



## 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 2018/11

## A G E N D A

Monday, October 15, 2018 – 6:30 p.m.

Designated Site: Lake Superior High School, 19 Hudson Drive, Terrace Bay, 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					

<b><u>Board Administrators</u></b>	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, October 15, 2018 be called to order at \_\_\_\_\_ p.m.

**3.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB 2018/11 Regular Board Meeting, October 15, 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 2018/10: September 24, 2018

[\(Attached\)](#)

**5.2 Board Policy Review Committee: October 2, 2018**

[\(Attached\)](#)

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of October 2, 2018 and approves as reviewed:

- P-506 Drug Education [\(Attached\)](#)
- P-537 Growing Success – Cheating or Plagiarism [\(Attached\)](#)
- P-545 Supporting Students with Prevalent Medical Conditions in Schools [\(Attached\)](#)
- P-217 Trustee Expenses [\(Attached\)](#)

to be posted to the Board website with an implementation date of October 16, 2018, and all of which shall supersede any previous policies.

**6.0 Business Arising Out of the Minutes****6.1 Trustee Professional Development**

(P. McRae)

**7.0 Delegations and/or Presentations****7.1 Excellence in Education: Schreiber Public School Presentation Entitled: #SPS Together We Are Better**

(Power Point Presentation  
- Lesley Blackwood, Vice-Principal,  
SCPS Staff and Community Partners)

**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 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 Bylaw 144 – 2019 Tax Levy:

([Attached](#) – D. Williams/C. Tsubouchi)

✓ **That**, the Superior-Greenstone DSB approves  
Bylaw No. 144 being a bylaw to levy taxes for  
2019 as per the attached

9.2 Report No. 42:

Transfer to Winning Teams/Championship Reserve

([Attached](#) – C. Tsubouchi)

✓ **That**, having received report No.42 Transfer to Winning  
Teams/Championship Reserve, the Superior-Greenstone  
DSB makes the following reserve transfer:

To Winning Teams/Championship Reserve      \$50,000

9.3 Report No. 43:

Update on Elementary Staffing Adjustment for 2018-2019

([Attached](#) – C. Tsubouchi)

9.4 Report No. 44:

Signing Officers of the Board

([Attached](#) – C. Tsubouchi)

✓ **That**, effective October 15, 2018, signing officers for  
Superior-Greenstone District School Board be any two  
of the following:

Nicole Morden Cormier, Director of Education and Secretary to the Board

Cathy Tsubouchi, Superintendent of Business and Treasurer

Charlie Bishop, Superintendent of Education

Dianne Williams, Manager of Accounting Services

**10.0 Reports of the Director of Education**

Interim Director of Education: Nicole Morden Cormier

10.1 Report No. 45:

Director's Monthly Report – October 2018

([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. 46:

Elementary EQAO 2017-2018 Achievement

([Attached](#) – K. Schram/C. Bishop)

11.2 Report No. 47:

EQAO Secondary Achievement Results  
Grade 9 Mathematics and Grade 10 OSSLT

([Attached](#) – C. Leroux/W. Goodman)

**12.0 New Business**

Board Chair: Pinky McRae

12.1 Board Chair

12.2 Trustee Associations and Other Boards

12.3 Future Board Meeting Agenda Items

**13.0 Notice of Motion****13.1 Notice of Amendment/Addition to Superior-Greenstone DSB Procedural Bylaw**

In accordance with Superior –Greenstone DSB Procedural Bylaws, wherein amendments made to appendices of the Board's Bylaws must be preceded by notice, notice is given to amend Appendix B, (Page 11) Procedures for Drawing Lots as follows:

Procedure for Drawing Lots:

Two ballots shall be prepared: one stating the name of the position to be filled and the other blank. The person drawing the ballot stating the name of the position shall be declared the winner.

**Amendment**

Delete: "Two ballots shall be prepared: one stating the name of the position to be filled and the other blank. The person drawing the ballot stating the name of the position shall be declared the winner".

