



2016 - 2017

DIRECTOR'S ANNUAL REPORT



Small Schools Make a Difference

DIRECTOR'S ANNUAL REPORT

2016 - 2017



- 3 Message from the Chair of the Board
- 4 Message from the Director of Education
- 5 Trustees
- 5 Senior Administration & System Leads
- 6 Student Achievement & Well Being
- 13 Building Relationships
- 15 Responsible Stewardship of Resources



Small Schools Make a Difference

School Boards in Ontario are required to produce an Annual Report in accordance with the Education Act. This Annual Report provides highlights of Superior-Greenstone District School Board's key activities during the 2016-2017 school year.

www.sgdsb.on.ca

Our Vision

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

Our Mission

Inspiring our students to succeed and make a difference

Our Values

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

Our Priorities

- Student Achievement and Well Being
- Responsible Stewardship of Resources
- Building Relationships



Message from the Chair of the Board



Pinky McRae, Board Chair

On behalf of the Board of Trustees, I am pleased to present the 2016-2017 Annual Report for Superior-Greenstone District School Board.

As a board, responsible to the Ministry of Education for the achievement, well-being and safety of our students, we are thankful to be part of the SGDSB team that is learning and growing in an environment marked by collaboration and distributive leadership. I look forward to continuing to focus on our priorities of student achievement, well-being, building relationship and stewardship of resources as we seek to build confident learners and caring citizens.

To provide the best possible learning environments for all of our students this past year has been both challenging and rewarding and has resulted in a number of building renovations, a closure and consolidation of our schools in the past year. As a Board, we navigated through the challenges, maintained

positive working relationships and student learning remained at the forefront of our priorities.

This report provides a snapshot of the key activities that occurred throughout the 2016-2017 school year. More importantly, it is a celebration of student success as we continue to provide programs and services to support learners. This report is also a tribute to the dedication of our staff members who foster excellence in our elementary and secondary schools. Our educators continue to bring learning to life, enabling students to fulfill their aspirations.

In closing, I would like to commend senior administration and all SGDSB staff for their continued dedication, thank parents/ guardians and community partners for their support and congratulate students for their efforts. Together we are “inspiring our students to succeed and make a difference”.



P. McRae

Message from the Director of Education

Together we make a Difference!

I have the privilege of being the Director of Education for Superior-Greenstone District School Board. In my role I am frequently asked what it is I do as a Director; and I always respond by saying let's start with why. After all, I would much rather share my passion for why I enjoy my role, rather than concern you with the details of what it is that I do as a Director.

In education we have an opportunity to make a real difference in the lives of our students, their families and in the world. Whether you are a Custodian, Trustee, Teacher, Secretary, Manager or Administrator we are all educators. I enjoy teaching, and it is not necessarily the pleasure of standing in front of a classroom full of students, but more the enjoyment that comes from those teachable moments we all have that enable us to connect with our students and their learning. We sometimes do not give enough credit to those trusting relationships we have with our students, because we do not see the long lasting impact it has on their lives. I am motivated by my belief that I can inspire students to develop a passion in a field of study that will lead to a promising career of their choosing. I am motivated by the numerous opportunities I have to provide our students with experiences to broaden their horizons and make them more caring individuals. Why I enjoy my role, why any of us enjoy our roles, is rooted in these beliefs.

When I focus on “why” I enjoy my job, I cannot think of any job that is more rewarding, or has a more noble cause. This is what unites us as an organization. It is our common purpose. Together we make a difference!

The Directors Annual Report highlights our progress in achieving the goals of the board strategic plan.

We are committed to providing our students quality instruction, a high level of engagement and relevant learning experiences within a safe inclusive environment. The strategic plan represents the cornerstone of who we are as a board. It is our common set of beliefs and values that unite us as a district. I hope the stories within our report help you learn a little bit more about “who” we are, and why we are so passionate about the work that we do.

Miigwech! Merci! Thank you!




David Tamblin, Director of Education

Board of Trustees



Pinky McRae
Board Chair



Kim Figliomeni
Vice-Chair



Margaret McIntyre



Aaron MacGregor



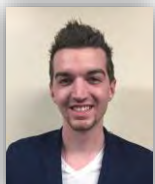
Mark Mannisto



Michael Groulx



Allison Pelletier



Greg Vallance



Stanley Sabourin



Logan Furoy
Student Trustee

- Trustee Marlaire Sarrasin served on the Board until June 2017.
- Student Trustee Mia Audia-Gagnon served on the Board until July 2018
- Student Trustee Logan Furoy was elected May 2017
- Trustee Greg Vallance joined the Board on November 20, 2017

