



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together."

Our Vision:

"Inspiring our students to succeed and make a difference."

Our Motto:

"Small schools make a difference."

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking."

Regular Board Meeting 2018/10

A G E N D A

Monday, September 24, 2018 – 6:30 p.m.

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

Videoconference Site Locations

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

Board Chair: Pinky McRae

Interim Director: Nicole Morden Cormier

VC Sites: Board Office / LSHS / GCHS / MNHS / 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) 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					
Melissa Lanovaz						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Vallance, Greg					

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

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 24, 2018 be called to order at _____ p.m.

3.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2018/10 Regular Board Meeting, September 24, 2018 be accepted and approved.

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

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

1. Regular Board Meeting 2018/09: August 20, 2018

(To follow under separate cover)

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

- 7.1 Excellence in Education: SGDSB
Presentation Entitled: The May Faces of a Student: Project Update

(Video Presentation
- G. Drazenovich / C. Leroux)

- 7.2 Update: Student Trustee Logan Furoy

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

- 8.1.1 Board Policy Review Committee

(M. McIntyre/ N. Morden Cormier)

- 8.1.2 Indigenous Education Advisory Committee

(S. Sabourin/N. Morden Cormier)

- 8.1.3 Occupational Health & Safety Committee

(M. Groulx/ M. Paris)

- 8.1.4 Special Education Advisory Committee

(W. Goodman)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi
Business /Negotiations Chair: Michael Groulx

- 9.1 Report No. 36:
2018-2019 Interim Report Schedule

(Attached – D. Williams/C. Tsubouchi)

- 9.2 Report No. 37:
Preliminary Enrolment Summary

(Attached – C. Tsubouchi)

- 9.3 Report No. 38:
Board Policy P-215 Trustee Honorarium

(To follow under separate cover – C. Tsubouchi)

10.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

- 10.1 Report No. 39:
Director's Monthly Report – September 2018 ([Attached](#) - N. Morden Cormier)
- 10.2 Report No. 40:
2018-2019 Annual Growth Plan ([Attached](#) – N. Morden Cormier)

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Margaret McIntyre

- 11.1 Report No. 41:
Multidisciplinary Teams Report ([Attached](#) – W. Goodman)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
12.1.1 October 22, 2018 Regular Board Meeting Date (P. McRae)
✓ *That, the Superior-Greenstone DSB approves that the date of the Regular Board meeting on Monday, October 22, 2018 be changed to Monday, October 15, 2018.*
- 12.1.2 Trustee Attendance (P. McRae)
- 12.2 Trustee Associations and Other Boards
- 12.3 Future Board Meeting Agenda Items

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

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

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

([Attached](#))

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

16.0 Report of the Committee of the Whole Closed Section B

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

1. Regular Board 2018/09: August 20, 2018

(To follow under separate cover)

- 16.2 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)

17.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2018/10 Regular Board Meeting, Monday, September 24, 2018 adjourn at _____, p.m.

<u>2018 - Board Meetings</u>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, September 24, 2018	Monday, October 22, 2018 *Designate Site: LSHS	Monday, November 19, 2018
Monday, December 3, 2018 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2018/10

Committee of the Whole Board: Closed Session.

Monday, September 24, 2018

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

A G E N D A

Board Chair: Pinky McRae

Interim Director: Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2018-09: August 20, 2018 (To follow under separate cover)
- 4.0 Personnel Item A (N. Morden Cormier)
- 5.0 Personnel Item B (To follow under separate cover - C. Tsubouchi)
- 6.0 Personnel Item C (C. Tsubouchi)

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

Report No: 36

Date: September 24, 2018

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

FROM: Dianne Williams, Manager of Accounting Services

SUBJECT: Interim Reports Schedule for 2018/19

**STRATEGIC
PRIORITY:** Stewardship

Background

Interim Reports are produced in order to provide management and the board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date. They also provide an outlook for the remainder of the year.

Current Situation

Our interim financial reports for 2018/19 will be provided as follows:

1 st Interim Report	January 21, 2019
2 nd Interim Report	May 27, 2019
3 rd Interim Report	August 19, 2019

Administrative Summary

The report entitled, Interim Reports Schedule for 2018/19 Report is presented to the Board for information.

