

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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

**Videoconference Site Locations**

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

**Regular Board Meeting 2017/11****A G E N D A**

Monday, November 20, 2017 – 6:30 p.m.

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

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / SGDSBLC / GCHS

Recorder: G. Christianson

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

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

**1.0 Roll Call**

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

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

**PART I: Regular Board Meeting**

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

**2.0 Oath of Office: Nipigon Ward**

**2.1 Greg Vallance: Declaration & Oath of Office**

**3.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB  
Regular Board Meeting on Monday,  
November 20, 2017 be called to  
order at \_\_\_\_\_ p.m.*

**4.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB  
2017/11 Regular Board Meeting, November 20, 2017  
be accepted and approved.*

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

**6.0 Minutes: Board Meetings and Board Committee Meetings**

**6.1 Board Meetings**

✓ *That, the minutes of the following Board meeting be adopted:*  
1. Regular Board Meeting 2017/10: October 23, 2017

[\(Attached\)](#)

**7.0 Business Arising Out of the Minutes**

**8.0 Delegations and/or Presentations**

**8.1 Excellence in Education: Marjorie Mills Public School**

(Bev Vachon, Principal)  
(Power Point Presentation  
- Kristan McMahon, Teacher)

**8.1.1 Presentation Entitled: SGDSB Takes Ottawa**

**8.1.2 Presentation Entitled: MMPS Connections**

(Power Point Presentation  
-Lisa Adams, Teacher)

**9.0 Reports and Matters for Decision**

**9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

**9.1.1 Board Audit Committee**

(M. Mannisto/ C. Tsubouchi)

**9.1.2 Board Policy Review Committee**

(M. McIntyre/ D. Tamblyn)

**9.1.3 Native Education Advisory Committee**

(S. Sabourin/ D. Tamblyn)

**9.1.4 Occupational Health & Safety Committee**

(M. Groulx/ M. Paris)

**9.1.5 Parental Involvement Committee**

(N. Morden-Cormier)

**9.1.6 Special Education Advisory Committee**

(K. Figliomeni/ D. Tamblyn)

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

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Aaron MacGregor

**11.0 Reports of the Director of Education**

Director of Education: David Tamblyn

- 11.1 Report No. 48:  
Director's Monthly Report- November 2017

([Attached](#) – D. Tamblyn)

**12.0 Reports of the Education Committee**

Superintendent of Education: N. Morden Cormier  
Assistant to the Director of Education: C. Bishop  
Education Chair: Mark Mannisto

- 12.1 Report No. 49:  
Board Learning Plan for Student Achievement and Well-Being

([Attached](#) – N. Morden Cormier)

**13.0 New Business**

Board Chair: P. McRae

13.1 Board Chair

13.1.1 Information Items

- a) Correspondence: Ministry of Education  
Independent Review of Student Assessment and reporting

([Attached](#))

- b) Correspondence: Peel District School Board RE: EQAO

([Attached](#))

13.2 Trustee Associations and Other Boards

13.3 Future Board Meeting Agenda Items

**14.0 Notice of Motion**

**15.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

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

([Attached](#))

16.1 Agenda: Committee of the Whole Board – Closed

✓ *That, the Superior-Greenstone DSB go into a  
Committee of the Whole Board Section B (Closed Session)  
at \_\_\_\_\_ p.m. and that this portion be closed to the public.*

16.2 Rise and Report from Closed Session

✓ *That, the Superior-Greenstone DSB rise and report  
from the Committee of the Whole Board Section B (Closed Session)  
at \_\_\_\_\_ p.m. and that this portion be open to the public.*

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

- 17.1 ✓ *That*, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:
1. Regular Board 2017/010: October 23, 2017

[\(Attached\)](#)

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

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

- (list motions here which may apply)

**18.0 Adjournment**

✓ *That*, the Superior-Greenstone DSB 2017/11  
Regular Board Meeting, Monday, November 20, 2017  
adjourn at \_\_\_\_\_, p.m.

<b><u>2017 - Board Meetings</u></b> Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.	
Monday, November 20, 2017	Monday, December 4, 2017 (1:00 p.m.)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2017/11**

Committee of the Whole Board: Closed Session.