Senior Administration and System Leads



David Tamblyn
Director of Education



Cathy Tsubouchi
Superintendent of Business



Charles Bishop
Assistant to the Director



Nicole Morden-Cormier
Superintendent of Education



Indigenous Education Lead



Heidi Patterson
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



Erica Cotton
MISA Lead



Shawna Grouette
Ontario Youth Apprenticeship Program

- Suzanne Eddy Served as Student Success Lead until August 2017
- Nicole Richmond Served as Aboriginal Liaison until July 2017





"INSPIRING OUR STUDENTS TO SUCCEED AND MAKE A DIFFERENCE"

Student Achievement & Well Being

Engaging our Learners

Part of the Positive Behaviour Support portfolio for the 2016/17 school year included the continued development of BMST in all of our schools. As attendance was identified as an area of concern for SGDSB, we decided to use the BMST model to address and find possible solutions to the problem within our district.

Working collaboratively with principals, mental health and other leads, and school teams we discovered that focusing on attendance brings school teams directly to questions of student engagement, classroom strategies, and the need for community and family involvement to address it. The framework of BMS includes analysis of each of the ecological domains (Individual/Self, School, Community and Social/culture) in order to guide meaningful and appropriate, community, school, class, or individual student interventions. We held a number of student

engagement circles in different high schools throughout the district on the general theme of engagement, what some of the challenges were, and what we could be doing to address possible barriers. We categorized student responses according to the domains based on the ecological systems theory and implemented plans based on these findings.

One school in particular experienced positive outcomes for the 2016/17 school year with an 8% increase in positive attendance measured among the same cohort of students. We are continuing to support other schools, through the continued certification of each school's BMST Lead, as we know the framework and process leads to positive outcomes.



Math Matters at SGDSB

Superior Greenstone educators have continued to work hard to support Ontario's Renewed Math Strategy and ensure that their students gain the math knowledge and skills needed for the future. Through their daily work in the classroom, and involvement in school learning plans and board wide capacity building sessions these educators have consistently demonstrated a collective commitment to enhance teacher pedagogy in order to facilitate student learning in mathematics and support student well-being.



Student Centered Learning

Our 2016-2019 Board Learning Plan for Student Achievement and Well-Being has been designed to address the most urgent learning needs of our students. We know that the overall learning environment and the pedagogical methods that we utilize in our schools and classrooms are of the utmost importance to the fostering of well-being, thus we continue to focus on becoming increasingly student centered. This instructional approach shifts the focus from teaching to a focus on learning; students are active participants in the learning, their voice influences 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.



We know that we must meet students where they are at in their learning. We also know that Mathematics continues to be a priority area, specifically in the area of communication, as students need to be able to fully express mathematical ideas and understandings in a variety of ways as they justify their thinking and arguments. By providing both a focus on student achievement and a

focus on well-being, we know that the work outlined in our BLPSA will continue to have a positive impact on the “whole” student.

Schools may have additional areas of focus, which may include French as a Second Language, Literacy, etc. These areas are monitored by the schools and impact our overall BLPSA goal attainment.

At SGDSB 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.



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.



Students at SGDSB have been participating in the global Hour of Code event for many years. This event introduces millions of students to computational thinking and coding. This year, we decided to go beyond the Hour of Code with a 6 week series of challenges designed to increase awareness about the importance of computational thinking and encouraging widespread participation while celebrating the learning within SGDSB. By participating in a variety of challenges, students and teachers learn to become computational thinkers while being exposed to a variety of technology that we have accessible in our schools.

Coding is increasingly becoming a new digital literacy that teaches students to not only code, but to be computational thinkers and practice and demonstrate 21st century competencies such as critical thinking /problem solving, creativity, learning to learn/self-directed learning, global citizenship communication and collaboration. This will prepare our students for the increasingly digital and globally connected world beyond our Board.