Respectfully submitted,

Dianne Williams
Manager of Accounting Services

Cathy Tsubouchi
Superintendent of Business

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

Report No: 37

Date: September 24, 2018

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary as of September 11, 2018

**STRATEGIC
PRIORITY:** Stewardship

Current Situation

The enrolment of September 11, 2018 is summarized below:

ELEMENTARY SCHOOLS	BUDGET FTE October 31, 2018	ACTUAL FTE September 11, 2018	VARIANCE
B.A. Parker Public School	135.00	131.00	-4.00
Beardmore Public School	24.00	19.00	-5.00
Dorion Public School	44.00	48.00	4.00
George O'Neill Public School	143.00	148.00	5.00
Manitouwadge Public School	38.00	36.00	-2.00
Margaret Twomey Public School	196.00	191.00	-5.00
Marjorie Mills Public School	51.00	45.00	-6.00
Nakina Public School	17.00	16.00	-1.00
Schreiber Public School	52.00	52.00	0.00
Terrace Bay Public School	79.00	79.00	0.00
Total Elementary Enrolment	779.00	765.00	-14.00
SECONDARY SCHOOLS	BUDGET FTE October 31, 2018	ACTUAL FTE September 11, 2018	VARIANCE
Geraldton Composite High School	200.25	204.25	4.00
Lake Superior High School	81.00	85.00	4.00
Manitouwadge High School	79.25	75.00	-4.25
Marathon High School	156.75	160.25	3.50
Nipigon Red Rock High School	142.00	142.75	0.75
Total Secondary Enrolment	659.25	667.25	8.00
Total Board Enrolment	1,438.25	1,432.25	-6.00

Administrative Summary

That the report entitled *Enrolment Summary as of September 11, 2018* is presented to the Board for information.

Respectfully submitted,
 Cathy Tsubouchi,
 Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 39

Date: September 24, 2018

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Director's Monthly Report: September

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship, Relationships

This monthly summary provides an overview of some events and initiatives that support, directly and indirectly, the Objectives of our Multi-Year Strategic Plan.

Setting the Context for Learning, Relationships, Well-Being and Stewardship: 2018-2019



The 2018-2019 school years marks the 20th Anniversary of Superior-Greenstone District School Board. We are celebrating this anniversary with a great deal to be proud of, some new beginnings and the continued focus on learning and well-being. Our 20th year is being recognized with the launch of a common visual identity across our school board, thus strengthening our visual image and public recognition. Our email signatures, letterheads, board and school logos, colours, presentation formats, etc. have all now been standardized. This consistency defines us in a clear and distinct manner that will build further awareness, trust and pride. Each school now has their own logo that will



be displayed on the exterior of their buildings. In addition, the Superior-Greenstone District School Board website has also undergone a renewal, thus ensuring that our stakeholders have access to information about our schools and programs in a user-friendly manner.

The launch of our renewed Multi-Year Strategic Plan provides us with a strong foundation to begin the school year, as we collectively determine the strategies that will fully operationalize this plan. This year, the focus for the Multi-Year Strategic Plan will be on communication; ensuring that the plan is fully communicated and understood by all stakeholders. During the month of October, a public launch of our Multi-Year Strategic Plan will take place, thus ensuring that all stakeholders have an awareness of our four pillars, the Aims and Objectives, and of how these are interconnected by the overarching theme of equity.

The following Director's Address was shared with all school staff and managers on the September 4, 2018 Professional Development Day, and with Board Office personnel at their staff meeting on September 13, 2018. The goal of this address was to introduce the Multi-Year Strategic Plan by connecting it to some of the plans for the upcoming school year. In addition, this tool was designed to bring staff together through a consistent message.

https://drive.google.com/file/d/1DW5uhsI9wEX1_LUmyHLBgYaOR1fXkDMJ/view?usp=sharing

The focus for the launch of the 2018-2019 school year has been on developing relationships. To this end, Senior Administration and Leads have been visiting schools, with the goal of strengthening relationships, enhancing communication, providing support, and ensuring transparency. Every school received a visit by one or more of our team members during the first weeks.



Stewardship: Student Voice

To achieve the Aim of the Stewardship pillar of our Multi-Year Strategic Plan (2018-2023) for students, we will ensure that we have strategies in place to “strengthen student voice through leadership”, and “provide students with multiple opportunities to exercise social, environmental and digital responsibility in order to contribute to society and the culture of the local and global communities”.

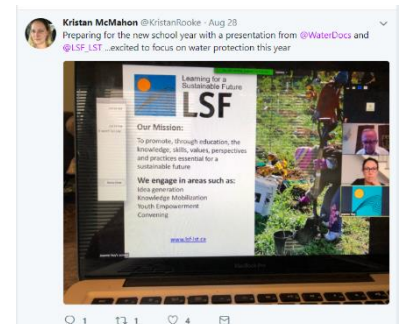


This year, we will once again offer students the opportunity to attend the Superior-Greenstone District School Board Student Leadership Conference, with the theme of “Leadership is Do-er- Ship”. This conference has grown in response to the feedback received from the participants last year, and it will now take place from Wednesday, October 3 (beginning at 4:00 pm) and conclude on Friday, October 5, 2018 (students will board buses at noon), at the Dorion Eagle’s Landing camp. This year, our Student Trustee, Logan Furoy, will take a larger role in collaborating with Jennifer Lemieux, our main facilitator. This conference serves as the launch to our Student Senate.

