a) The vision that underlies "a culture of learning" is explored and consensus is built/co-created with staff – what does this vision look like and sound like in our school?</p> <p>b) Professional learning is inquiry-based and responsive to student assessment data (schools utilize the Collaborative Inquiry Continuum to assess the degree of collaboration and to determine next steps).</p> <p>c) School leaders are engaged in professional learning with staff.</p> <p>d) Conditions (e.g. time to meet and talk, common planning time where possible) that promote collaborative cultures are established.</p> <p>e) School leaders regularly visit all classrooms to engage in ongoing inquiry regarding effective instructional practices and how to increase their impact on student learning.</p> <p>f) School leaders seek out relevant professional learning and resources (e.g. curriculum and resource documents, webcasts, monographs, podcasts, ministry websites, community visits, online professional learning networks, etc.) to support educators.</p> <p>g) Evidence of student learning (e.g. writing samples, mathematical representations of thinking, running records, class profiles) is shared as a catalyst for professional dialogue.</p> <p>h) Professional dialogue, based on research literature and learning in the field, supports the use of consistent language and practices.</p>	 <p>Awareness: 1 1 0.3% 2 7 58.3% 3 3 25% Full Implementation: 4 1 8.3%</p>

**Conditions for Learning (Risk Taking, Collaboration, Responsive Instruction, Relationships): Success Criteria**

<p><b>C4L 1</b>  <b>(SEF 3.1)</b></p>	<p><i>We know that we are successful if the teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</i></p> <p>a) Educators <b>collaborate</b> to identify and implement evidence-based conditions for learning that support and respond to the physical and social needs, and academic, behavioural, psychological and cognitive engagement of students (e.g. learning experiences that are clear, meaningful, interesting, motivating, challenging, productive and include ongoing descriptive feedback and opportunities for metacognition)</p> <p><i>*Academic Engagement – Time on task, problems attempted, credits earned towards graduation, homework completion</i>  <i>*Behavioural Engagement – Attendance, classroom participation, question-posing and question answering, extracurricular involvement</i>  <i>*Cognitive Engagement – self-regulation, learning goals, perceived relevance of schoolwork to future endeavors, value of the knowledge or skills to be learned</i>  <i>*Psychological Engagement – feelings of identification or belonging to the school community, safety, relationships with teachers and peers, experiences of autonomy</i>  <i>(Toskala and Nakula, 2012)</i></p> <p>b) Engaging learning experiences require that all students use higher-order thinking skills, solve complex problems, develop increased understanding, and construct new knowledge.</p> <p>c) Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided <b>to support student strengths and needs.</b></p> <p>d) The school environment promotes strong, positive, <b>relationships</b> between students, parents, the community, teachers and leaders. Positive relationships are foundational to responsive instruction (two conditions for learning).</p>	 <p>Awareness: 1 0 0% 2 7 77.8% 3 1 11.1% Full Implementation: 4 1 11.1%</p>
<p><b>C4L2</b>  <b>(SEF 4.2)</b></p>	<p><i>We know that we are successful if there is a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</i></p> <p>a) A comprehensive literacy and numeracy focus supports student achievement through use of the current Ontario curriculum and associated resource documents.</p> <p>b) Literacy and numeracy instruction takes a balanced approach, is often inquiry-based, intellectually challenging and developmentally appropriate for all students.</p> <p>c) Instructional practices are strategically used to meet the diverse learning needs of students (e.g. Assessment Framework is fully implemented).</p> <p>d) Digital tools are accessible as tools to support learning and to make thinking visible.</p>	 <p>Awareness: 1 0 0% 2 4 44.4% 3 5 55.6% Full Implementation: 4 0 0%</p>
<p><b>C4L-S</b></p>	<p><i>We know that we are successful if students:</i></p> <p>a) Are able to see themselves, their strengths, values, culture and interests integrated into learning and reflected by their learning environment.</p> <p>b) Assume ownership in learning experiences that are <b>collaborative</b>, innovative and creative.</p> <p>c) Willingly participate in feedback processes to refine thinking and learning.</p> <p>d) Demonstrate the characteristics of grit in order to take <b>risks</b>; courage, perseverance, endurance, conscientiousness, personal excellence, and resilience as reflected by report card Learning Skills.</p>	 <p>Awareness: 1 0 0% 2 7 77.8% 3 2 22.2% Full Implementation: 4 0 0%</p>

# Board Learning Plan for Student Achievement and Well-Being 2015-2016



## Foundational Principles to be Developed in the Learner and the Environment - Learning Mindset for All: Success Criteria

<p><b>FE 1</b> <b>Our Attitudes and Values</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Value and model the strengths-based approach (asset-orientation)</li> <li>Believe that all students can learn given the necessary conditions for learning.</li> <li>Maintain an interactive partnership with students.</li> <li>Demonstrate an "open-to-learning" stance and be willing to take risks as co-learners.</li> <li>Adopt a reflective approach to teaching and learning; engage in ongoing analysis of the impact of instruction on learning.</li> <li>Embody the work ethic that we want to see in our learners.</li> </ol>	<p><b>Attitudes and Values</b></p> <table border="1"> <tr><td>Awareness: 1</td><td>0</td><td>0%</td></tr> <tr><td>2</td><td>3</td><td>33.3%</td></tr> <tr><td>3</td><td>6</td><td>66.7%</td></tr> <tr><td>4</td><td>0</td><td>0%</td></tr> </table>	Awareness: 1	0	0%	2	3	33.3%	3	6	66.7%	4	0	0%
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4	0	0%												
<p><b>FE 2</b> <b>Self as Learner</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Use research and literature to support professional learning and inform instructional next steps.</li> <li>Learn about learning to improve practice that results in more responsive and precise instruction (including assessment for learning strategies, instructional decision making from a repertoire of strategies, etc.)</li> <li>Hold each other accountable for rigor and reflection; moving away from "doing" tasks and towards demonstrating "thinking" in tasks.</li> </ol>	<p><b>Self as Learner</b></p> <table border="1"> <tr><td>Awareness: 1</td><td>1</td><td>10%</td></tr> <tr><td>2</td><td>7</td><td>70%</td></tr> <tr><td>3</td><td>1</td><td>10%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	1	10%	2	7	70%	3	1	10%	4	1	10%
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<p><b>FE3</b> <b>Teaching Practice</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Develop tasks that are meaningful and present challenges for learners</li> <li>Support students in their ability to articulate their thinking and ask probing questions to more deeply understand how/why they are thinking this way; support them in setting precise goals.</li> <li>increase understanding of the "student as a learner" and his/her interaction with instruction (impactful practices)</li> <li>Use pedagogical documentation, student voice, and questioning to better inform student learning needs and instructional next steps.</li> <li>Ensure that there is choice for learning. (Allow students opportunities for students to have periods of autonomy and choice. This will lead to greater persistence, productivity, well-being and ultimately better understanding through finding their own path, learning for themselves)</li> <li>Consistently portray challenges as fun and exciting!</li> <li>Positively praise the learning process (strategies, math processes, effort, persistence, choices that were made, etc.) that they engaged in, rather than the product (provide feedback on the product through the process engaged in).</li> <li>Students receive a grade of "not yet" ...</li> </ol>	<p><b>Teaching Practice</b></p> <table border="1"> <tr><td>Awareness: 1</td><td>0</td><td>0%</td></tr> <tr><td>2</td><td>6</td><td>60%</td></tr> <tr><td>3</td><td>3</td><td>30%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	0	0%	2	6	60%	3	3	30%	4	1	10%
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<p><b>FE-S</b></p>	<p><b>We know that we are achieving success if students:</b></p> <ol style="list-style-type: none"> <li>Understand that they can grow their brain/intelligence through learning.</li> <li>See mistakes as opportunities for learning; encounter challenges as opportunities for growth.</li> <li>Value effort; understand that even "geniuses" need to work hard to develop their potential</li> <li>Don't blame others for their struggles</li> <li>Set goals for improvement</li> <li>Are proud of their work</li> <li>Engage in authentic self-assessment according to grade appropriate standards (exemplars)</li> </ol>	<p><b>Teaching Practice</b></p> <table border="1"> <tr><td>Awareness: 1</td><td>1</td><td>10%</td></tr> <tr><td>2</td><td>3</td><td>30%</td></tr> <tr><td>3</td><td>5</td><td>50%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	1	10%	2	3	30%	3	5	50%	4	1	10%
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## Assessment as/for Learning Culture Success Criteria: (During the teaching-learning phase, not the assessment of learning phase)