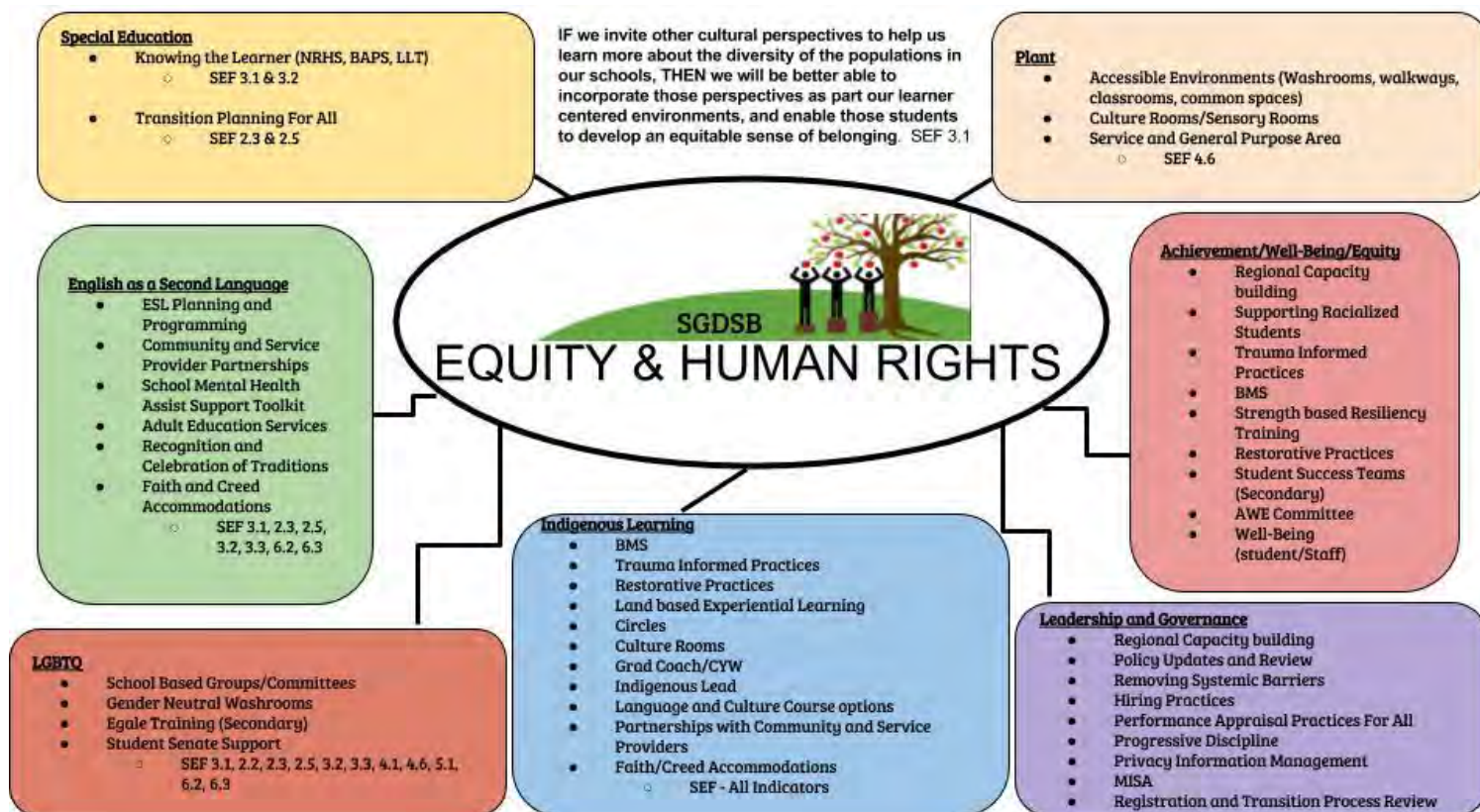
The ultimate goal is equity of learning and to ensure all students have the opportunity to engage in computational thinking. Students and educators rose to the challenge with over 474 students and 27 teachers participating in the 6-week challenge and over 570 students participating in the global Hour of Code event!



Ensuring Equity and Inclusive Education



Superior-Greenstone District School Board knows that when a teaching and learning environment is inclusive, it promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. The many ways that we are ensuring equity and inclusivity is outlined in the graph below.



Student Wellbeing

Last year truly was a year of robust student voice and engagement. The mental health strategy partnered with both the Indigenous Lead and Positive Behaviour Lead engaging with students, holding circles, exploring what contributes to wellness and what makes they can do to enhance their own as well as their peers' well-being. We also met individually with some students in schools that were more vulnerable due to a student suicide that had a significant impact on the school and community.

One of the activities held was on the theme of *"Supporting Wellness through the Holiday Season"*. The student driven initiative was both a school activity and one that would meet course requirement. Students and staff became engaged and an event was planned. We wanted to keep the topic forward looking, and one that helped students draw on their own strengths, and available family and community resources. Over 60 students volunteered to attend and participate; well exceeding our expectations.