Nine students from grades 8 to 10 from four schools are participating in the EcoSuperior’s Agents of Change Project. This project aims to inspire and nurture students in becoming engaged citizens, leaders and problem solvers who effectively respond to environmental change in their communities. To launch this project, these student leaders gathered at Fort William Historical Park on September 19 to 21 to explore the complexities of climate change, to build their leadership skills and to use a design thinking process to create student-led climate action campaigns to reduce greenhouse gas emissions in their schools. They will implement their campaigns in their schools throughout this school year, and will remain connected through on-going outreach and support. The total greenhouse gas emission reductions will be calculated and reported in the spring of 2019.

Manitouwadge Public School and Manitouwadge High School students attended WE Day in Toronto on September 20th. The two schools signed up together to become a WE School last year and with various fundraisers and events, they were able to earn 10 tickets to WE Day. The group of seven students fundraised over the summer and launched the school year with a spaghetti dinner at Manitouwadge Public School on Sept 13th. We congratulate the students from both schools on their collaborative effort and on their commitment to working together on these projects. The schools are hoping to continue this collaboration after the conference and into the school year.

Students from the grade 6, 7, 8 class at Marjorie Mills Public School are being introduced to an inquiry around water protection this year. This inquiry is an area of interest for students, and aligns with the Science, Language and Math curriculum expectations. It is another opportunity for students to demonstrate stewardship through environmental leadership.



Learning: Lake Superior High School Destreaming

Lake Superior High School is working collaboratively to raise the level of excellence for all students. Grade 9 is known as a critical transition year for students, thus the school is using a destreamed approach as a way for students to explore the high school curriculum at the Academic Level. While doing so, they are able to keep more pathways open for students as they explore various learning opportunities. After the mid-term, families will be able to make an increasingly informed decision regarding which pathway is the right fit for their child.

Learning and Stewardship: Marathon High School Cooperative Education Project

Marathon High School is looking forward to a major renovation not only for the updated learning space it will provide our students, but also for an unforgettable coop experience for three to four lucky students. Our special education room will be renovated and expanded into a complete student success wing.

Working with SGDSB staff and skilled trades people, 3-4 coop students will have the opportunity to test out careers related to the construction trades. Students will contribute to the project as it goes through the phases of construction including Carpentry, Plumbing, Electrical, and HVAC. This initiative demonstrates the Board's commitment to providing experiential learning opportunities and recognizes that there is urgent need and genuine interest in developing these skills among our students. These potential skilled trades people of the future will not only carry these skills and experiences with them as they move forward with their education, they will also leave a lasting impression on our building and the educative experiences we are able to provide. Stay tuned for updates on the progress of this ambitious project!

Learning: Math Learning Partnership with Lakehead Public

Nineteen educators from across our regions are joining in with educators from Lakehead Public School Board to engage in learning sessions with Dr. Alex Lawson and her team through Lakehead University. Many of our educators are familiar with Dr. Alex Lawson's book, *What to Look For: Understanding and Developing Student Thinking in Early Numeracy*, which is the result of her 6 year research in Ontario classrooms, and are looking forward to furthering their understanding of Alex's developmental continuum supporting students in moving from additive to multiplicative strategies. There are six days of learning scheduled to take place over this school year.

Learning and Well-Being: Principal's embarking in Special Education for Administrators Course with Will Goodman

SGDSB's new strategic plan outlines "Learning and Well-Being" as key pillars to providing a transformative educational experience. Our principal group is modelling this belief as 11 principals have embarked in a 4 module course created by the Ontario Principals' Council.

The belief that all students can succeed is the foundation for education in Ontario as outlined in the Ministry of Education's documents, *Learning For All K – 12* and *Ontario's Equity and Inclusive Strategy*. All administrators must have an in-depth understanding of the complexities of Special Education in order to provide equity of access to opportunity, to close achievement gaps and to have equitable outcomes for students. Each module requires learners to reflect and respond to overseeing the special education program in their schools. Our group has been busy developing their skills and knowledge around knowing the learner and supporting school teams to be responsive.