Insert: "The names of these candidates will be placed in a box by the two scrutineers and will be drawn by one scrutineer to declare the successful candidate. This will take place in front of the candidates.

Ballots shall be prepared by the two scrutineers as follows and placed in a box:

- One ballot for each candidate that states the candidates name; the other(s) blank.
- A sufficient number of blank ballots will be added to ensure fairness. The total number of blank ballots will be two times the number of candidates (e.g. If there are two candidates, therefore there will be four blank ballots).
- In the case of a blank ballot being drawn, ballots will continue to be drawn by a scrutineer until a candidate's name is drawn. This candidate will be the successful candidate.
- A scrutineer will provide the ballot to the Secretary to announce."

**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 2018/10: September 24, 2018

[\(Attached\)](#)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 2018/11 Regular Board Meeting, Monday, October 15, 2018 adjourn at \_\_\_\_\_, p.m.

<b><u>2018 - Board Meetings</u></b>	
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.	
Monday, October 15, 2018 *Designate Site: LSHS	Monday, November 19, 2018
Monday, December 3, 2018 (1:00 p.m.)	

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Regular Board Meeting 2018/11

Committee of the Whole Board: Closed Session.

Monday, October 15, 2018

Designated Site: Lake Superior High School, 19 Hudson Drive, Terrace Bay, ON

### A G E N D A

**Board Chair:** Pinky McRae

**Interim Director:** Nicole Morden Cormier

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

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
  1. Regular Board Meeting 2018-10: September 24, 2018 [\(Attached\)](#)
- 4.0 Personnel Item A – Report No. IC-03-18 [\(Attached\)](#) - C. Tsubouchi
- 5.0 Personnel Item B [\(Attached\)](#) – N. Morden Cormier



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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### 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

### MINUTES

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  
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**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) 7:55 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				
Lanovaz, Melissa			X			McRae, Pauline (Pinky)	X				
Groulx, Michael			X			Pelletier, Allison			X		
MacGregor, Aaron		X				Sabourin, Stanley	X				
Mannisto, Mark			X			Vallance, Greg	X				

<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>	X				
Tsubouchi, Cathy: <i>Superintendent of Business</i>	X				
Bishop, Charlie: <i>Superintendent of Education</i>			X		
Goodman, William: <i>Interim Superintendent of Education</i>	X				
Williams, Dianne: <i>Manager of Accounting Services</i>	X				
Paris, Marc: <i>Manager of Plant Services/Transportation</i>	X				
Demers, Linda: <i>Coordinator of Business Services</i>	X				
Lucas, Jay: <i>Coordinator of Information Technology Services</i>	X				
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>	X				

**2.0 Regular Meeting Call to Order****126/18**

Moved by: Trustee G. Vallance

Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 24, 2018 be called to order at 6:32 p.m.

Carried**3.0 Approval of Agenda****127/18**

Moved by: Trustee M. McIntyre

Second: Trustee A. Pelletier

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

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

Nil.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings****128/18**

Moved by: Trustee M. Lanovaz

Second: Trustee M. McIntyre

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

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

Carried**6.0 Business Arising Out of the Minutes**

None

**7.0 Delegations and/or Presentations****7.1 Excellence in Education: SGDSB - The Many Faces of a Student: Project Update**

A video presentation was provided by Paige Fortier, Carol Leroux and George Drazenovich. The presentation highlighted the in-depth work that has been completed for the Many Face of a Student project. The project aims to provide students with a voice and to build understanding of the many challenges and achievements of today's students. The group reviewed the projects proposal process, project goals and presented the impactful and emotionally moving video created by the students.

**7.2 Update: Student Trustee Logan Furoy**

Student Trustee Logan Furoy provided the Board with an update regarding the recent Student Senate activity across the district. Discussions highlighted the second annual SGDSB Student Leadership Conference taking place in the next few weeks.

**8.0 Reports and Matters for Decision****8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Board Policy Review Committee**

The next meeting is October 2, 2018. Agenda will be sent out this week.