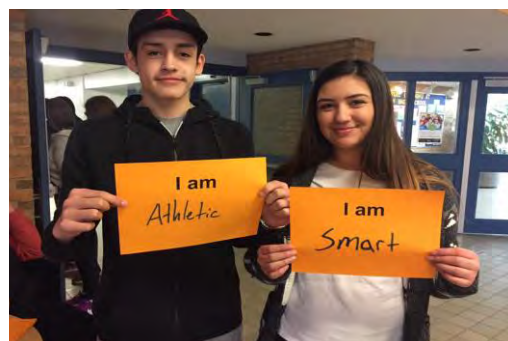
Part of the pre-planning involved discussion of some of the issues students face during the holidays. They came up with things like anxiety, depression, substance use, family tensions, and poverty. The task for the day was for students to come up with things they could do to in the face of these to care for themselves and others. The students rose to the occasion and came up with so many proactive and life giving things they could do and shared these with the group. We also engaged the community and had an Indigenous elder, community member, and minister come to speak. Finally, a group of students,

led by the same student whose idea it originally was, gathered in the library and completed personalized Christmas cards for every single student, writing in them what gift they bring to the school. It was so gratifying to witness first hand and be a part of the compassion, love, and sense of personal agency that these students bring to their. Our community is in solid hands with young leaders such as these emerging.

Another larger training last year was the Strength Based Resilience program. Teaching staff from all our schools participated in three day training last summer and this year they will be implementing the strategies in their schools and classes. We supported the SBR direction because we wanted to respond to the question of how to we can incorporate positive mental health and well-being into the fabric of the school and in classroom curricula in tangible, measurable ways.

The SBR program aims to prepare our students to deal with inevitable obstacles, stressors and challenges head-on using their character strengths. Participants learn ways to explore, express and enhance their personal toolbox of psychological assets, namely, their character strengths. Through this program, they will continue to learn ways to spot their strengths from their lived experiences and learn how to notice the strengths of others. Specifically, participants will learn strategies and skills to cultivate gratitude, savouring, altruism and empathy in order to deal with their problems using their own personal strengths. In doing so, they will nurture their growth and resilience at the same time.

ENSURING SUCCESS FOR ALL STUDENTS



Everybody Matters

Schools across the Superior-Greenstone District School Board participated in "Everybody Matters Week". Students celebrated their individual and collective strengths.



Youth Embracing Diversity in Education

On April 20th and 21st, student advocates for equity, inclusion and social justice from GCHS, MRHS, LSHS, and NRHS attended the YEDE Conference in Thunder Bay

Supporting Our Learners

The Special Education Advisory Committee created a parent document that helps support the understanding of transitions and PPM 140 & 156. Transitions are a mandated practice in order to prepare our students in their pathways of learning. This document informs parents of the types of transitions as well as how the legislation connects to practice and implementation in the Individual Education Plan.

Learning For All: Facilitator's Guide

In conjunction with the Ministry of Education and the Critical Thinking Consortium, Superior-Greenstone had the opportunity to participate in the initial creation and piloting of this new resource. Our system team as well as five other school boards in the province were able to trial the learning modules in order to create strength based learner profiles. Although this resource is aimed at students with learning disabilities, the knowledge can be expanded to all students. The Ministry of Education has provided SGDSB with additional funds in order to support the implementation at the school level. Implementation is set for September 2017.



Implementation of Wechsler Fundamentals Academic Skills (WFAS)
Wechsler Fundamentals: Academic Skills is a quick and efficient means of assessing reading abilities, spelling abilities, and math calculation skills and determining where to begin diagnostic evaluations and interventions. We have built capacity and training in all schools with our special education teams to carry out this initial assessment to support the understanding of student strengths in the classroom.

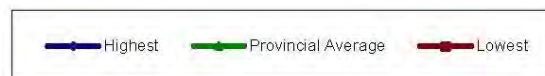
The results can be used for a variety of purposes, such as providing a quick evaluation of school-based skills, utilizing the test as a second alternative measure of achievement, and monitoring academic progress as a result of intervention. *Wechsler Fundamentals: Academic Skills* is also a useful means for testing in determining intervention strategies. Profiles gleaned from this test can help outline an intervention strategy for related academic.

Northern Supports Initiative (NSI)

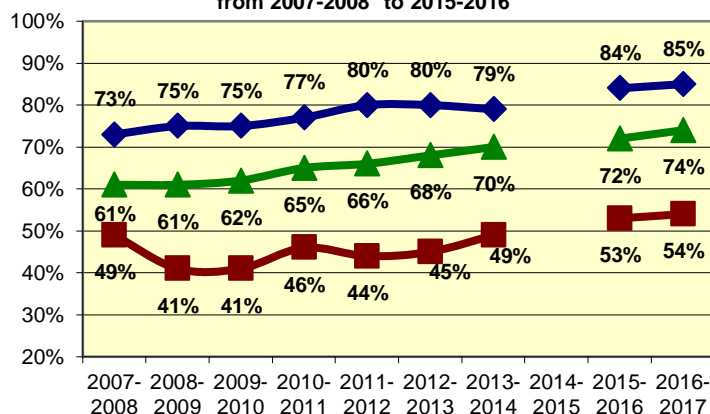
The Ontario Ministry of Education has developed a responsive parcel of funds to support the growing special education needs in northern school boards across the province. The Director's group has advocated over the past few years for equity and access to timely resources in the north. These funds are in addition to regular special education funding and will be used collaboratively amongst all northern boards to support various student needs in the north. These funds have been allocated over a 5 year period and our Northern Ontario Education Leaders are developing a strategic plan that will best support all students.