Monday, November 20, 2017

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

**A G E N D A**

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / SGDSBLC/ GCHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2017-10: October 23, 2017 [\(Attached\)](#)
- 4.0 Personnel
  - 4.1 Personnel Issue A [\(Attached- C. Bishop\)](#)
  - 4.2 Personnel Issue B (C. Tsubouchi)
  - 4.2 Personnel Issue C (C. Tsubouchi)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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 Geraldton Composite High School ..... (GCHS) .....500 Second Street West, Geraldton, ON

**Regular Board Meeting 2017/10****MINUTES**

Monday, October 23, 2017 – 6:30 p.m.

Designated Site: Manitouwadge High School, 200 Manitou Road West, Manitouwadge, ON

**Board Chair:** Pinky McRae

**Director:** David Tamblyn

VC Sites: Board Office / LSHS / MNHS / GCHS / SGDSBLC

Recorder: G. Christianson

PART I: Regular Board Meeting

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:31 p.m.

**1.0 Roll Call**

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)			X			McIntyre, Margaret			X		
Figliomeni, Kim		X				McRae, Pauline (Pinky)	X				
Groulx, Michael					X	Pelletier, Allison			X		
MacGregor, Aaron		X				Sabourin, Stanley					X
Mannisto, Mark	X					Nipigon Ward - Vacant					

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

**PART I: Regular Board Meeting**

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

**2.0 Regular Meeting Call to Order****128/17**

Moved by: Trustee K. Figliomeni

Second: Trustee M. MacIntyre

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 23, 2017 be called to order at 6:32 p.m.

Carried**3.0 Approval of Agenda****129/17**

Moved by: Trustee A. Pelletier

Second: Trustee K. Figliomeni

✓ **That**, the agenda for the Superior-Greenstone DSB 2017/10 Regular Board Meeting, October 23, 2017 be accepted and approved.

Carried**4.0 Disclosures of Interest re: Open Session**

There were no disclosures offered at this time.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings****130/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the minutes of the following Board meeting be adopted:

1. Regular Board Meeting 2017/09: September 18, 2017
2. Special Board Meeting 2017/05: September 26, 2017
3. Special Board Meeting 2017/06: October 6, 2017

Carried**5.2 Board Policy Review Committee: October 3, 2017****131/17**

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of October 3, 2017 and approves as reviewed:

- P-216 Advocacy
- P-523 Work Education Program
- P-529 Announcements & Ads in School
- P-536 Equity and Inclusive Education
- P-544 English Language Learner
- P-601 Unused Textbooks
- P-605 Special Education
- P-703 Non-Instructional Employee Training
- P-709 Emergency Service Volunteers
- P-711 Release of Employee Information
- P-721 Teacher Performance Appraisal
- P-902 Accidents
- P-903 Tributes
- P-904 Protection of Privacy

to be posted to the Board website with an implementation date of October 24, 2017, and all of which shall supersede any previous policies.

Carried

**6.0 Business Arising Out of the Minutes**

There was no business arising from the minutes.

**7.0 Delegations and/or Presentations**

- 7.1 CAS and Dilico: Joint protocol for Student Achievement and Well-being  
Frank Costa of Children's Aid Society provided the presentation regarding joint protocol for student achievement and well-being. Mental Health Lead George Drazenovich assisted in the presentation, as Joe Byzewski of Dilico Child and Family Services was unable to attend. A copy of the Joint Protocol was emailed to Trustees for their review prior to the presentation. The protocol focuses on children that are under protection by the crown and aims to enhance communication between school staff and CAS or Dilico. A review was provided of the collaborative relationship between schools and the child protection agencies.
- 7.2 Excellence in Education: Manitouwadge High School: E-Learning at MNHS  
Manitouwadge High School Principal Annick Brewster reported the success of the E-Learning program. A detailed review was provided of the variety of communication tools that Teacher Jamie Mallais has implemented to support students through E-Learning. Teacher Gord Martin provided a presentation on the environmental program at Manitouwadge High School. He reviewed the benefits of outdoor education program and shared student success stories and photos. Through this program, students have benefited from real life experience in water ecology, canoeing, wild rice harvesting, eco-tourism, and microbiology.