Evidence of this learning has already impacted school teams as many have included these activities in their first professional learning with school staff. Over the next 6 months we will see and hear the impact as our principals expand their knowledge of student centered learning environments along with the enhancement of communication with parents and community partners.

Relationships: Family Engagement and Equity - Laptop in Schools

This year, each school has received one laptop designed to be used by families. These laptops have been purchased to be used in the main office for families to have access to EDSBY, online surveys and other school related communications that we utilize. These laptops are meant to create equity for our families to ensure that everyone can access the same information. Schools will be promoting the use of this tool to their families and through the School Council.

Relationships: Successful Funding Application

We celebrate our partnerships with some of our First Nation communities who are part of the Kinoomaadziwin Education Body of the Anishinabek Education System. We have worked collaboratively through their Niigaan Gdizhaami Fund to secure funding that will help our students towards their pursuit of high school education and academic success. Miigwech to Pic Mobert First Nation, Biiigtigong

Nishnaabeg and Biinjitiwaabik Zaaging Anishinaabek for their commitment! Looking forward to working together for our students!

Relationships and Well-Being: Lakehead University Achievement Program

Superior-Greenstone District School Board will be entering into an agreement with Lakehead University to bring their Achievement Program to students at the George O'Neill Public School. The Achievement Program is Lakehead University's commitment to supporting access to postsecondary education by providing an opportunity to potential future students who experience socioeconomic barriers to obtaining postsecondary education. The program will launch this year with the students who are currently in grade 4. Students earn financial support from grade 4 to 12 through participation in academic and recreational programming, both at their school, the community and on campus at Lakehead University. While this program is dependent upon funding sources, it is our hope that it may expand to other schools in our board.

Relationships: Best Practices in Construction Management

On Tuesday, September 18, 2018, Marc Paris, Manager of Plant Services and Transportation, was a keynote speaker at a conference sponsored by the Ministry of Education. Marc had been asked to share our board's best practices in the area of Construction Management with the other schools boards in the province, particularly in reference to how SGDSB's Plant Department has been able to continue project work during the school year, in a safe, effective and efficient manner. Marc's leadership is being recognized both by the Ministry of Education and by other schools boards as a model for others.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 39 Director's Monthly Report: September for information.

Respectfully submitted by:

Nicole Morden Cormier
Interim Director of Education

Small Schools Make a Difference!

2018-2019

Setting the Course for Our Schools and Board

Growth Plan and Objectives

- ❖ Engaging our students, staff, families, communities and our world;
- ❖ Fostering productive relationships and mutual respect while endeavoring to achieve district-wide collaborative leadership;
- ❖ Inspiring with evidence-informed practices;
- ❖ Innovating through the potential of emerging technologies.



*It is not the strongest of the species that survive,
nor the most intelligent,
but the most responsive to change.*

Morden-Cormier, Nicole, Interim Director
Superior-Greenstone District School Board
2018-2019

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Introduction

Leadership is defined as “the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization’s vision and goals. Leadership is “successful” when it makes significant and positive contributions to the progress of the organization, and is ethical (supportive and facilitative rather than persuasive, manipulative or coercive). Management is an integral part of leadership. While management is focused on processes and procedures that keep the organization running smoothly, effective leaders approach technical management matters in an adaptive way.”

(Ontario Leadership Framework, 2012)

Superior-Greenstone District School Board is launching our Multi-Year Strategic Plan (MYSP) in 2018-2019. This plan has been crafted after many months (over one year) of consultation with stakeholders; thus this document contains the voices of many. I am proud to say that our school board truly is a “learning organization”; as such, we are well positioned to continue to grow as a collective in order to reflect and respond to the complexity of our ever changing world.

We are immersed in reimagining learning for the 21st Century; as this educational transformation is required to ensure that our student’s ongoing learning, well-being and development of identity remain at the core of everything that we do. This is our moral imperative. As a district, we have focused on moving the student to the center, and our organization continues to respond to the ever changing needs of our world, as described in the quote below,

“If we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world, we must reimagine learning: what’s important to be learned, how learning is fostered, where learning happens, and how we measure success. This means creating environments that challenge, provoke, stimulate, and celebrate learning. We call this new conceptualization of the learning process deep learning, and it must become the purpose of education.
(Deep Learning, pg. 13)

To serve this moral imperative, we, as the adults, need to also continue learning to ensure that school and system policy and practice continue to advance in service of schools and students. As Our Mission states,

*“In Superior-Greenstone District School Board we are learners.
Everything we do is designed to help all students succeed and make a difference.
We build positive places for learning and working...together.”*

As an instructional leader responsible for the implementation of the MYSP and the action plans that will operationalize the MYSP, I will ensure that our core Beliefs are enacted,

“At Superior-Greenstone District School Board we believe in quality programs and service delivery to ensure an outstanding and rewarding experience for our students. We believe that all students can achieve high standards given sufficient time and support.”