Education Quality and Accountability Office (EQAO)

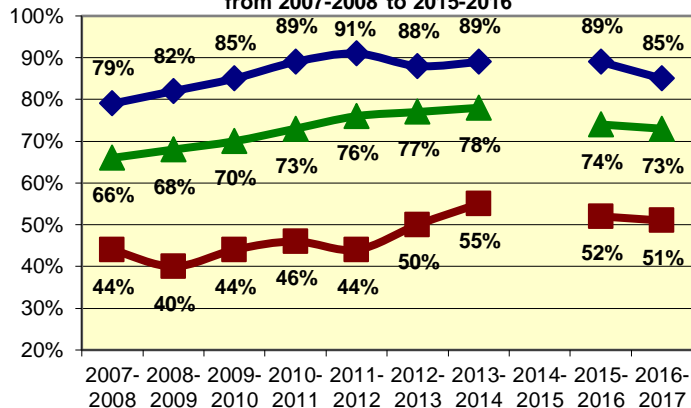
Provincial Testing Results



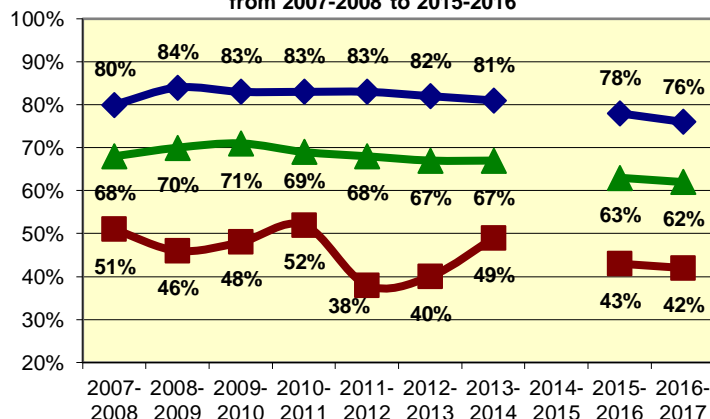
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Reading, from 2007-2008 to 2015-2016



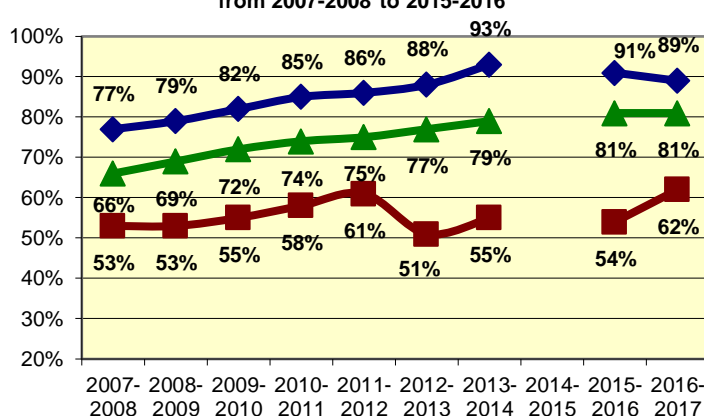
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Writing, from 2007-2008 to 2015-2016



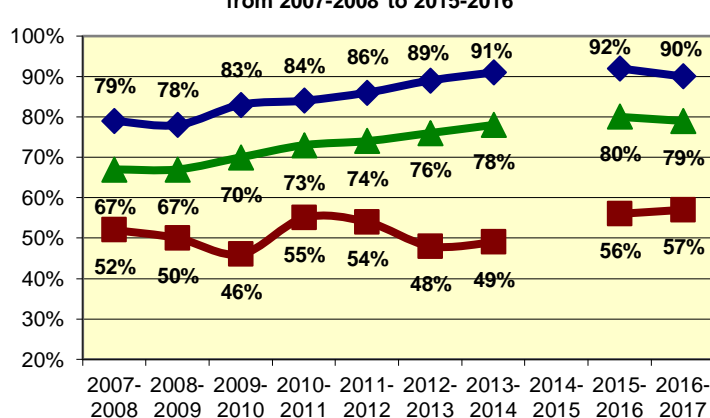
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Math, from 2007-2008 to 2015-2016