**8.0 Reports and Matters for Decision**

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Audit Committee  
C. Tsubouchi advised that the Audit Committee is still seeking an external member. A Committee meeting may be called during the month of November.
- 8.1.2 Board Policy Review Committee  
The next scheduled meeting is November 7, 2017. The meeting may be postponed.
- 8.1.3 Native Education Advisory Committee  
D. Tamblyn advised that several applications have been received for the position of Indigenous Education Lead. The Board will begin the interview process and therefore will postpone the NEAC meeting previously scheduled for October 31, 2017.
- 8.1.4 Occupational Health & Safety Committee  
Nil
- 8.1.5 Parental Involvement Committee  
The meeting is scheduled for November 28, 2017.
- 8.1.6 Special Education Advisory Committee  
K. Figliomeni provided a brief overview of the meeting that took place on October 17, 2017. Next scheduled meeting is on November 14, 2017.

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

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Aaron MacGregor

- 9.1 Report No.47: Bylaw 141 – 2018 Tax Levy

**132/17**

Moved by: Trustee M. Mannisto

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 141 being a bylaw to levy taxes for 2018 as per the attached.

Carried



- 9.2 Report No. 48: 2016-2017 Interim Report No. 3  
Superintendent of Business Cathy Tsubouchi presented the Interim Financial Report Schedule for 2016-2017.

**10.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

- 10.1 Report No. 49: Director's Monthly Report- October 2017  
Director David Tamblyn provided highlights from his report.
- 10.2 Report No. 50: 2017-2018 Annual Growth Plan  
D. Tamblyn reviewed the Directors Annual Growth Plan for 2017-2018. He advised Board members that the growth plan outlines the goals he has set out to achieve this school year.

**11.0 Reports of the Education Committee**

*Superintendent of Education: N. Morden Cormier  
Assistant to the Director of Education: C. Bishop  
Education Chair: Mark Mannisto*

- 11.1 Report No. 51: Elementary EQAO 2016-2017 Achievement: Detailed Report  
Superintendent of Education Nicole Morden Cormier provided a comprehensive review of this report giving background for the statistical information contained therein.
- 11.2 Report No. 52: EQAO Secondary Achievement 2016-2017  
Student Success Lead Heidi Patterson provided a detailed review of the report. She expanded upon the statistical data provided within the report and the strategies utilized to improve student achievement

**12.0 New Business**

*Board Chair: P. McRae*

- 12.1 Board Chair  
12.1.1 a) Correspondence: Waterloo Region District School Board Sept 15, 2017  
b) Correspondence: Waterloo Region District School Board Sept 22, 2017  
Board Chair P. McRae provided a review of the correspondence.
- 12.2 Trustee Associations and Other Boards  
Trustee M. Mannisto provided a review of recent OPSBA meetings. The OPSBA Board will meet next on December 2, 2017.
- 12.3 Future Board Meeting Agenda Items  
Nil

**13.0 Notice of Motion**

Nil

**14.0 Observer Comments**

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

Nil

PART II: Committee of the Whole Board

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

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

15.1 Agenda: Committee of the Whole Board – Closed**133/17**

Moved by: Trustee M. Mannisto

Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:31 p.m. and that this portion be closed to the public.

15.2 Rise and Report from Closed Session**134/17**

Moved by: Trustee M. Mannisto

Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 9:22 p.m. and that this portion be open to the public.

**16.0 Report of the Committee of the Whole Closed Section B**16.1 **135/17**

Moved by: Trustee A. Pelletier

Second: Trustee M. McIntyre

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

1. Regular Board 2017/09: September 18, 2017
2. Special Board 2017/05: September 26, 2017
3. Special Board 2017/06: October 5, 2017

Carried16.2 Other Recommendations from Committee of the Whole Closed Session16.2.1 **136/17**

Moved by: Trustee M. Mannisto

Second: Trustee K. Figliomeni

✓ *That*, the Superior-Greenstone DSB appoint Greg Vallance as Trustee for the ward of Nipigon, and that his appointment be effective for the period of October 23, 2017 through November 30, 2018.

Carried16.2.2 **137/17**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ *That*, the Superior-Greenstone DSB having received the report No. IC-09-17 entitled HR Officer Proposal approve moving the HR Administrator to the position of HR/Payroll Officer.

Carried**17.0 Adjournment****138/17**

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

✓ *That*, the Superior-Greenstone DSB 2017/10 Regular Board Meeting, Monday, October 23, 2017 adjourn at 9:26 p.m.