**8.1.2 Indigenous Education Advisory Committee**



The committee held its first meeting on September 18, 2018. Director N. Morden Cormier provided a brief review of the meeting's large agenda that included discussions regarding honorariums, smudging protocols, First Nation Trustee appointment process, the board action plan and a presentation on how Indigenous culture will be embedded throughout our Early Years classrooms. The next tentative date is February 19, 2019.

8.1.3 Occupational Health & Safety Committee

The September meeting date was cancelled and the next meeting is October 24, 2018.

8.1.4 Special Education Advisory Committee

Superintendent of Education Will Goodman provided a review of the topics discussed at the September 11, 2018 SEAC meeting. Topics discussed included the building of Snoezelen room at George O'Neill Public School, presentation from Ms. Bianco regarding Autism Spectrum Disorder and multidisciplinary teams. The next meeting date is October 16, 2018.

**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

Manager of Accounting Services Diane Williams presented the Interim Financial Report Schedule for 2018-2019.

9.2 Report No. 37: Preliminary Enrolment Summary

Superintendent of Business Cathy Tsubouchi provided a review of the report entitled Preliminary Enrolment Summary. The summary will be presented again in November with the enrolment dates as of October 31, 2018.

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

C. Tsubouchi provided a detailed review of the report provided. The Policy required update prior to the upcoming Municipal/Trustee Elections.

**129/18**

*Moved by: Trustee S. Sabourin*

*Second: Trustee M. McIntyre*

✓ **That**, the Superior-Greenstone DSB having received report No. 38 entitled, Board Policy P-215 Trustee Honorarium, approve Policy 215 Trustee Honorarium, as presented.

*Carried*

**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

Interim Director N. Morden Cormier provided a brief review of the report provided. Trustees were invited to attend the official community launch for the Strategic Plan on October 26<sup>th</sup> from 8:00 am – 9:00 am at each of our high school video conference rooms. In addition to the report, the Director congratulated Marc Paris Manager of Plant Services, for recently being recognized by the Ministry of Education by being requested to provide a presentation regarding construction management at a conference.

10.2 Report No. 40: 2018-2019 Annual Growth Plan

The Director's Annual Growth Plan for 2018-2019 was reviewed by N. Morden Cormier. She advised Board members that the growth plan outlines the goals for this school year while enacting the Strategic Plan. This document will be reviewed in conjunction with the Director's Performance Appraisal at the March 2019 Board meeting.

**11.0 Reports of the Education Committee**

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

**11.1 Report No. 41: Multidisciplinary Teams Report**

Interim Superintendent of Education Will Goodman provided a review of the report on Multidisciplinary Teams. He noted that the Ministry has invested 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. The funding supports school boards in hiring multi-disciplinary teams which could include Speech Language Pathologists, Psychology, Social Workers, Behavior experts and others that are required to support all students with special education needs. The report outlined the SGDSB Multi-Disciplinary Team Allocation.

**12.0 New Business**

Board Chair: Pinky McRae

**12.1 Board Chair**

**12.1.1 October 22, 2018 Regular Board Meeting Date**

The Municipal elections are scheduled for October 22, 2018. Therefore it is recommended to change the date of the next Regular Board meeting to October 15, 2018.

**130/18**

*Moved by: Trustee G. Vallance*

*Second: Trustee M. Mannisto*

*✓ 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.*

*Carried*

**12.1.2 Trustee Attendance**

Board Chair P. McRae issued a reminder to Trustees regarding the Board meeting attendance requirements as outlined within the Education Act.

**12.2 Trustee Associations and Other Boards**

Trustee A. Pelletier provided a review of recent OPSBA meeting. She noted that she will be unable to continue her role as OPSBA voting delegate in the near future and therefore will not be seeking nomination for the position at the Organizational Meeting in December.

Trustee M. Mannisto discussed the efforts currently underway to organize a regional visit during the month of November from OPSBA executive members. Further details will be circulated as they come available.

**12.3 Future Board Meeting Agenda Items**

Nil.