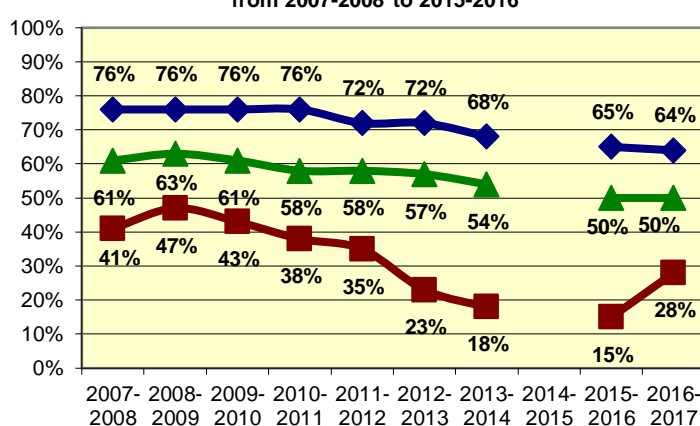
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Reading, from 2007-2008 to 2015-2016



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

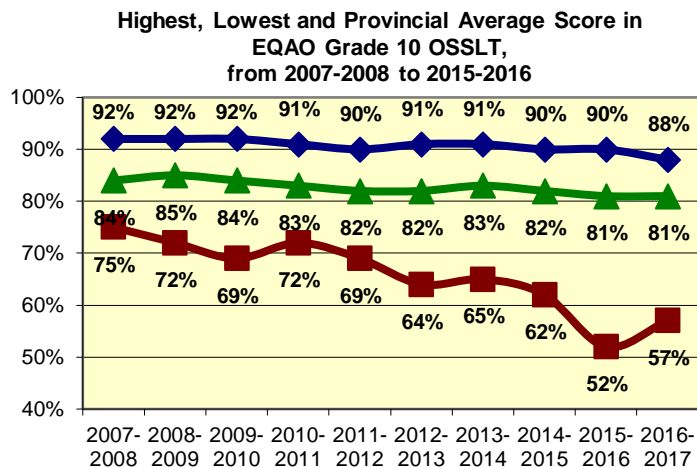
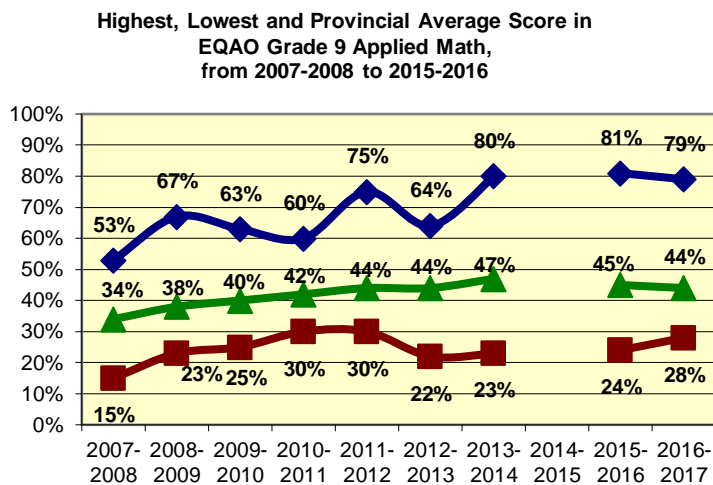
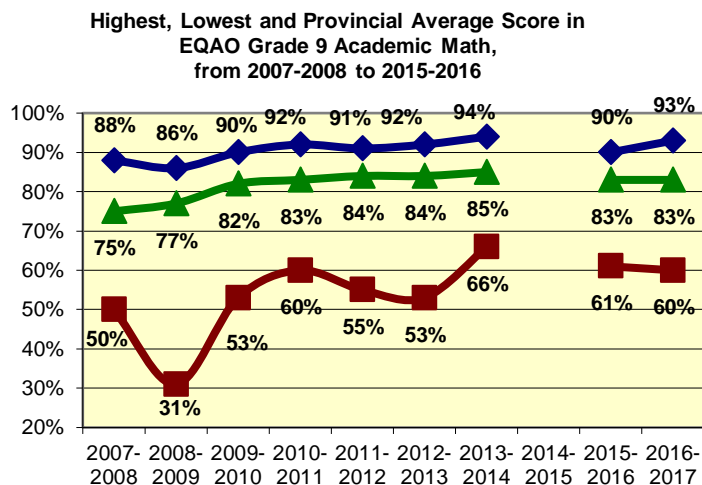