<p><b>A4L1</b> <b>(SEF 1.2)</b></p>	<p><b>We know that we are successful if a variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</b></p> <ol style="list-style-type: none"> <li>collaborative processes are in place to guide problem-solving and decision-making in relation to prevention and interventions that may be required where data indicate students are not demonstrating the intended learning expectations.</li> <li>student achievement data are collected (e.g. through observations, work samples, conversations, assessment tasks) and disaggregated at critical checkpoints in the learning each term/semester/year to monitor progress toward school targets and in order to determine next steps to ensure continuous improvement in student achievement.</li> <li>student assessments and achievement data is used to inform the focus of professional learning and provide insight into its impact on student learning</li> <li>a variety of assessment strategies and tools that meet the needs of all students are used to improve student learning and inform instructional decisions (e.g. observations, demonstrations and presentations, projects, work samples, conversations, portfolios of student work).</li> <li>instructional decisions are made and actions taken in response to students' demonstrations of learning.</li> </ol>	<table border="1"> <tr><td>Awareness: 1</td><td>0</td><td>0%</td></tr> <tr><td>2</td><td>6</td><td>60%</td></tr> <tr><td>3</td><td>3</td><td>30%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	0	0%	2	6	60%	3	3	30%	4	1	10%
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<p><b>A4L1 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <ol style="list-style-type: none"> <li>use assessment data to refine their work, plan next steps and monitor their own progress.</li> <li>advocate for what they need as learners.</li> </ol>	<table border="1"> <tr><td>Awareness: 1</td><td>1</td><td>10%</td></tr> <tr><td>2</td><td>5</td><td>50%</td></tr> <tr><td>3</td><td>3</td><td>30%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	1	10%	2	5	50%	3	3	30%	4	1	10%
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<p><b>A4L2</b> <b>(SEF 1.3)</b></p>	<p><b>We know that we are successful if students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</b></p> <ol style="list-style-type: none"> <li>learning goals and success criteria identify the intended student learning, based on the knowledge, skills, concepts and processes from the Ontario curriculum, including the achievement charts</li> <li>during learning, students and teachers co-construct the success criteria linked to learning goals.</li> <li>learning goals and success criteria are expressed in language that is meaningful to students.</li> <li>learning goals and success criteria are open to review and revision.</li> </ol>	<table border="1"> <tr><td>Awareness: 1</td><td>1</td><td>10%</td></tr> <tr><td>2</td><td>4</td><td>40%</td></tr> <tr><td>3</td><td>4</td><td>40%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	1	10%	2	4	40%	3	4	40%	4	1	10%
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<p><b>A4L2 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <ol style="list-style-type: none"> <li>describe what they are learning, the purpose of the learning and what it looks like.</li> <li>co-construct success criteria linked to learning goals.</li> <li>articulate their understanding of the learning goals and the success criteria that will be used to assess their understanding.</li> <li>participate in the development of their individual learning goals.</li> <li>use learning goals and success criteria to assess and improve their own learning.</li> </ol>	<table border="1"> <tr><td>Awareness: 1</td><td>0</td><td>0%</td></tr> <tr><td>2</td><td>7</td><td>70%</td></tr> <tr><td>3</td><td>2</td><td>20%</td></tr> <tr><td>4</td><td>1</td><td>10%</td></tr> </table>	Awareness: 1	0	0%	2	7	70%	3	2	20%	4	1	10%
Awareness: 1	0	0%												
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<p><b>A4L3</b> <b>(SEF 1.4)</b></p>	<p><b>We know that we are successful if during learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.</b></p> <ol style="list-style-type: none"> <li>timely, explicit and constructive feedback related to the success criteria is descriptive rather than evaluative and extends thinking.</li> <li>student learning and progress is clarified throughout the learning process (e.g. through interviews, conferences and learning opportunities with small groups, pairs and/or individual students).</li> <li>students have multiple and varied opportunities to revise and refine their demonstrations of learning.</li> <li>opportunities for students to provide quality feedback to classmates, educators and themselves are planned and occur.</li> </ol>	<table border="1"> <tr><td>Awareness: 1</td><td>1</td><td>11.1%</td></tr> <tr><td>2</td><td>5</td><td>55.6%</td></tr> <tr><td>3</td><td>3</td><td>33.3%</td></tr> <tr><td>4</td><td>0</td><td>0%</td></tr> </table>	Awareness: 1	1	11.1%	2	5	55.6%	3	3	33.3%	4	0	0%
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# Board Learning Plan for Student Achievement and Well-Being

## 2015-2016

Our monitoring work to date has indicated that we have made progress towards achieving our Student Centered Learning Goal. While our *Tell Them From Me* data has limitations (different cohorts, small sample size), it is suggesting that, for the elementary panel, positive growth has occurred in engagement, motivation, relevance and relationships with teachers, and there has been slight growth in the sense of belonging. For the secondary panel, the results have not been as strong yet, however this can be attributed to the larger group for implementation, as well as to the significant transition that students undergo from grade 8 to grade 9.