**13.0 Notice of Motion**

Nil.

**14.0 Observer Comments**

Nil.

**15.0 Committee of the Whole Board** (In-Camera Closed)**15.1 Agenda: Committee of the Whole Board – Closed****131/18**

Moved by: Trustee G. Vallance

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:55 p.m. and that this portion be closed to the public.

Carried**15.2 Rise and Report from Closed Session****132/18**

Moved by: Trustee G. Vallance

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:12 p.m. and that this portion be open to the public.

Carried**16.0 Report of the Committee of the Whole Closed Section B****16.1 133/18**

Moved by: Trustee M. Mannisto

Second: Trustee A. Pelletier

✓ **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

Carried**16.2 Other Recommendations from Committee of the Whole Closed Session****134/18**

Moved by: Trustee G. Vallance

Second: Trustee S. Sabourin

✓ **That**, the Superior-Greenstone District School Board having received Report No. IC-02-18 Non-Union Salary Report – new positions, approve the addition of the Hockey Canada Skills Academy Support Coach to the “Casual/Non-Union Salary Grid” as presented; The rate for the Positive Behavior Interventionist as presented; and The addition of the Indigenous Graduation/Student Support Coach position to the Administrative Terms and Conditions with grid and benefits, as presented.

**17.0 Adjournment****135/18**

Moved by: Trustee G. Vallance

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB 2018/10 Regular Board Meeting, Monday, September 24, 2018 adjourn at 8:14, p.m.

Carried**2018 - Board Meetings**

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

**T O P I C S**

**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 7:55 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2018-09: August 20, 2018
- 4.0 Capital Item
- 5.0 Personnel Item A – Report No. IC-02-18
- 6.0 Personnel Item B

**Regular Board Meeting 2018-10**

Monday, September 24, 2018

**M I N U T E S**

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

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Teleconference Meeting – Marathon, ON

Tuesday, October 2, 2018 @ 6:30 p.m.

**MINUTES**

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
MacGregor, Aaron		x				Groulx, Michael					x
Pelletier, Allison		x				Vallance, Greg (Alternate)					x
McIntyre, Margaret	x					*Sabourin, Stanley (Alternate)					x
Mannisto, Mark		x				McRae, Pinky (Ex-Officio)		x			

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Interim Director of Education</i>	x				
Tsubouchi, Cathy: <i>Superintendent of Business</i>					x
Bishop, Charles: <i>Superintendent of Education</i>		x			
Goodman, Will: <i>Interim Superintendent of Education</i>					x
Paris, Marc: <i>Manager of Plant Services</i>					x
Brewster, Annick: <i>Principal MNHS</i>		x			
Christianson, GerriLynn: <i>Recorder</i>	x				

**1.0 Review and Approval of Minutes: June 5, 2018**

Moved: A. Pelletier

Second: A. MacGregor

That, the Board Policy Review Committee minutes of June 5, 2018 be approved.

Carried

**2.0 Business Arising from Minutes: June 5, 2018****Stakeholder Reviews**

The following policies were posted for stakeholder review for the period June 5 through August 6, 2018. No stakeholder feedback was received on the policies noted below.

P-506 Drug Education

P-537 Growing Success – Cheating or Plagiarism

P-545 Supporting Students with Prevalent Medical Conditions in Schools

P-217 Trustee Expenses

It was noted that Policy 706 Health and safety will be reviewed by the Occupational Health and Safety Committee meeting in October and brought forward to Board Policy Review committee at the next meeting.

**Action:** P-506, P-537, P-545, and P-217 to be referred for Board approval on October 15, 2018.

**3.0 Reviews: New/Existing Policies**

P-509 Fundraising

P-101 Vision Statement

P-102 Mission Statement

P-103 Goal Statement

P-104 Board Motto

P-414 Naming of Educational Facilities

- P-907 Visual Identity
- P-214 META
- P-307 Travel Meals and Hospitality Expenses
- P-712 Recognition of Employees
- P-540 Pediculosis (Head Lice)

The language within Policy 509 was enhanced to make the policy read more clearly. Policy 101, P-102, P-103 and P-104 were updated in accordance with the approved Strategic Plan. Policy 414 Naming of Educational Facilities and Policy 907 Visual Identity are new proposed policies that were reviewed and accepted as presented. Senior Administration brought forward the Management Guideline for Policy 214 META for the committee to review. Some minor changes were made to the policy and the committee accepted the presented management guideline as edited.