Carried

<b>2017 - Board Meetings</b>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, October 23, 2017 *Designate Site: MNHS	Monday, November 20, 2017	Monday, December 4, 2017 (1:00 p.m.)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2017/10**

Committee of the Whole Board: Closed Session.

Monday, October 23, 2017

Designated Site: Manitouwadge High School VC Room, 200 Manitou Road West, Manitouwadge, ON

**T O P I C S**

**Board Chair:** *Pinky McRae*

**Director:** *David Tamblyn*

VC Sites: *Board Office / LSHS / MNHS / NRHS*

Recorder: *G. Christianson*

PART II: Committee of Whole Board – Closed

Section (B): *In-Camera 8:31 p.m.*

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Trustee Vacancy
- 4.0 Personnel
  - 4.1 Personnel Issue A
  - 4.2 Personnel Issue B
  - 4.3 Personnel Issue C
- 5.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2017-09: September 18, 2017
  - 2. Special Board Meeting 2017-05: September 26, 2017
  - 3. Special Board Meeting 2017-06: October 5, 2017
- 6.0 Litigation

**Regular Board Meeting 2017-10**

*Monday, October 23, 2017*

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

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

**Report No: 48**

**Date:** November 20, 2017

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

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

**SUBJECT:** Director's Monthly Report – November 20, 2017

**STRATEGIC**

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

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**1. Student Senate**

The first Student Senate Meeting of 2017-2018 took place on Thursday, October 26, 2017 and involved 62 students from our district, including a large number who attended the Student Leadership Conference in September. Student voice is a key component of our Board Learning Plan for Student Achievement and Well-Being. In order to fully achieve student-centered environments and pedagogy and an increased sense of belonging, we must be hearing and responding to the thoughts and ideas of our students. It is particularly important to hear from students who we may not have heard from in the past.

*“To have the opportunity to say what they think and then be heard by others can help lead students to an awareness of being included and valued as a member of that community. In fact, researchers have found, “When students believe that they are valued for their perspectives and respected, they begin to develop a sense of ownership and attachment to the organization in which they are involved” (Mittra 2009, in Toshalis, E., and Nakkula, M., Motivation, Engagement and Student Voice. 2012).*

This year the Student Senate will build on the work that has been done in the past. Our students are telling us that they want to feel connected from school to school, they wish to learn more about leadership and they want to make a difference. They have been tasked with planning their leadership activities for the year and with returning to the next meeting to share those ideas. They wish to have a board wide project, and Logan, our Student Trustee, has challenged every school to engage in supporting well-being by completing the “Post-It Note Challenge”. We are looking forward to the next meeting of our Senators in December.

**2. TELTC November Trustees Report**

Stacey Wallwin the Technology Enabled Learning and Teaching Contact (TELTC) is once again challenging all learners from across Superior-Greenstone District School Board to learn with and from each other and participate in the Beyond the Hour of CODE challenge.

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 (critical thinking/problem solving, creativity, learning to learn/self-directed learning, global citizenship communication, collaboration) that will provide a well-rounded 21st century for all our students and prepare them for the increasingly digital and globally-connected world beyond our Board.

Teachers are not expected to be coding experts in our classrooms. We want them to begin the journey as co-learners with their students.

The challenges are designed to meet the needs of all the learners and honour student voice and choice. Each week, the participants are eligible for a weekly pizza party and classes/tech clubs that participate in each of the 5 challenges are then eligible for the grand prize.

The final challenge occurs during the global coding event called the Hour of CODE. During this event, millions of students will be learning to code and our students will be among those millions. This year, during the Hour of CODE, local mayors and the Chiefs of Police have been invited to participate and learn with our students! Our students will have a chance to teach our local leaders all about computational thinking.

The goals of the challenge is ensure that our students have more than the Hour of Code to learn computational thinking and are exposed to a variety of ways to engage with technology.

### **3. Independent Review of Assessment and Reporting in Ontario**

As the ministry begins the work to refresh the curriculum and continues to focus on excellence, equity, well-being and confidence in Ontario's publicly funded education system, it is necessary to review assessment practices at the classroom, school, school board, provincial (i.e. EQAO), national and international levels.