As the Interim Director, I see my role as working in partnership with the Board of Trustees to continue to model, support and realize our Mission, Our Vision, and Our Beliefs.

Entry/Growth Plan with Performance Objectives - Explained

As this is a one-year plan for the position of Interim Director of Education, it is imperative that I identify goals and strategies that are specific, measurable, achievable, relevant and timely. This plan serves two functions; it is both an entry plan as well as a plan that articulates the specific performance objectives that I will attain this year, and will thus also serve as my professional Growth Plan. As I engage in this work, personal learning and development will occur, as this work will require me to read professional materials, engage in mentoring opportunities, and to learn from experience/impact. I have identified areas that require immediate attention, those that require additional “listening” and responding, and those that require continued monitoring, pressure and support; each of which support the operationalization of the Multi-Year Strategic Plan. Each goal has been aligned with a Characteristic of Strong Districts and Their Leadership as well as with our Multi-Year Strategic Plan Aims and associated Objective(s). I have then provided concrete examples of the strategies/mechanisms that I will be influencing through my leadership. I feel that the identified goals can be monitored and measured through the evidence of my impact on these strategies/mechanisms that have been listed for each goal.

Overview of Goals: 2018-2019

This plan is designed to operationalize aspects of our Multi-Year Strategic Plan by achieving the following goals:

- **Establish positive relationships with the Board of Trustees grounded in our moral imperative of continuous improvement of student learning and achievement.**
- **Develop a communication strategy for SGDSB that serves to increase transparency and linkages to our core business as articulated by our Multi-Year Strategic Plan.**
- **Develop and foster relationships with stakeholders that are grounded in the principles of our Multi-Year Strategic Plan and that serve to increase a sense of belonging.**
- **Establish and monitor an internal process and a mechanism for reporting on the impact of the Multi-Year Strategic Plan to the Board and stakeholders**
- **Provide system leadership and support to Leads and Principals as they set goals, implement strategies and monitor their impact.**
- **Continue to enhance our understanding and accountability for student achievement and well-being through increased alignment of portfolios.**

- **Continue to enhance our understanding and accountability for student achievement and well-being through job embedded professional development.**
- **Analyze, through consultation with Managers and the Business Superintendent, current operational structures and practices through the lens of increased efficiency, environmental stewardship and well-being (work-life balance), and fiscal responsibility. Introduce short and long term plans to address the needs.**
- **Provide system leadership to Senior Administration and Managers to inform their Operational Plans and implementation strategies.**

To achieve these goals, I will exercise the essential qualities and skills of an effective supervisory officer, with particular emphasis on listening thoughtfully, learning from all stakeholders, sharing my core values in an honest and transparent manner, building strong relationships, and by practicing continual reflection. A key philosophy that informs my leadership is grounded in the statement, “people don’t support what they don’t create.” Thus, ensuring that stakeholders have a voice is essential. Stakeholders would include the Board, teachers, parents, students, community leaders/partners, community members, business leaders and policy makers.

Strong Districts and The Leadership: The Characteristics of Strong Districts

(adopted from Leithwood, “Strong Districts and Their Leadership: A Paper Commissioned by The Council of Ontario Directors of Education and The Institute for Education Leadership”, 2013)

Focus 1: Establish broadly shared mission, vision and goals founded on aspirational images of the educated person.

Strong districts have widely-shared beliefs and visions about student learning and well-being that have been transparently developed with the engagement of multiple school and system stakeholders. These direction-setting features of strong districts fall within the parameters set by the province. The beliefs and visions held include a focus on raising the achievement bar, closing the achievement gap, and nurturing student engagement and well-being. These beliefs and visions for students, understood and shared by all staff, provide strong districts with a moral purpose. The system-wide focus on student-achievement and well-being is a defining feature.

Focus 2: Provide coherent instructional guidance.

When a district’s curriculum standards and frameworks, instructional practices, professional development emphases and assessment tools are all focused on achieving the district’s mission, vision and goals, the district is providing “coherent instructional guidance” to its schools, an important part of what strong districts do

Focus 3: Build district and school staff’s capacities and commitments to make informed decisions.

Strong districts are data driven, using systematically collected data/evidence from all available sources to assist in decision making. When interpreting the data, it is done collaboratively, based upon effective practices, and is the basis for our interactions.