### The Future:

Based upon the measurement of our Theory of Action, the following SMART goals were determined for 2016-2019 to measure the impact of this work at the system level:

#### Focus Area: Student Centered Learning – Motivation and Belonging Supporting Improved Well-Being

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

**Goal:** By June 2017, 100% of schools will demonstrate an increase of at least one stage of implementation (awareness, beginning, partial, full) in an area of focus in their overall rating of the self-assessment of the SGDSB Student Centered Learning and Pedagogy Success Criteria, as they work towards full implementation by June 2019.



Effective math teaching and learning continued to be a priority at SGDSB during

2015-2016. In working towards accomplishing this goal, many structures were put into place (beginning in January 2016) to ensure that teachers, principals, early childhood educators along with senior administration were able to engage in building their content knowledge and pedagogical repertoire, to “practice” this new learning, and to measure its impact upon student learning.

As a learning community, we continued to strive to move our culture to one that requires all learners to think critically, as we know that thinking is the vehicle to understanding and hence, to learning. We know that learners of the 21st century require the ability to think critically and apply skills through problem solving. This shift away from our previous culture of “doing” tasks that require only rote memorization will take significant time, however the system moved from an Awareness Stage of Implementation, to a Beginning and Partial Stage of Implementation during 2015-2016. Our commitment to model it in all of our professional learning, to make decisions based upon this culture and to ensure that we are valuing deep thinking in all areas assisted us in achieving these gains. Our overall numeracy goal for 2015-2016 was to develop a better understanding of the progression of learning through developmental continuums, so that we would be better able to respond to student learning needs. Our curriculum focus was that of building a better understanding of ‘quantity relationships’ of number.

Most educators in the elementary panel were involved in numeracy learning through this goal as we continued to

#### Focus Area: Mathematics Learning – Communication

**Theory of Action: If we foster effective communication in our classrooms, then our students will be able to organize and consolidate their mathematical thinking AND analyze the mathematical thinking and strategies of others.**

**Long Term Goal:** By 2019, 100% of our students will exceed or maintain their achievement scores as measured by their grade 3 to 6 or grade 6 to 9 EQAO Cohort Data in Mathematics.

**Short Term Goal:** By September 2017, through a focus on COMMUNICATION, the EQAO Math cohort data will show

- 100% of students who met the standard in grade 3 (49% or 39/80) will meet the standard in grade 6.
- 50% of the 13 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.
- 100% of students who met the standard in grade 6 (18% or 14/80) will meet the standard in grade 9.
- 50% of the 8 students who were approaching standard (Level 2.7-2.9) in grade 6 will rise to standard in grade 9.

Note that one goal is a long term goal that allows for us to monitor cohort data each year for students in grades 3, 6, 9 and 10, leading up to 2019, while the other goal holds us accountable to the full implementation of our theory of action. For this goal, we have used the School Effectiveness Framework to create specific criteria for success, against which we will monitor our progress. Our goal for the future is to ensure that all of our schools work towards in full implementation of this success criteria. This is important as this criterion reflects the conditions for learning that need to be in place for student centered pedagogy to occur: risk taking and collaboration, positive relationships, responsive instruction, assessment for and as learning, learner mindsets and leadership.

## Learning, Teaching and Leading in Mathematics: Our 2015-2016 Work

enhance the understanding of balancing conceptual understanding and procedural fluency through a comprehensive numeracy program.

This work was engaged in through three different professional learning communities:

### Early Math (JK - 2)



### Early Years Collaborative Book Study

Our learning goals within this group were around continuing to unpack “play that involves mathematics” and “playing with math itself. Using the book, *Big Ideas of Early Mathematics*, we worked towards developing pedagogical methods (habits of mind), to support students in demonstrating mathematical behaviours; evident in the way they use concepts of number.

Participants included teachers, early childhood educators, principals, system leads, our superintendent, student achievement officer, and community partners from the Best Start organization. Our sessions consisted of four - half-day Adobe Connect sessions and one full day, face-to-face, wrap up session. We had on average 40 participants at each session where we focused on the big ideas of early math from the book along with supporting research and resources.

## Learning, Teaching and Leading in Mathematics:

### Our 2015-2016 Work

#### PRIMARY MATH (2-4)



Our learning goals for this group were to continue to help students move from additive to multiplicative thinking through building their understanding of the 'quantity relationships' of number. A specific focus was placed on developing mental math skills through the visual representation of the number line.

Participants included teachers, principals, system leads, our superintendent, and student achievement officer. Our sessions consisted of three - full day face-to-face sessions. We had on average 35 participants at each session where we focused on student work, as demonstrated through common tasks, as well as research articles and tasks to further support learning. Key learning occurred around the difference between a 'counting line' and a 'number line'.

Our learning goals for this group were also to develop student understanding of 'quantity relationships' of number, but with a specific focus on fractions as numbers, continuing to engage in the importance of the model of the number line to act as a tool for thinking with.

Participants included teachers, principals, system leads, our superintendent, and our Student Achievement Officer. Our sessions consisted of three - full day face-to-face sessions. We had on average 22 participants at each session where we focused on student work, as demonstrated through common tasks, as well as research articles and tasks to further support learning. Key learning occurred around the importance of the unit fraction, and composing and decomposing fractions, engaging in thinking about them as numbers in relationship to others.

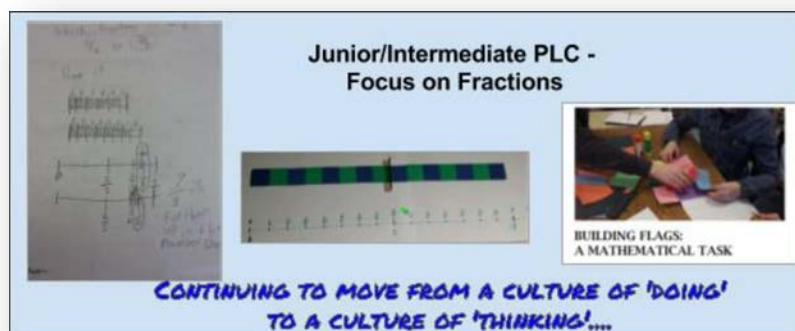
At the secondary level, the math educators met twice during the year and began to form relationships to support collaboration around student work and instructional practice. A Provincial Math Professional Learning Facilitator facilitated these sessions, and as a result, five of the grade 9 Applied Math teachers attended the OAME summer institute. There was a recognition that math learning for educators should be focused on the intermediate division, and thus the work has been expanded to form a Grade 7-9 Professional Learning Community involving principals, senior staff and educators. It was recognized that teachers and administrators needed to continue to collectively building capacity in the facilitation of collaborative inquiries that will ensure that the learning continues year to year.

Alongside the building of content knowledge in mathematics, we also supported the Growth Mindset in our teachers and in our students. Research tells us that the belief that we can improve our intelligence and through determination and support that all can learn complex mathematics is highly important in our learning. Assumptions can be challenged and the focus becomes responsive instruction and the creation of rich questions that all students can access, rather than whether one is "good at math."