Led by Dr. Carol Campbell, the Education Advisors to the Premier and Minister of Education have been asked to conduct an independent review of education assessment in Ontario. The Education Assessment Secretariat has been established to provide policy, research and administrative support to Dr. Campbell for this review.

Through the consultation process the Advisors' intention is to stimulate conversations to inform potential recommendations concerning future assessment and reporting practices in Ontario. Some of the questions the Advisors are asking include:

- What information about student learning do students, parents/caregivers, educators and the public need?
- What have we learned since Ontario started large scale student assessment more than 20 years ago?
- What changes should we make to ensure that any assessment we do helps to improve student learning?

A discussion paper, written by Dr. Carol Campbell and the Advisors, will help guide the conversations with parents/caregivers, trustees, school board and school leaders, teachers, students and community groups over the next couple of months.

Regional engagement sessions are planned across the province to engage a range of people with diverse perspectives. In each location, there will be an afternoon session targeted for area school boards and an evening session primarily for parents/caregivers and the public/broader community. The session for Thunder Bay is scheduled for December 12<sup>th</sup>.

### **Administrative Recommendation:**

The report entitled, Director's Monthly Report – November 20, 2017 No.48 is presented to the board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

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

**Report No: 49**

**Date:** November 20, 2017

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

**FROM:** Nicole Morden Cormier, Superintendent of Education

**SUBJECT:** Board Learning Plan for Student Achievement and Well Being

**STRATEGIC  
PRIORITY:** Student Achievement and Well-Being

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**Background**

*The Board Learning Plan for Student Achievement and Well-Being (BLPSA)* is a document that operationalizes aspects of the Strategic Plan, specifically the focus areas outlined in the Student Achievement and Well-Being priority area. The BLPSA captures our collective commitment to enhance the learning of all students in our district, and thus, it is a document that responds to the specific learning needs that schools have identified. It identifies goals and related theories of action for the improvement of student achievement and well-being, describes our strategic actions, and outlines processes for ongoing monitoring. The current BLPSA has been in effect since the 2015-2016 school year, as the areas of focus outlined in the plan are complex and thus require several years to reach full implementation. Each year however, we evaluate the effectiveness of the plan, including analyzing our progress towards goal attainment, and ensure that further enhancements and supports are put into place where needed.

**Current Situation**

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. It is important to note that schools may have additional areas of focus which may include French As a Second Language, Literacy, etc. These area are monitored by the schools and do impact our overall BLPSA goal attainment.

*Progress Update: Student Centered Learning – Motivation and Belonging Fostering 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.***

**Long Term Goal:** By June 2019, 100% of schools will reach the Partial to Full Stages of Implementation of the SGDSB Student Centered Learning and Pedagogy Success Criteria, as evidence by the overall rating of the yearly Self-Assessment, as agreed upon by staff.

**Short Term 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 (*Leadership, Learner Mindsets for All, Conditions for Learning, Assessment for/as Learning Culture*) in their overall rating of the self-assessment of the SGDSB Student Centered Learning and Pedagogy Success Criteria.

Goal Descriptor	Goal Achievement: 2016-2017
Met Goal: Self-Assessment demonstrates an increase in the stage of implementation in at least one area of focus.	<b>40% (6/15) of schools met the goal for 2016-2017.</b>  2 schools improved in all four areas of focus.  4 schools improved in one area of focus (3 of the 4 made improvement in the Assessment For and As Learning area of focus).
Approaching Goal: Although they made growth in criteria within the area of focus, overall these schools remained within the same stage of implementation from Baseline.	<b>27% (4/15) of schools are approaching the goal for the 2016-2017 year.</b>  Note: All four schools were focusing on the area of Assessment For and As Learning, which is the largest of the criteria areas.
Maintained Self-Assessment Rating: Data demonstrates that schools remained within the same stage of implementation for all criteria from Baseline.	<b>13% (2/15) of schools remained within the same stage of implementation for 2016-2017.</b>
No data (no baseline in the identified area of focus to compare - focus changed)	<b>20% (3/15) of schools required additional data.</b>  Note: Schools changed the area of focus from the baseline thus data is not available.

Progress Update: 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.

Due to the validity and reliability constraints that result from our small numbers of students, we recognize the importance of analyzing the achievement and growth of individual students. Thus, the goals in the area of Mathematics are expressed using cohort data. The analysis compares EQAO achievement for individual students from grades 3 to 6 or from grades 6 to 9 between the 2013-2014 school year and the 2016-2017 school year.