Focus 4: Create learning-oriented organizational improvement processes.

Strong districts approach district and school improvement to encourage communication between and among districts and their schools and provide opportunities for networking, as a strategy for job-embedded, strategically directed professional learning. These approaches aim to accomplish the tasks for which staffs are held accountable and provide significant

opportunities for staff to shape both the improvement efforts and the learning that accrues from such efforts. A manageable number of goals are set for improvement, and leadership from all levels are encouraged to provide input. Monitoring processes are engaged in regularly, as a form of job-embedded professional learning about our impact.

Focus 5: Provide job-embedded professional learning.

Strong districts approach professional development as a key function of their improvement efforts and craft forms of professional development for both teachers and administrators consistent with the best available evidence about effective professional development. PD is an integral part of both school and system improvement problem-solving processes. The close monitoring of progress toward improvement goals by strong districts creates an indirect but powerful means of holding staff accountable for actually applying the capacities acquired through PD.

Focus 6: Align budgets, time and personnel/policies/procedures with district mission, vision and goals.

District alignment, along the lines recommended here, demands the coordinated work (practices, structures, policies) of all members of the district's senior leadership team including those responsible for finance, personnel, operations and academic programs.

Focus 7: Use a comprehensive performance management system for school and district leadership development.

Strong districts support their school leaders with well-developed and implemented performance appraisal procedures, provide them with mentoring, and encourage them to focus their efforts on instructional improvement. Strong districts avoid excessive school leader turnover and plan for orderly leadership succession, in part, by encouraging the distribution of leadership for improvement efforts within.

Focus 8: Advocate for and support a policy-governance approach to Board of Trustee practices.

Strong districts have an elected board of trustees whose patterns of practice adhere closely to a "policy governance" model. Growth in student achievement and well-being is encouraged when elected boards of trustees focus most of their attention on board policy and concern themselves with ensuring the district mission and vision drive the district's improvement efforts.

Focus 9: Nurture productive working relationships with staff and stakeholders.

The relationships that matter most and that are the focus of development in strong districts lie within the central office and between the central office and its schools, parents, local community groups and the Ministry of Education. Communication throughout the system and within schools is nurtured by structures which encourage collaborative work. The school system encourages its schools to engage with parents in both the home and school and helps staffs become more skilled in parent engagement; schools are held accountable for developing productive working relationships with parents. Local community groups are routinely consulted and recognized for their contribution and support. The school system is in regular and two-way communication with the ministry and encourages ministry collaboration in achieving board goals and directions. School leaders engage in high level interactions, driven by a shared sense of improvement in the system. Schools are buffered from external distractions.

Interim Director of Education Entry/Growth Plan: A Plan for Continuous System Improvement

DIRECTOR RESPONSIBILITIES and SKILLS from Ontario Leadership Framework/Strong Districts and their Leadership	STRATEGIES AND PERFORMANCE OBJECTIVES		
	Goal(s) By July, 2018, we will:	Link to Multi-Year Strategic Plan	INDICATORS OF SUCCESS/EVIDENCE September-July (note that the Director's Performance Appraisal will be completed in March, 2019)
Focus #1 Establish broadly shared mission, vision and goals founded on aspirational images of the educated person.	<i>Develop a communication strategy for SGDSB that serves to increase transparency and linkages to our core business as articulated by our Multi-Year Strategic Plan.</i>	Relationships We will strengthen our current relationships while fostering new partnerships by *developing strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging.	-Ensure that internal and external stakeholders possess and understanding of the Multi-Year Strategic Plan and can see their role in the success of our plan (External Stakeholder Launch, school launch, support for principals, managers and leads to embed into their leadership). -Launch the SGDSB website and solicit feedback for improvement. -Refocus the Labour Management Meetings to provide an increased focus on communication and consultation. -Implement a standardized communication tool for families (EDSBY) that will increase communication. -Increasingly communicate and make visible the events that take place in our schools.
Focus #2 Provide coherent instructional guidance.	<i>Provide system leadership and support to Leads and Principals as they set goals, implement strategies and monitor their impact.</i>	Learning We will foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center by *demonstrating commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice. *Intentionally planning and implementing the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formal and informal leadership.	- Support the new School Effectiveness Lead in transitioning, to ensure alignment, a focus on research, and staff capacity building. -Monitor and support the continued implementation of our Board Learning Plan for Student Achievement and Well Being. -Collaborate with the Superintendents, Student Success and School Effectiveness Lead to enhance the accountability and impact of our System Leads on student achievement and well-being. -Support the new Early Years Lead in working collaboratively with the Greenstone Region on the Geraldton Child Care Project. -Collaborate with, learn from, and support our Indigenous Lead to implement the action plan which adheres to the recommendations of the Truth and Reconciliation Commission. -Participate in the co-planning and delivery of Leadership Meetings for Principal capacity building. -Ensure that areas of learning need for staff are addressed through our Professional Development Day Plan, 2018-2019.