Highest, Lowest and Provincial Average Score in EQAO Grade 6 Math, from 2007-2008 to 2015-2016



Education Quality and Accountability Office (EQAO)

Provincial Testing Results





MODELING A JOY OF LEARNING

Building Relationships

SUPPORTING FAMILIES AND OUR YOUNGEST LEARNERS

SGDSB has an invested interest in the relationships that we have with our shared spaces partners. These include but are not limited to the Best Start Hubs (now called EarlyOn Child & Family Centres) and the Childcare Centres we have in our schools. Our relationships are what enhance our school community and open the doors to our schools to families as early as prenatal and infancy.

Over the last year, we have collaborated with our Best Start and Childcare partners for various professional learning and joint initiatives such coming together to attend a sessions on outdoor play and with Dr. Jean Clinton, as well as planning and participating in events and learning opportunities within individual schools.

Through all of these initiatives and opportunities, we have continued to align our view of the child and have been better able to support the children and families in our

community. Moving forward we continue to seek out and develop opportunities that will bring us together, continue to enhance our working relationships as well as make the transition from the EarlyON and Childcare Centres into our Kindergarten programs a success for our youngest and newest learners and their families!



Learning and Collaborating

In the Spring of 2017, drumming, math, physical education, the arts and of course PLAY filled two days of learning and collaborating for SGDSB Kindergarten educators, their principals as well as board leads and senior administration.

It was a time to be reflective of the journey we have been on in the implementation of the full day Kindergarten program. With this learning came an opportunity for us to continue to align our practices around the new Kindergarten Communication of Learning template and the collection and analysis of pedagogical documentation.

Making a Difference in Our Schools, Our Communities & in the World!

Margaret Twomey Public School

Students in Mrs. Anthony and Mrs. Edwards Kindergarten/Grade One class at Margaret Twomey Public School have learnt to be good citizens in the classroom, school and community. Students wanted to help others in their community by collecting donations for the Marathon Food Bank. They wrote letters asking students and friends of Margaret Twomey Public School to send in at least one non-perishable food item to school. Their goal was to fill the back of Mrs. Anthony's van. Students measured the back of the van using links. A template of the back of the van was then put in the school lobby. Through the generosity of all students, the class surpassed their goal! Once the food was in, the students had collected **322** food items. The students then did some estimating, counting, sorting, grouping and shape exploration before packing and donating items to the Marathon Food Bank. The students were proud their accomplishment and happy to make a difference in their community.



Lake Superior High School

The Grade 12 Recreation and Fitness Leadership class from Lake Superior High School organized a Relay for Life event for their group culminating assignment. The Relay was a combined school and community event to raise money for cancer research and to spread awareness for the cause. The Superior-Greenstone District School Board class to be organized the student-led Relay for Life and were thrilled with the community support for this project.

The students encouraging teachers, students, and school board staff to enter teams and to participate. The event was held on June 9-10 in Schreiber Ontario. Lake Superior High School demonstrated that small schools can make a difference.



Schreiber Public School

The Grade 3/4/5 students took part in the Reading is Giving program. Upon completion of the program, 100 books were donated to children in need across Canada. Another example of how SCPS students are making a difference.



George O'Neil Public School

On March 10, 2017 the Ogichiita Drummers from George O'Neill Public School travelled to Thunder Bay to participate in the Lakehead University Pow-Wow. This year marked the 29th year for this event, which is hosted by the Lakehead University Native Student's Association. This group of boys have been together for two years, learning to drum with the help of their Native Language Teacher.





Responsible Stewardship of Resources

Our Human Resources Makes a Difference

| Personnel Complement | 2016-2017 |
|----------------------------|-----------|
| TEACHING | |
| Elementary Schools | 70.81 |
| Secondary Schools | 74.35 |
| NON-TEACHING | |
| Principals/Vice Principals | 16 |
| Administrators | 13 |
| Secretaries | 20 |
| Accounting/Payroll | 4.5 |
| Early Childhood Educators | 6 |
| Child and Youth Workers | 2 |
| Attendance Counsellors | 5 |
| Library Technicians | 9.2 |
| Computer Technicians | 4.5 |
| Educational Assistants | 49 |
| Custodial/Maintenance | 33.25 |



Teaching and non-teaching staff bring their individual and collective experience to the Board, making Superior-Greystone Schools great places to learn.