**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 the following growth:



Goals	2016-2017 Achievement
100% of students who met the standard in grade 3 (49% or 39/80) will meet the standard in grade 6.	We were able to track 29 of the 39 students. <b>73% maintained standard</b> (21/29 students) 27% (8 students) did not.
50% of the 13 students who were approaching standard (Level 2.7-2.9) in grade 3 will rise to standard in grade 6.	We were able to track all 13 students. <b>8% rose to standard (1 student)</b> 46% maintained Level 2.7-2.9 (approaching standard)(6 students) 46% dropped below Level 2.7-2.9 (approaching standard) (6 students)
100% of students who met the standard in grade 6 (18% or 14/80) will meet the standard in grade 9.	We were able to track 10 of the 14 students. All 10 students went on to the Academic program. <b>100% maintained standard.</b>
50% of the 8 students who were approaching standard (Level 2.7-2.9) in grade 6 will rise to standard in grade 9.	We were able to track all 8 students.  2 students went on to the Applied program. <b>Both students met provincial standard (3.5, 3.7)</b>  6 students went on to the Academic program. <b>3 of the 6 students met provincial standard (3.1, 3.7, 3.7, 2.1, 2.5, and 2.5).</b>  <b>Thus, 63% of students rose to standard.</b>

### Next Steps

As outlined in our BLPSA, we will continue to work towards the achievement of these goals during the current school year. Our Short Term Monitoring Goals for 2017-2018 include the following:

1. 100% of schools will increase in one stage of implementation for the area of focus articulated in their School Learning Plan for Student Achievement and Well-Being. These criteria have been and will continue to be embedded into all of our work with adults and student learners, and will be monitored closely both at the school level and at the system level.
2. As EQAO was not completed during the 2014-2015 school year, cohort data is unavailable until next year. As such, we are shifting our focus to supporting schools in increasingly monitoring their school-based goals. By June 2018, 73% of SGDSB schools will meet their School Learning Plan Numeracy SMART goal, as evidence by school based assessments (diagnostic to summative) moderated through the PLC Cycle.

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education



**Education Assessment  
Secretariat**

Mowat Block, 12<sup>th</sup> floor  
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Toronto ON M7A 1L2

**Secrétariat de l'évaluation de  
l'éducation**

Édifice Mowat, 12<sup>e</sup> étage  
900, rue Bay, Queen's Park  
Toronto ON M7A 1L2



November 9, 2017

Dear Chairs,

As Ontario begins the work to refresh curriculum and continues to focus on excellence, equity, well-being and confidence in our publicly funded education system, it is necessary to review Ontario's assessment approaches at the classroom, school, board, provincial (i.e. EQAO), national and international levels.

As the Education Advisors to the Premier and Minister of Education, Dr. Jean Clinton, Dr. Michael Fullan, Dr. Andy Hargreaves, Dr. Carl James, Kahontakwas Diane Longboat, and I have been asked to conduct an independent review of education assessment in Ontario.

Through the consultation process our intention is to stimulate conversations to inform potential recommendations concerning future assessment and reporting practices in Ontario. Some of the questions we are asking include:

- What information about student learning do students, parents/caregivers, educators and the public need?
- What have we learned since Ontario started large scale student assessment more than 20 years ago?
- What changes should we make to ensure that any assessment we do helps to improve student learning?

A discussion paper will help guide our conversations with you, parents/caregivers, school board and school leaders, teachers, students and community groups over the next couple of months.

Regional engagement sessions are planned across the province to engage a range of people with diverse perspectives. In each location, there will be an afternoon session targeted for area school boards and an evening session primarily for parents/ caregivers and the public/broader community. There will be an opportunity for attendees to participate in English or French in all locations, however in Sudbury and Toronto, we will have French sessions separately.

City	Date
Ottawa	Wednesday, November 22
Barrie	Monday, November 27

Sudbury (English and French)	Thursday, November 30
Windsor	Monday, December 4
Hamilton	Tuesday, December 5
Toronto (English and French)	Friday, December 8
Thunder Bay	Tuesday, December 12

Each school board in a region has been asked to identify up to 12 representatives for the afternoon session nearest them. The evening session will provide an additional opportunity for any interested individuals to participate.