Director N. Morden Cormier noted that Policy 712 Recognition of Employees did not require any updates, however, the Management Guideline is currently being updated by Senior Admin Team to enhance employee recognition in a fiscally responsible and equitable manner.

Superintendent of Education C. Bishop provided a detailed review of Policy 540 Pediculosis (Head Lice). The policy was edited to remove any procedures that had been included so that they can be properly reflected in the Management Guideline.

Senior Admin noted that they are currently reviewing Policy 401 Consumption of Alcohol and Policy 405 Smoking to ensure that the necessary updates are made in preparation for the legalization of Cannabis. These policies will be brought forward as soon as possible for review.

**Action:** Submit P-509, P-101, P-102, P-103, P-104, P-414, P-907, P-214 MG, P-307, P-712 and P-540 for stakeholder review on October 3, 2018.

#### **4.0 List All Policies to be Referred for Stakeholder Review as of October 3, 2018**

- P-509 Fundraising
- P-101 Vision Statement
- P-102 Mission Statement
- P-103 Goal Statement
- P-104 Board Motto
- P-414 Naming of Educational Facilities
- P-907 Visual Identity
- P-214 META
- P-307 Travel Meals and Hospitality Expenses
- P-712 Recognition of Employees
- P-540 Pediculosis (Head Lice)

#### **5.0 List All Policies to Refer to Board for Approval on October 15, 2018**

- P-506 Drug Education
- P-537 Growing Success – Cheating or Plagiarism
- P-545 Supporting Students with Prevalent Medical Conditions in Schools
- P-217 Trustee Expenses

#### **6.0 2018 Meeting Schedule**

The next Committee meeting is scheduled for November 6 at 6:30 pm.

The Committee discussed and accepted the new proposed meeting schedule for Board Policy Review Committee meetings. Beginning in January 2019, the meetings will take place every second month, as opposed to every month.

**7.0 Adjournment**

Moved: A. MacGregor

Second: M. Mannisto

*That, the Board Policy Review Committee Meeting of October 2, 2018 adjourn at 7:01 p.m.*

Carried

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section*                      **SCHOOLS AND STUDENTS**

*Policy Name*              **DRUG EDUCATION**

**506**

*Board Approved:*              October 18, 2010  
    March 12, 1999

*Reviewed:*                      September 23, 2010  
    December 6, 2005

*Review by:* ~~December 2015~~  
    **December 2020**

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**POLICY**

It is the policy of the Superior-Greenstone District School Board to promote wellness among its students by fostering the development of healthy lifestyles and by discouraging the use of tobacco, alcohol and other drugs.

**PROCEDURES****1.0     Role & Scope**

The Board's policy and procedure affecting "drug education" is to attempt to reflect current conditions and is to aim to focus on the role of the Board, its administrators and staff, its students and their parents and members of the community.

**2.0     Curriculum**

Curriculum initiatives will attempt to develop modules for use from JK to Grade 12 to help prevent alcohol and drug-related problems, **and will be supported by the drug and alcohol curriculum in the Healthy Living section of the Health and Physical Education courses from grade 2 – grade 12.**

**3.0     Identification**

The Board will develop a process for identification of and early intervention into problems among students for whom preventative efforts have been unsuccessful.

**4.0     Discipline**

Each school will adhere to the school Code of Conduct and the ~~h~~**B**oard's policy on Safe Schools and its policy on Progressive Discipline and School Safety regarding alcohol and drug related incidents.