<p>Focus #3 Build district and school staff's capacities and commitments to make informed decisions.</p>	<p><i>Establish and monitor an internal process and a mechanism for reporting on the impact of the Multi-Year Strategic Plan to the Board and stakeholders.</i></p>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by *enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.</p>	<p>-Enhance the current board report structure to increasingly and more specifically reflect the MYSP.</p> <p>-Provide expectations for departments and education leads to develop, implement and precisely monitor and report on action plans that operationalize the MYSP (What are the urgent needs of our district that will need to occur to reach our Aims and Objectives? What strategies will be used to meet those needs?).</p> <p>-Ensure the use of systematically-collected evidence to inform decisions and help solve problems throughout the system, as evidenced through an enhanced Comprehensive Needs Assessment process for Leads.</p> <p>-Collaboratively establish a mechanism to increasingly share, inform and promote celebrations for our Board.</p> <p>-Monitor the impact of the HERE Campaign on Attendance Data.</p>
<p>Focus #4 Create learning-oriented organizational improvement processes.</p>	<p><i>Continue to enhance our understanding and accountability for student achievement and well-being through increased alignment of portfolios.</i></p>	<p>Well-Being</p> <p>We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social, and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths. We will achieve this by *Intentionally planning and implementing the principles of our Student Centered, Well-Being Theory of Action, through environments that foster conditions of safety, regulation, belonging, positivity, engagement, identity, mastery and meaning.</p>	<p>-Ensure that the Leads are meeting weekly. Meeting focus will be communication, alignment of needs and services, and learning about implementation (Characteristics of Strong Districts and their Leadership).</p> <p>-AWE Committee (Achievement, Well-Being and Equity Committee) will report back to stakeholders regarding focus and achievements.</p> <p>-Support the creation and implementation of the Education Equity Plan.</p> <p>-Support the Experiential Learning Lead in developing, communicating and implementing a vision for experiential learning that is grounded in fostering student identity.</p>
<p>Focus #5 Provide job-embedded professional learning.</p>	<p><i>Continue to enhance our accountability for student achievement and well-being through increased job</i></p>	<p>Relationships</p> <p>We will strengthen our current relationships while</p>	<p>-Leads will be supported in working directly with staff and students in school, at the elbow.</p>

	<i>embedded professional development.</i>	fostering new partnerships by *working collaboratively through job-embedded professional learning supported by knowledgeable others.	<p>-Data will be collected that reflects the level of absenteeism due to professional development and the amount of job-embedded professional learning occurring in schools. A strategy will be implemented to address the areas of need.</p> <p>-Continue to support staff in the achievement of the SGDSB Student Centered Theory of Action, with particular emphasis on assessment and evaluation practices.</p>
Focus #6 Align budgets, time and personnel/policies/procedures with district mission, vision and goals.	<i>Analyze, through consultation with Managers and the Business Superintendent, current operational structures and practices through the lens of increased efficiency, environmental stewardship and well-being (work-life balance), and fiscal responsibility. Introduce short and long term plans to address the needs.</i>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by *enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.</p>	<p>-Ensure that all departments have Departmental Plans that operationalize the Strategic Plan and that set goals for improvement/growth.</p> <p>-Embed structures to increase communication and collaboration among managers and Superintendents.</p> <p>-Enhance my understanding of the business aspects of SGDSB by working more closely with the SBO in order to make increasingly informed decisions.</p> <p>-Create a plan to increase efficiency and reduce workload of board office staff, while maintaining fiscal responsibility.</p> <p>-Support the implementation of the FMZ program - Electronic Expense Reports completed using the FMZ program (leads and principals first, followed by all other staff).</p> <p>-Support the expansion of the EBase System to provide for electronic reporting of workplace violence, student major offences, suspensions, and workplace injury.</p> <p>-Work with the Plant Department and schools to identify areas of need, based upon the Objectives of our Strategic Plan.</p> <p>-Work as part of the Environmental Committee to determine a plan for creating an environmental plan to reduce the footprint of our board.</p>
Focus #7 Use a comprehensive performance management system for school and district leadership development.	<i>Provide system leadership to Senior Administration and Managers to inform their Operational Plans and implementation strategies.</i>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by</p>	<p>-Support Superintendents in implementing effective performance management systems, including the implementation of the Principal Performance Appraisal Process, with particular focus on monitoring Problems of Practice/Growth Plans for Leaders.</p> <p>-Provide leadership to Managers to increase their understanding of the Characteristics of Strong Districts and their Leadership, our MYSP and how to operationalize that plan, and of how to increasingly influence engagement and morale within their departments.</p>