More details about both afternoon and evening sessions, including registration information, will be shared with you by November 15th.

In addition to the regional consultations, there will be an opportunity to participate via online submissions. We will email you again as soon as our website and discussion paper are available.

The input we gather directly from parents/caregivers, students, educators, officials and the broader community will be used along with a review of the current model of assessment and reporting and research on provincial, national and international best practices to develop actionable recommendations for improvement.

We are committed to keeping you updated throughout the process. If you have any questions, please email [educationassessment@ontario.ca](mailto:educationassessment@ontario.ca).

Sincerely,

Dr. Carol Campbell

*And on behalf of*

Dr. Jean Clinton, Dr. Michael Fullan, Dr. Andy Hargreaves, Dr. Carl James and Kahontakwas Diane Longboat

- C. Council of Ontario Directors of Education (CODE)  
L'Association des conseils scolaires des écoles publiques de l'Ontario (ACSEPO)  
Association Franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Ontario Catholic School Trustees' Association (OCSTA)  
Ontario Public School Boards' Association (OPSBA)



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October 17, 2017

The Honourable Mitzie Hunter  
Minister of Education  
Mowat Block, Queen's Park  
Toronto, ON M7A 1L2



Dear Minister Hunter:

On behalf of the Trustees of the Peel District School Board, I am writing to request that the Ministry of Education suspend Education Quality and Accountability Office (EQAO) testing for the 2017-2018 school year while the province reviews curriculum, report cards and how students are assessed.

At the Regular Meeting of the Board, held on October 10, 2017, the Board approved the following motion:

*"Whereas, there has always been a strong discrepancy between Peel District School Board report card results in mathematics and EQAO mathematics scores, and*

*Whereas, the Ministry of Education has stated that it is time to 'examine provincial measurement and assessment policy, including EQAO testing';*

*Therefore, be it proposed, that the Peel District School Board request the Ministry of Education to suspend EQAO testing for the 2017-2018 school year, and request the support of Ontario Public School Boards' Association and all other public school boards in Ontario for this motion."*

Trustees are concerned that current assessments administered by the EQAO do not accurately reflect what Peel students are learning in the classroom and we are not alone in our growing concern.

For the last few years we have struggled to understand the discrepancy between students who learn and achieve well on curriculum expectations as evidenced on the Ministry Provincial Report Card data but who do not perform well in math on EQAO. Despite an intensive focus on numeracy and staff engagement in professional learning to improve their knowledge and skills around the teaching of math, results of the EQAO math assessments continue to be low. The Ministry of Education and the Office of the Premier have also raised concerns about this discrepancy. To quote the news release of Sept. 6, 2017, from the Office of the Premier, it states that the province aims to "update provincial assessment and reporting practices, including EQAO, to make sure they are culturally relevant, measure a wider range of learning, and better reflect student well-being and equity." Given the diversity within Peel region, the issue that the provincial assessment may not be culturally relevant is a real concern. While a Peel board strategy to improve literacy results led to significant increases in EQAO reading and writing scores, after three years of our *Engage Math* strategy, we are not seeing any improvement on EQAO math assessments.

#### Trustees

Janet McDougald, Chair  
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Instructional and Equity Support Services  
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Associate Director, School Support Services  
Wendy Dowling

Associate Director,  
Operational Support Services  
Jaspal Gill



As a Board of Trustees, we have puzzled over the EQAO math results. We have had many presentations and have talked to staff and to students. In addition, we have hosted three senior members of EQAO who we hoped would help us better understand the discrepancy between in-school achievement and performance on EQAO scores. We do not have the answers. However, we appreciate that the Ministry will review EQAO assessments as part of its plan to refresh provincial assessment and reporting practices.

Twenty years have passed since EQAO was introduced. A comprehensive review is overdue, and we ask that, as this review takes place, we pause EQAO testing for the 2017-2018 school year. This pause would allow our students and staff to not be subjected to an assessment that the Premier has acknowledged needs to be reviewed and improved.

We look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a stylized flourish at the end.

Janet McDougald  
Chair

- c. Peel District School Board Trustees
- Ontario Public School Boards' Association
- Ontario School Board Chairs
- Peel MPPs