**5.0     Partnerships**

Efforts will be made to establish partnerships involving students, parents and the community, **and to make use of existing partnerships with the Ontario Provincial Police, Thunder Bay District Health Unit, and other agencies to provide up to date drug education to staff and students when it is required.**

**References**

Policy 520: Safe Schools

Policy 535 Progressive Discipline and School Safety

***The Education Act***

~~Progressive Discipline and School Safety (Bill 212) 2007~~



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS		
Policy Name	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS LOWER THAN 50 PERCENT (Management Guideline Applies)	537	
Board Approved:	October 18, 2011	Reviewed: September 26, 2011	Review By: <del>December 2016</del> December 2023

**POLICY**

The Superior-Greenstone District School Board is committed to enabling every student to reach their potential and succeed;

The Superior-Greenstone District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

**BACKGROUND**

The Ministry of Education's ~~new~~ policy document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* ~~will~~ directs the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy document directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's ~~Growing Success~~ *Growing Success* policy document contains fundamental principles that will guide the expected practices and procedures for the assessment and evaluation of all students in all SGDSB schools.

**FUNDAMENTAL PRINCIPLES FROM GROWING SUCCESS**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are ~~First Nation, Metis, or Inuit~~ Indigenous;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to interests, learning styles and preference, needs, and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

#### **Schools have the responsibility to:**

- Implement practices aligned with the fundamental principles in the Ministry of Education's *Growing Success* policy **document**;
- Ensure that reported grades accurately reflect student achievement of the curricular, overall expectations of the subject, course, or as identified in a student's Individual Education Plan (IEP);
- Ensure that students with special education needs are provided with accommodated, modified and/or alternate program, as outlined and monitored in their IEPs
- Ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- Promote a culture of student ownership and a voice in their learning;
- Promote academic honesty;
- Ensure that students are responsible for providing evidence of their learning within established timelines;
- Ensure that there are appropriate **interventions and** consequences for cheating, plagiarizing, not completing work, and submitting work late;
- Ensure that the determination of interventions and consequences will take into consideration the following factors: grade level, maturity, pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- Ensure that the mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curricular overall expectations;
- Assess the ongoing effectiveness of interventions and consequences to determine further interventions required to support student success.

#### **REFERENCES**

- Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50% (Management Guideline)
- Policy 536: Equity and Inclusive Education
- ~~Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010~~  
***Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010***
- SGDSB: Learning For All, 2009
- ~~SGDSB: On Your Own, 2010~~
- ~~SGDSB: Guidelines to Assessment and Evaluation of Student Achievement: 2003~~

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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<i>Section</i>	SCHOOLS & STUDENTS	
<i>Policy Name</i>	SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS (ANAPHYLAXIS, ASTHMA, DIABETES, AND/OR EPILEPSY) IN SCHOOLS <i>Management Guideline Applies</i>	545

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Board Approved: \_\_\_\_\_

Reviewed: June 5, 2018

Review by: December 2023

### **POLICY**

The Superior Greenstone District School Board believes that it is a shared responsibility to maintain a safe environment for every student. Supporting students with prevalent medical conditions is one aspect of keeping our students' well-being a priority.

The school board policy statement on supporting students with prevalent medical conditions includes the following goals:

- To support students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being.
- To empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.
- To support parents in feeling confident that their child is safe at school and during school related activities.
- To create a collaborative approach with the student, parents, principal, school staff and health care professionals, to ensure a full understanding of the prevalent medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care.
- To ensure the appropriate staff are familiar with the prevalent medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency.