It is important that we continue to respond to the learning needs of our students, as identified by the common assessment tasks that they complete and through the anecdotal information shared with us by the educators. We know that student learning needs are a proxy for adult learning needs (Katz and Dack, *Intentional Interruptions*, 2013); thus it is our role to continue to closely monitor the available data and to respond accordingly. We recognize that this implementation will take time; we are in phases two and three of implementation that means educator knowledge and thus confidence is growing and we are seeing some impact upon student learning. Numeracy will continue to be a focus and will be embedded as a significant portion of our learning at all levels moving forward.

The enhancement of parental engagement was also an area for attention in mathematics. To support this focus, resources were populated in our virtual learning environment for schools to utilize when responding to parental interest in math. Our goal in this work was not to 'tell' parents how to teach math, but to ensure that parents and caregivers understand and are able to support high expectations in the area of math (and all curricular areas). We hoped to further inspire them to reflect positive attitudes towards math and a growth mindset that believes that everyone can be successful at math, and finally, to see math throughout the world in which we all live. This approach is not only reflective of the current parental engagement work in this province, but also of the belief that parents are "capable and competent" ([How Does Learning Happen?](#), Ministry of Education, 2013). This area has been recognized as requiring a greater focus.

#### JUNIOR + MATH (GRADES 5 & UP)

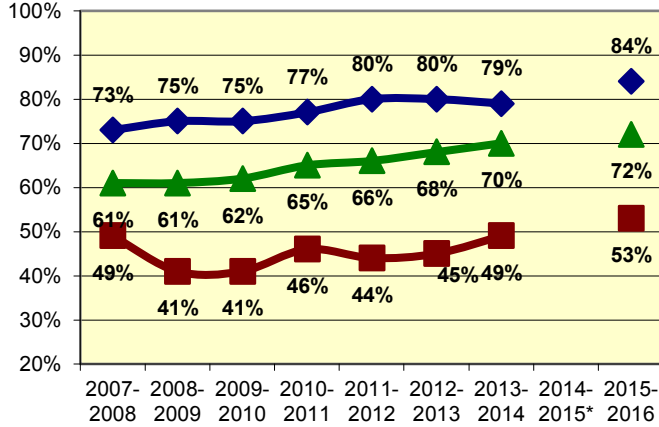


# Education Quality and Accountability Office (EQAO)

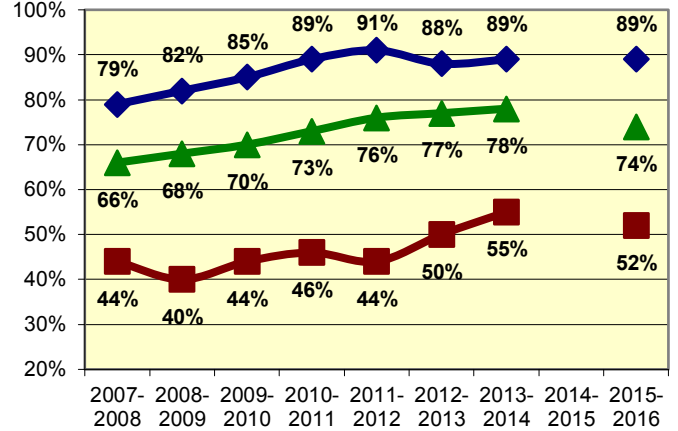
## Provincial Testing Results



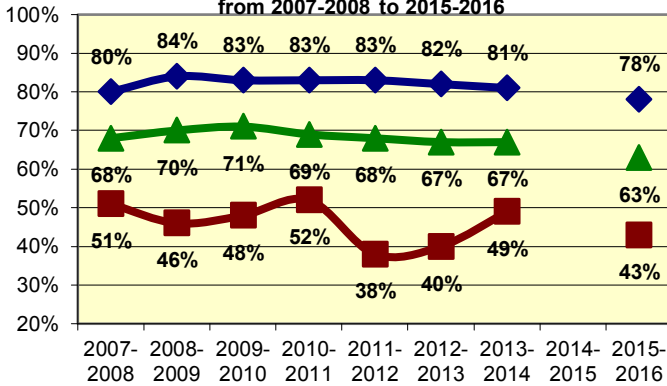
**Highest, Lowest and Provincial Average Score in EQAO Grade 3 Reading, from 2007-2008 to 2015-2016**



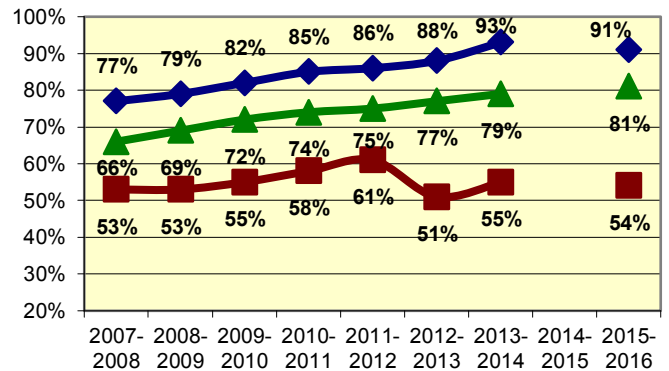
**Highest, Lowest and Provincial Average Score in EQAO Grade 3 Writing, from 2007-2008 to 2015-2016**



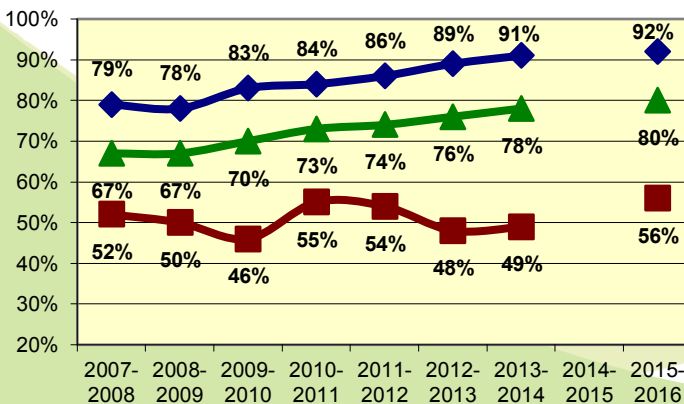
**Highest, Lowest and Provincial Average Score in EQAO Grade 3 Math, from 2007-2008 to 2015-2016**