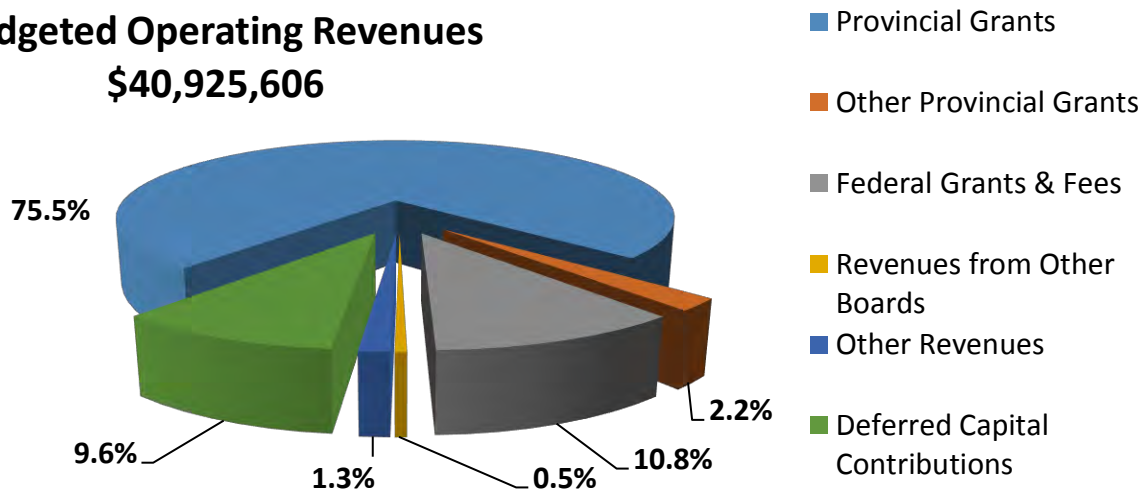


Environmental Stewardship

The Plant Department has completed the installation of refillable water fountains in all SGDSB schools. The idea for the water fountains came from the Student Senate who wanted to cut down on the purchase of plastic water bottles. The refill stations allow staff and students to refill water bottles and cut down on the amount of plastic entering landfills. The next step will be to ban plastic water bottles altogether from our schools. Each fountain is equipped with a counter to allow students to keep track of the number of plastic water bottles they are keeping from entering landfills.

2016 - 2017 Budget

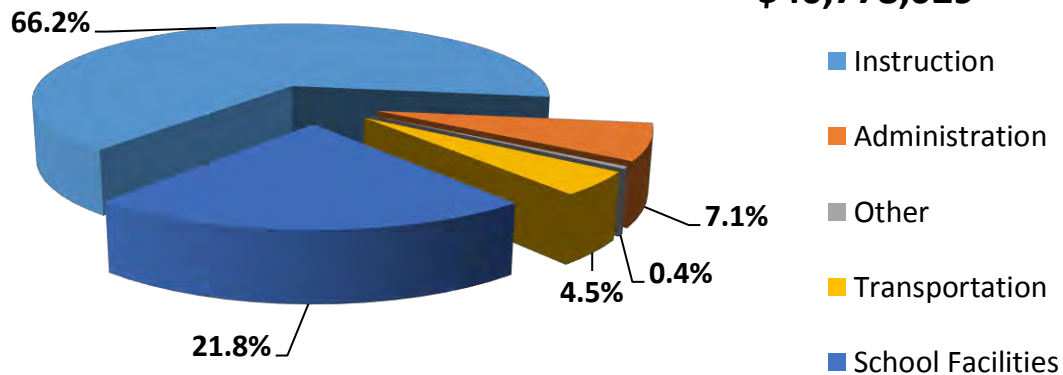
Budgeted Operating Revenues \$40,925,606



Superior-Greenstone District School Board allocates its budget to have the greatest impact on the classroom.

| | |
|---|---------------------|
| Provincial Grants & Taxation | \$ 30,909,798 |
| Other Provincial Grants | \$ 895,423 |
| Federal Grants & Fees | \$ 4,440,781 |
| Revenues from Other Boards | \$ 219,707 |
| Other Revenues | \$ 545,340 |
| Deferred Capital Contributions | \$ 3,914,557 |
| | \$40,925,606 |

Budgeted Operating Expenses \$40,778,029



| | |
|--------------------------|----------------------|
| Instruction | \$ 26,990,461 |
| Administration | \$ 2,899,986 |
| Other | \$ 176,598 |
| Transportation | \$ 1,826,244 |
| School Facilities | \$ 8,884,740 |
| | \$ 40,778,029 |



Superior-Greenstone District School Board

P.O. Bag "A", 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Phone: 1-807-229-0436

Fax: 1-807-229-1471

www.sgdsb.on.ca