### **References:**

- *A Handbook for Type 1 Diabetes Management in Schools, New Brunswick (2008) Diabetes Support Plan and Medical Alert Information, British Columbia. Individual Anaphylactic Plan, Hamilton-Wentworth District School Board. Medical Care Plan, York Region District School Board.*
- *Supporting Students with Medical Conditions at School, UK Department of Education (2015).*

- *Individual Care Plan for Students with Type 1 Diabetes: Daily Procedures, Canadian Paediatric Society (2017).*
- *Asthma Management in Schools, Asthma Society of Canada.*
- *Sara's Ready – Preparing for the September Asthma Peak, Asthma Society of Canada.*
- *Breathe: Your Asthma is as unique as you are, Asthma Society of Canada.*
- *Managing Life-Threatening Conditions: Guidelines for Saskatchewan School Divisions, Saskatchewan School Board Association (2015).*
- *Allergy and Clinical Immunology (2016) Managing Asthma Attacks (Poster), The Lung Association – Ontario.*
- *Supporting Ontario Children and Students with Medical Conditions (Quick Facts), The Lung Association – Ontario.*
- *Individual Student Asthma Management Plan, OPHEA and The Lung Association – Ontario.*
- *Provincial Standards in Supporting Students with Type 1 Diabetes in the School Setting, British Columbia (2015).*
- *Supporting Children and Students with Prevalent Medical Conditions in Schools (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy), Ontario Ministry of Education, Policy Program Memorandum (2017).*
- *Consent Form, Hamilton-Wentworth District School Board 43.*

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**


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*Section* BOARD AND ADMINISTRATION

*Policy Name* TRUSTEE EXPENSES

217

*Board Approved:* March 19, 2012

*Review By:* December 2022  
December 2017

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**POLICY**

It is the policy of Superior-Greenstone District School Board to provide remuneration and reimbursement for expenses incurred in the course of their duties subject to the following guidelines and limitations of the approved budget.

**GUIDELINES****1.0 Remuneration**

Trustee remuneration will be paid in accordance with Policy 215 - Trustee Honorarium and Policy 210 - Student Trustee.

**2.0 Travel Expenses**

Trustees will be reimbursed for reasonable expenses incurred in the course of their duties.

All travel while attending Board business will be reimbursed in accordance with Policy 208 - Trustee/Student Trustee Attendance at Conferences and Policy 307 - Travel, Meals and Hospitality Expenditures.

**3.0 Trustee Equipment and Support****3.1 Computer**

Upon commencement of their term, a basic laptop computer will be provided by the Board during the trustee's term in office, unless the Trustee decides that they do not want one. If a trustee vacates the position, the equipment must be returned to the Board.

**3.2 Cell phones**

Trustees with personal cell phones will be paid a monthly allowance of \$50 per month, upon submission of cell phone bill and provided they provide their cell phone number to be used by the board to contact trustees when necessary. In addition, the board will also reimburse up to a maximum of \$75 per annum for connection fees, if applicable and upon provision of the invoice for the annual fee. Board cell phones will not be provided. No other phone lines will be provided.

**3.3 Internet**

Trustees are required to have internet access at home. Internet services will be set up for direct billing to the Board or will be reimbursed to the trustee upon submission of their internet provider invoice which indicates the cost of internet service.

**3.4 Printer and fax machines**

With our focus on paperless, such equipment will not be provided.

**3.5 Supplies**

Supplies such as ink and paper will not be provided.

**4.0 Other**

Trustees will follow section 4 of the Policy 307 - Travel, Meals and Hospitality Expenditures for reimbursement of eligible expenses.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**BY-LAW NO. 144**

A By-law to levy taxes.

**Whereas** subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the *Education Act*,

**And Whereas** Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the *Education Act*,

**NOW THEREFORE THE TRUSTEES OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ENACT AS FOLLOWS:**

The rates set out in Ontario Regulation 400/98 for 2019 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.

Read a First, Second and Third Time, this 15th day of October, 2018.

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Chair

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Secretary to the Board

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

**Report No:** 42

**Date:** October 15, 2018

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

**FROM:** Cathy Tsubouchi

**SUBJECT:** Transfer to Winning Teams/Championship Reserve

**STRATEGIC  
PRIORITY:** Stewardship

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**Background**

Budget Estimates report for 2018/19 was presented at a Special Board Meeting held July 16, 2018. As part of that discussion it was noted that \$50,000 would be transfer from Rural and Northern Education Fund to the Winning Teams/Championship reserve for travel costs.