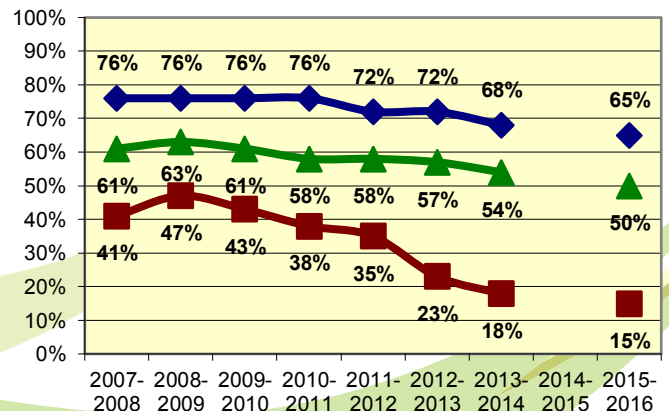
**Highest, Lowest and Provincial Average Score in EQAO Grade 6 Reading, from 2007-2008 to 2015-2016**



**Highest, Lowest and Provincial Average Score in EQAO Grade 6 Writing, from 2007-2008 to 2015-2016**

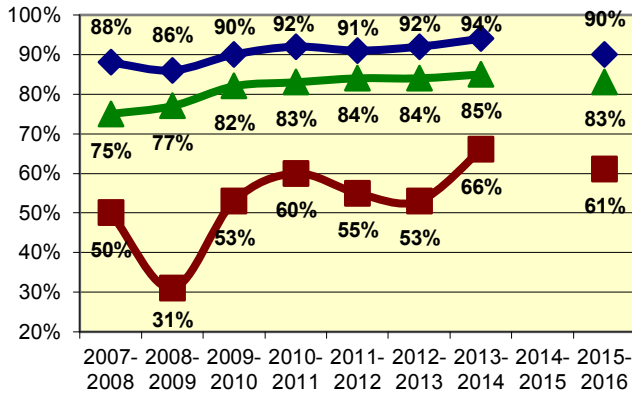


**Highest, Lowest and Provincial Average Score in EQAO Grade 6 Math, from 2007-2008 to 2015-2016**

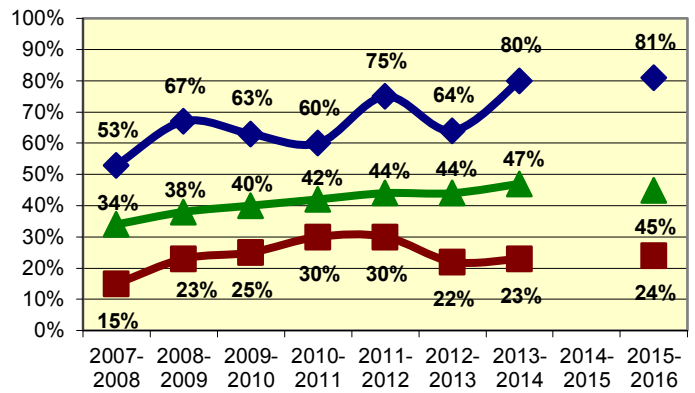




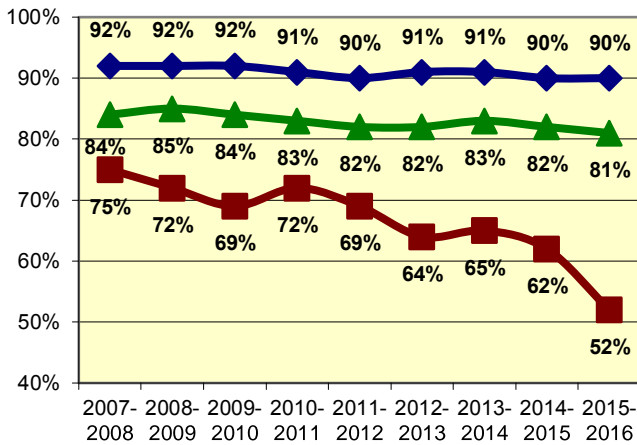
Highest, Lowest and Provincial Average Score in EQAO Grade 9 Academic Math, from 2007-2008 to 2015-2016



Highest, Lowest and Provincial Average Score in EQAO Grade 9 Applied Math, from 2007-2008 to 2015-2016



Highest, Lowest and Provincial Average Score in EQAO Grade 10 OSSLT, from 2007-2008 to 2015-2016





## Infusing Indigenous Education Through the Curriculum

The SGDSB Aboriginal Liaison, Nicole Richmond, joined the SGDSB team on September 1, 2015. The role of "Aboriginal Lead" was expanded to "Aboriginal Liaison" to reflect our strategic priority of "Building Relationships" with First Nation community partners and indigenous families and stakeholders. We have significant Indigenous student populations in all of our schools, with some schools having as much as 75%-80% Indigenous self-identified populations.

Our objectives are to providing quality learning opportunities that are responsive, flexible and accessible to Indigenous students, to increase the retention rates and graduation rates of Indigenous students, to ensure Indigenous students are well prepared for participation in post-secondary studies as well as the world of work, and to promote effective respectful working relationships with parents and partnerships with the Indigenous community at large.



The Ministry of Education's Aboriginal Education Strategy is geared at helping Indigenous students achieve their full potential. The strategy includes initiatives that support learning and achievement for Aboriginal students. It also helps raise awareness about indigenous cultures, histories and perspectives in all Ontario classrooms. Per the Ministry of Education Ontario First Nation, Metis, and Inuit Education Policy Framework Implementation Plan, the 2015-16 SGDSB Aboriginal Action Plan contained four pillars: 1) Using Data to Support Student Achievement; 2) Supporting Students; 3) Supporting Educators; and 4) Engagement and Awareness Building.

### Using Data to Support Student Achievement

The SGDSB self-identification policy encourages FNMI students to voluntarily and confidentially self-identify. SGDSB is implementing tracking board policies and initiatives to determine whether FNMI

students are positively impacted. The voluntary self-id policy is already well-implemented by SGDSB. We are in the preliminary stages of tracking FNMI student data including graduation rates, attendance, participation and integration into school, and well-being.



### Supporting Students

Our focus was on purchasing relevant learning resources for students, and to support students in developing a sense of pride and self-esteem related to cultural identity. Our Welcoming Learning Environments Policy asks us to support First Nation learners, families and communities to ensure a sense of belonging for all students. Funding was provided to several schools to take initiatives to provide authentic, relevant and meaningful learning experiences related to First Nation culture and identity for students, including ribbon-skirt making at MMPS, beading at BAPS, MMPS and GCHS, and travel to Toronto for an FNMI student from LSHS to attend an Aboriginal engagement conference.

Regular funding is also provided to schools with Anishnabemowin (Ojibway language) programs (MRHS, GOPS, NRHS, BAPS, BEPS, GCHS, MMPS) to support acquisition of resources and student programming. Native Studies courses are also offered at MRHS, NRDHS and GCHS.