		*enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.	
Focus #8 Advocate for and support a policy-governance approach to Board of Trustee practices.	<i>Establish positive relationships with the Board of Trustees grounded in our moral imperative of continuous improvement of student learning and achievement.</i>	Relationships We will strengthen our current relationships while fostering new partnerships.	<ul style="list-style-type: none"> -provide professional learning related to shared leadership, continuous improvement, staff development and data-based decision making for new and experienced trustees, in conjunction with the Chair. -enhance the understanding of the role of the Student Trustee -Enhance the role of the Student Trustee and Student Senate to align with policy and to ensure that they understand their voice in leading our organization. -Provide increased focus and communication related to student achievement, well-being and celebrations. -Establish a Director Performance Appraisal Policy in conjunction with the Chair.
Focus #9 Nurture productive working relationships with staff and stakeholders.	<i>Develop and foster relationships with stakeholders that are grounded in the principles of our Multi-Year Strategic Plan and that serve to increase a sense of belonging.</i> (linked to Focus #1)	Learning We will foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center by *developing tools to enhance family/caregiver and community engagement and increase social capital in learning and well-being. Relationships We will strengthen our current relationships while fostering new partnerships by *collaborating with our partners to meaningfully celebrate individual identity and the pursuit of a collective	<ul style="list-style-type: none"> -Increase family engagement through the Parental Involvement Committee. Increase the number of families and principals consistently attending the Parental Involvement Committee Meetings. -Increase the understanding of leaders of the research (Leithwood) related to family engagement and monitor the enhancements to their school-based family engagement strategies. -Increase the number of families attending the School Council Meetings. -Engage with First Nations partners to develop Education Service Agreements. -Lines of Communication Regarding Complaints Policy made visible and adhered to. -Continue to build positive relationships through participation in the PIC, SEAC, FNAC and IEAC committees as well as through school and community engagement. -Continue to emphasize the importance of Attendance through the raising of awareness (HERE Campaign). -Engage in monthly staff meetings with personnel from the Marathon Board Office in order to promote the Strategic Plan, particularly in the area of well-being and engagement in the mission, vision and beliefs.

		<p>identity, anchored in curricular transformation.</p> <p>Well-Being</p> <p>We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social, and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths. We will achieve this by:</p> <p>*striving to ensure a safe and welcoming environment for all students, staff, families and community members.</p>	
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
“Inspiring Our Students to Succeed and Make a Difference”

Report No: 41

Date: September 24, 2018

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

FROM: Will Goodman, Interim Superintendent of Education

SUBJECT: Multi-Disciplinary Teams

**STRATEGIC
PRIORITY:** Learning, Well-Being, Stewardship

Background

The Ministry is investing nearly \$300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs. This investment will include two parts:

\$125 million in EPO funding to address current waitlists for assessments over the next three school years. Further details will be provided to school boards in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo.

Over \$170 million in funding, over the next three years, to be allocated through the Special Education Grant, which will support increased special education programs and services. This includes:

- Funding for a multi-disciplinary team or equivalent for all boards (four additional FTEs per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
- Funding for other staffing resources to support students with special education needs; and
- Funding to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-20.

The recent GSN announcement declared a refocused and expanded funding to include Autism and mental Health. Autism is the fastest growing exceptionality in Ontario schools. Students with ASD have a broad range of complex needs and would benefit from increased access to professionals in schools.

Funding continues to support school boards in hiring multi-disciplinary teams which could include Speech Language Pathologists, Psychology, Social Workers, Behaviour experts and others, as appropriate, based on local needs to support all students with Spec Ed needs, including those with ASD and other needs such as mental health.

SGDSB Multi-Disciplinary Team Allocation:

0.5 Spec Ed Principal Lead – Terrace Bay/Schreiber/System

0.5 Spec Ed Principal Lead – Nipigon/Red Rock/System

1.0 Positive Behaviour Interventionist (GOPS)

1.0 Special Education Facilitator (Greenstone – support Beardmore and Nakina as needed)

1.0 Special Education Facilitator (Marathon- support Manitouwadge as needed)

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 41 Multi-Disciplinary Teams, as information.

Respectfully submitted by:

Will Goodman
Interim Superintendent of Education