### Supporting Educators

The Truth and Reconciliation Final Report included Call to Action 62(1), which called upon the various levels of government to commit resources to: Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

Teachers were provided professional learning opportunities, which are both formal (staff meetings, PD days) and informal (co-teaching, personal communications), in order to better integrate Aboriginal perspectives into curriculum per 62(1). Highlights of this work include:

- Presenting on local Anishnabe history at staff meetings at MMPS, GCHS and MRHS;
- Co-teaching grade 3-4-5 Social studies on "early settlers" and integrating teachings about pre-confederacy treaties (wampum) at MTPS, MMPS and GOPS;
- Supporting teachers from MMPS, GCHS, MRHS, LSHS, and GOPS to attend and present at conferences related to Indigenous pedagogy and Anishnabemowin (Ojibway language);
- Providing PD training for grade 10 history teachers to teaching about Residential Schools by Professor Pamela Toulouse and purchasing class sets of Larry Loyie "Residential Schools: Through the Eyes of Survivors" for MRHS, LSHS and NRHS.



### Engagement and Awareness Building

This has an area most significant impact for 2015-16. The Aboriginal Liaison travelled extensively throughout the region, visiting several First Nation communities, organizations, education directors and political leaders to understand how SGDSB can be more responsive and continue to create a culture of trust, respect and



transparency. We were invited to Marten Falls First Nation in May 2016 and a contingent of three GCHS students from Marten Falls and three SGDSB staff presented to potential in-coming Marten Falls students about life as a GCHS student.

The Indigenous Education Initiatives Facebook page

([www.facebook.com/sgdsb](http://www.facebook.com/sgdsb)) was created in September 2015 and generates considerable traffic and public exposure for SGDSB initiatives. It is monitored several staff across the region. This is a very powerful but simple tool for parental and community engagement.

The Native Education Advisory Committee was an excellent sounding board for First Nation community partners to provide their input and advice about SGDSB indigenous initiatives. This was a powerful vehicle for ensuring the Aboriginal liaison and SGDSB were accountable and responsive. The GCHS Collaborative Inquiry also engaged community members and students together with teachers on the issue of First Nation well-being and achievement at that school.

The Aboriginal Liaison also supported the 2<sup>nd</sup> Annual Marathon High School Powwow, which was attended by more than 10 schools from within our district (SGDSB, SNCDSB, and federal schools), and had between 500-600 total visitors including students, dancers, drummers, community members.

It has been a very busy and very productive year. The Aboriginal Liaison has spent the year travelling, discussing ideas and initiatives, finding champions within schools and communities, and beginning to implement focused efforts to support equity, achievement and well-being for all learners across the district.





## Behaviour Management Systems 2015-2016

*“Central to Behaviour Management Systems is a paradigm shift: children and adolescents act out due to needs brought on by external factors, rather than due to internal willfulness. If we can better understand those needs, we can plan and revise programs in a manner that is productive and supportive.”*

**Behaviour Management Systems**

The 2015/16 school year provided us with opportunities to build capacity and prepare for the implementation of an integrated framework of support for all elementary and secondary schools within our board. Our work with Behaviour Management Systems (BMS), Restorative Practices (RP) and Trauma Informed Schools is establishing the direction and foundation of how we will move forward and operate as a board to continue to meet the needs of ALL of our students. Our focus is to provide educators with the skills, tools and supports necessary to enhance our inclusive, responsive and instructionally effective learning environments. Our priority, which is grounded in our Board's theory of action, is to teach our students the skills necessary to flourish not only within their everyday environments, but also within the next steps of their individual journeys. Problem-solving, responsibility, risk-taking, collaboration, empathy, self-regulation, self-advocacy are all skills that are necessary to be successful from the early years to grade 12 and beyond. Student mistakes that occur either academically or behaviourally offer a teaching/learning opportunity and a chance for student reflection, and problem-solving. While consequences are important, it is essential they serve as an opportunity to learn and change future behaviour. It is through this integrated framework that our continued learning with BRT focuses on teaching positive behaviour just as we would teach academic skills.



BMST is an overall framework to support positive behaviour in schools using a train-the-trainer model. It was developed by educators for educators and incorporates evidence-based practices on child development and behaviour. BMST teaches educators how to deal with critical behaviour incidents but more importantly focuses and emphasizes proactive and preventative approaches to behaviour on a daily basis. It includes relevant educational procedures and up-to-date information regarding legislative materials that have a direct impact on our schools and how we interact with students. The program is based on the ecological systems theory which helps us to understand how the environment influences a student's development and behaviour.



It recognizes that children differ biologically and psychologically and that these differences will impact how a student responds to their environment.

- September 2015 – Three day BMST certification training was provided to 16 staff throughout our district. Staff certified included teachers, SETs, guidance counsellors, educational assistants, child and youth workers, and a principal.
- 2015 – Steve Johnson provided BMST presentation to SGDSB administrators
- November 2015 – Trauma Informed Schools with Julie Alvarado– BMST facilitators joined the Greenstone area to learn about the effects of trauma on the developing brain and how to support calm learning environments.
- February 2016- Two-day collaborative learning session with BMST resource staff, as well as principals, system leads, senior administration. Presentations and discussions surrounded how to support a whole school approach to positive behaviour.
- March 2016 – Two-day collaborative learning sessions continued with BMST resource staff, principals, system leads, senior administration and federations.
- April 2016– BMST Facilitators participated in Collaborative and Proactive Solutions. Staff learned about the ALSUP.
- June 2016 – BMST facilitators provided ½ day PD session to occasional teachers with a key focus on de-escalation practices.
- June 2016 – BMST Attendance Project initiated with three secondary schools and one elementary school. The remainder of year will be for school teams to gather and organize data in order to develop a baseline, hypothesis and presentation for all staff.



### **Next steps include:**

- BMST facilitators providing PD to all staff throughout our district (teachers, educational assistants, administrators, secretaries)
- Certifying staff as Restorative Practice trainers
- Providing Restorative Practice training to all staff beginning in the Greenstone area
- Formulating a committee that focuses on BMST, Restorative Practices, and Trauma Informed Schools implementation and sustainability in schools

# Supporting Student Wellness

The Superior-Greystone District School Board has made significant progress in 2015-2016. We are proud to present some of the highlights from this past year.

To support student wellness, this year 80 of our staff came together in the Greenstone area to learn about emotional regulatory healing and how to apply it in their schools, classrooms, offices, and homes. Together we learned the impacts of trauma on the developing brain; How trauma is manifested neurobiologically and in behaviour; Shifting our paradigm from “what is wrong with you” to “what happened to you”. Through the training program we learned the importance of collaboration with family, service providers and school; the contours of the regulatory model for behaviour; how to define the goals of a trauma informed response; Learned specific trauma informed interventions that staff could apply immediately following the training. Staff was also taught how to emphasize key messages (e.g. “slow and low”, “consistent calm evokes change”, the for r’s “relevant, relational, repetitive, rewarding”. Following the trauma informed training, 82% of staff identified mindfulness, slow and low, or calm voice as techniques they will use in the classroom. Approximately 80% of staff identified environmental changes they would make to support students following the training (e.g. plants, natural lights, calming photos or images on smart board, removing clutter).



During the year all elementary Principals received professional development from Dr. Pat Carney on facilitating the conditions for learning to support resilient, active, and flourishing students and what they could do in their school environments to support and build resiliency. Dr. Carney is the author of Resilient, Active, And Flourishing. All principals received a copy of this resource.

To further support student wellness, we practiced the traumatic response protocol that is to be utilized in the event of a tragic event. The protocol ensures the proper supports are in place for students such as the mental health lead, nurse, staff, parents, aboriginal liaison and community partners.

The Mental Health Lead, along with school Principals and guidance staff participated in the Maamawe Kenjigewin community trauma response with all of the First Nation communities in the district. Pic Mobert First Nation volunteered to run a mock suicide drill to test the community response system. The mock situation was the suicide of a youth. In the mock scenario the community and its partners responded in a timely manner and all groups did very well. This was a great example of the level of preparedness and test of our internal response systems of the Board, Schools and community.

Superior-Greystone District School Board supported “Everyone Matters Week” and schools were invited to participate in key activities to support well-being growth as well as appreciating neurodiversity. We partnered with Lakehead University who brought in speakers who spoke at LSHS and Nip-Rock on brain development. The Mental Health Lead spoke about mental health, well being and two elementary schools emphasizing positive mental health. From this event, students were assigned “Homework” that included journaling three good things that happened and why, and/or write out a gratitude letter to somebody in their life who has had a strong impact on them.

We developed a joint grant with Superior North Catholic District School Board, and Brass Bell to bring in Dr. Jean Clinton to speak in four communities across the district on the theme of connection, play, and learning as we celebrate our children. Approximately 800 parents and students attended her talks and a robust question and answer session followed. Dr. Clinton was interviewed by two students who then introduced her before she provided her presentation. She was also interviewed on radio with our Director of Education. The necessity of social emotional learning and connecting and not correcting was a key “take-away” for us.



This year we collaborated with positive behaviour support lead on the BMS training for staff trainers. This is an important partnership as behaviour and mental health are inter-related. The integration of school based mental health strategies within the BMS framework is an example of rich collaboration across portfolios.

SGDSB staff participated in curriculum related professional development. One session involved the world studies course where the Aboriginal Lead discussed how residential schools and colonial impacts could be discussed. This can be a traumatizing conversation so we had discussion on how this could be framed so as to help student acknowledge painful history while at the same time provide tools to consider how we as a community and country can move forward (Truth and Reconciliation is a good blueprint for this).

The Board distributed TTFM parent surveys and purchased resources to share in the 2016-2017 year with parents. (June 17). Findings from the survey helped support school improvement plans and provide the Board with useful feedback on areas to emphasize and build on.

Our work continued with a collaboration between positive behavior lead and Manitouwadge High School. Together developed a core team who are in the best position to define, collect, gather, and analyze attendance data. This data was collected and analyzed by a core team that included, but was not limited to the positive behaviour support lead, mental health lead, student success lead, school principal, special education teacher, BMS resource staff, guidance counsellor, and attendance counsellor. We scheduled meetings with a view to determine clear definitions of excused and unexcused absences, skips versus whole day absences, frequency of absences from last year. Additionally, we gathered information directly from students through interviews as well as analysis of school *Tell Them From Me* data. The core team presented their findings via a presentation to the entire staff and collaboratively the whole staff created a tiered plan for implementation starting September 2016.

Staff Training was provided on “Beyond Mental Health – supporting student wellness” facilitated by Dr. Darien Thira. The theme was on resilience, the ability to live in wellness—to have a well-lived life (i.e., one that is meaningful and positive) and to value oneself (to have self-esteem)—despite difficult circumstances. Resilience does not merely describe survival (although for many this in itself is a significant accomplishment), but wellness.





# Special Education Report 2016

## TWebSe

SGDSB has successfully launched a new trillium web-based Special Education program (TWebSe) that allows for many new improvements that will support Individual Education Programs (IEP). This resource allows multiple users to have input into the creation and regular updating of Special Education programs while providing a historical map of student progress. This program also creates improved security and accuracy of student records between multiple systems. In the future, this program will also support many other areas of documentation including transition plans, strength based student profiles, and board created letters of communication.

## SEA Purchasing

The Special Equipment Amount (SEA) help support the purchase of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum. The Special Education team has purchased more than 75 devices (laptops and iPads) over the past year in order to best support our learners and develop personal independence.

## Google Read & Write Learning

Special Education teachers and Educational Assistants spent time learning how to use new assistive technology tools to better support our learners. This technology is not only cost effective but also available to all students at SGDSB. Students are able to use the tools that benefit them based on their own needs from any computer, anytime, and any place in the world.

Read & Write for Google Chrome offers a range of powerful support tools to help students gain confidence with reading, writing, studying and research, including:



- Hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- See the meaning of words explained with text and picture dictionaries
- Hear text translated into other languages
- Get suggestions for the current or next word as you type
- Turn words into text as you speak
- Highlight text in documents or the web and collect for use in other documents
- Create and listen to voice notes directly inside of Google Docs
- Simplify and summarize text on web pages

### \*\*New Resources\*\*

The SEAC committee has created resources to help support parents of student with special education needs. These resources are located on the board website or by using the link below.

<http://www.sgdsb.on.ca/article/reports-and-publications-165.asp>



## Personnel Complement

Superior-Greenstone Schools - Personnel	2015-2016
<b>Teaching</b>	
Elementary Schools	72
Secondary Schools	73.7
<b>Non-Teaching</b>	
Principals/Vice Principals	15.5
Administrators	13
Secretaries	20
Accounting/Payroll Clerks	4.5
Early Childhood Educators	2
Attendance Counsellors	5
Library Technicians	9.3
Computer Technicians	4.5
Educational Assistants	46.5
Custodial/Maintenance	33.35

*Our human resources are our greatest asset. Teaching and non-teaching staff bring their individual and collective experience to the Board, making Superior-Greenstone Schools a great place to learn.*



# Plant & Operations: Revitalization of SGDSB Schools

The following outlines some of the major accomplishments that were achieved by the Plant Department in the 2015/2016 Budget Year:

## Strategic Priority – Effective Use of Resources

Once again, the Plant Department carried out many capital projects in order to fully utilize the available grants and ensure the schools are modern, safe, and comfortable learning environments for students.

The needs of the schools for capital work was identified and selected, in consultation with the School Principals and Senior Administration, through the regular Plant budget review process. Other projects were added to the list as a result of unexpected urgent needs.

Building envelope work continues to be high priority to ensure the long term viability of the buildings, as well as to protect all of the interior renovation work carried out in past years. This includes roofing, windows, and brick work:

- Major roof replacement work was carried out at LSHS, SCPS, GOPS, and DOPS. With this work having been done, we are seeing many of our schools with completely replaced roof systems.
- Window replacement work was carried out at NAPS and SCPS.
- Brick work was carried out at SCPS.

Other renovation work was completed at NAPS to create a new and welcoming main entrance to the school, with a reorganized office area and special needs washroom facilities. NRHS received a complete redesign to the Special Needs area.

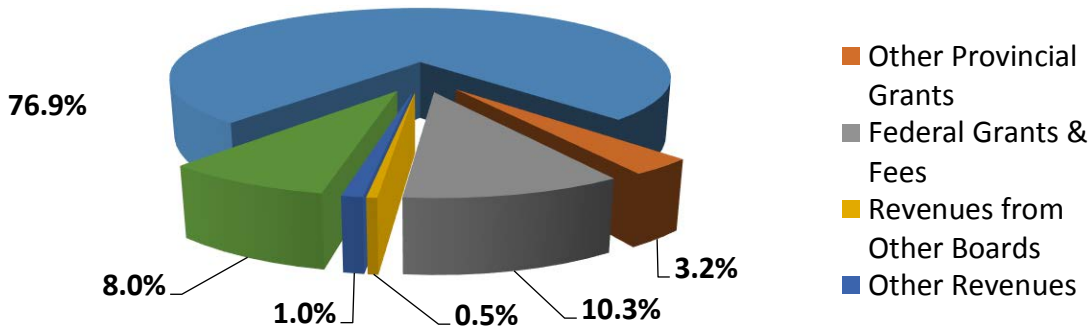
Over the 2015/2016 school year, the value of capital work carried out in the schools totaled \$4,460,619.



## Business Services

### Budgeted Operating Revenues - 2015/16

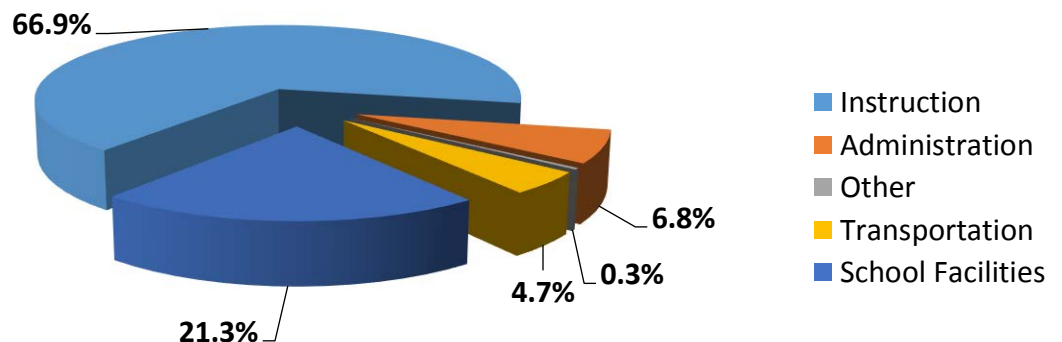
**\$38,509,797**



The 2015/2016 budget compiled with the Ministry of Education's enveloping and accountability requirements. The budget provided for the needs of the system while leaving the Board in a sound financial position

### Budgeted Operating Expenses - 2015/16

**\$37,956,725**



# Technology Enabled Learning and Teaching



The 2015-2016 school year brought some exciting changes to Superior-Greenstone District School Board in terms of technology enabled learning and teaching.

Superior-Greenstone officially became both a O365 and Google Apps for Education Board. These platforms allow all learners to safely and securely work within the cloud of each of these platforms while accessing powerful apps that will support student learning in our classrooms. Ongoing professional development opportunities will support all learners in becoming proficient with these platforms.

The CODE project continued within our Board. The CODE project provides significant funding to support learners in embedding technology into the learning and supporting 21st century competencies development in all grades.

As part of the e-learning strategic plan, and funded by the CODE project, grade ten teachers of civics and careers were targeted to teach some aspect of their course curriculum via the provincial virtual learning environment. By providing students with the opportunity to access curriculum, demonstrate learning and communicate within the provincial, online platform, students become familiar with the environment that is used for e-learning courses across the province. Our goal in increasing opportunities for accessing the environment is to reduce any anxiety and stress that can occur when taking e-learning at the senior level for the first time. We want the learning in e-learning to be the focus, not the learning of the platform. To ensure that each secondary school had the technology to support this initiative, each secondary school was provided with a set of mobile learning carts.

The CODE project also supported the funding of laptops for every teacher within Superior-Greenstone District School Board. The purchase and the setup of the laptops occurred over the summer and set the tone for the launch of the fresh school year in September of 2016. By providing each teacher with a laptop, the way in which we learn, share and communicate shifted. We have removed a significant barrier to embedding technology into our practice and provided new

opportunities in terms of how we learn within our Board.

We are most excited about the official launch of the Superior-Greenstone Technology Champions. 15/16 of the schools in the 15-16 school year had a learner who volunteered for this role. The Technology Champions are essential to supporting 21st century learning across the Board. This passionate group of educators are dedicated, life-long learners who are following their technology and leadership passions to engage learners. These individuals were equipped with laptops that support their technology needs, professional development opportunities within the Board, as well as the opportunity to attend the Thunder Bay GAFE Summit to get "Googley"! The enthusiasm, risk-taking and leadership demonstrated by these individuals has taken Superior-Greenstone learning to new heights and they are vital to not only helping to scale-up technology enabled learning and teaching initiatives, but they are key to informing our next "best practices" within the Board.



## Information Technology Services 2015-2016

This was a year of continued improvement in providing students and staff with access to technology to help meet their academic and supporting needs. Starting at the core of all our systems, significant upgrades were made to the central servers and equipment which capture and share information across the entire Board. We rolled out another large number of laptops to students in the form of carts, and made upgrades to computer lab machines to boost performance in those areas where needed.

Preparation and deployment of a laptop for every teacher, expansion in the number of smartboards deployed along with Board-wide licensing of the SmartNotebook suite and SmartAMP has provided a standardized platform from which to access and utilize modern teaching tools. The establishment of tech Champions within each school has provided a valuable channel for support personnel to respond to issues and ideas which may not have otherwise come to light.

Students and Teachers have had expanded use of Google Apps and Office 365 with the added bonus of being fully licensed to install the desktop versions of the software on their own devices for use at home. This software remains free for home use, as long as the person remains a student or staff member of our Board. Expansion and refinement of Wi-Fi service has occurred in many locations with further monitoring and expansion to come as the needs of each school grow. Remote management of iPads with managed deployment of software licenses has yielded improved security and support capabilities along with savings through volume license purchasing.