**Administrative Recommendation**

That, having received report No. 42, Transfer to Winning Teams/Championship Reserve, the Superior-Greenstone DSB makes the following reserve transfer:

To Winning Teams/Championship Reserve	\$50,000
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Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business

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

**Report No:** 43  
**Date:** October 15, 2018

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

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

**SUBJECT:** Update on Elementary Staffing Adjustment for 2018-2019

**STRATEGIC  
PRIORITY:** Learning, Well-being, Relationships and Stewardship

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**Background**

In August, Administration brought forward Report No. 35 - Elementary Staffing Adjustment for 2018-2019 in which the Board was advised that we were monitoring enrolment pressures in a couple of schools. In order to ensure compliance with Primary Class Size Requirements, the Board authorized Senior Administration to add up to 2.0 FTE to elementary staffing in September for 2018-2019, if the addition is required to comply with Primary Class Size requirements.

**Current Situation**

The purpose of this report is to advise the Board that no elementary staffing additions were required and that we are compliant with the Primary Class Size requirements.

**Administrative summary**

That, the report No.43 entitled, Update on Elementary Staffing Adjustment for 2018-2019, be received by the Board for information.

Respectfully submitted,

Cathy Tsubouchi,  
Superintendent of Business/HR



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

**Report No: 44**

**Date:** October 15, 2018

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

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

**SUBJECT:** Signing Officers of the Board

**STRATEGIC  
PRIORITY:** Stewardship

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**Background**

Due to staffing changes, we need to update our signing officers.

**Administrative Recommendation**

That, effective October 15, 2018, signing officers for Superior-Greenstone District School Board be any two of the following:

Nicole Morden Cormier, Director of Education and Secretary to the Board  
Cathy Tsubouchi, Superintendent of Business and Treasurer  
Charlie Bishop, Superintendent of Education  
Dianne Williams, Manager of Accounting Services

Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business/HR

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

Report No: 45

Date: October 15, 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.

**Learning, Well-Being, Relationships and Stewardship at SGDSB: The Month At-A-Glance**

- Marathon High School held a community smudge ceremony to start the school year. The smudging ceremony is a traditional Ojibway ceremony of purification and cleansing. We smudged every room of the school in order to prepare for a positive, healthy school year. Thank you to Don and Julie Michano from Biigtigong Nishnaabeg for leading this smudge.
- Nipigon-Red Rock District High School held a *Welcome to Grade 9* evening where 32 grade nines and their families attended. They also held a *Welcome Week* where activities were planned daily at lunch during the second week of school featuring the annual Student-Teacher Egg Toss. The school also held a Fall Harvest Lunch on October 3rd featuring potatoes and carrots grown in the school garden. Students in the Social Justice class attended a virtual tour of the Canadian Human Rights Museum in Winnipeg.
- MNHS joined with MNPS for the annual Terry Fox Walk to show their support for the Terry Fox Foundation and Cancer Research. They are continuing with their daily Breakfast Club at MNHS, whereby they provide nutritious daily breakfast for all students curtesy of their volunteers, the Canadian Red Cross and President's Choice. They also hosted their first Sports Day of the year with LSHS. They are dedicated to supporting student Well-Being by being able offer a range of extra-curricular activities, one of which is their sports program.
- For Lake Superior High School, part of living in a community is volunteering within our community. Local activism is an integral component of the Outdoor Educational Science class at LSHS. In the pictures below students are collecting garbage, weeding beds, and trimming hedges to help maintain and beautify the skate park in Terrace Bay. You will see them around town the next few weeks trimming up local hiking trails in the community.
- B.A. Parker is excited about the new counseling partnership with NOSP that will bring a social worker to the school once per week. They also held a successful *Welcome Back BBQ* on Tuesday, September 25.



- Schreiber Public School hosted an *Open House* on September 26<sup>th</sup>. They had representatives from School Council and Student Council available to answer questions and speak to the learning and upcoming extracurricular events. They also unveiled our new school logo.

- The Grade 3/4 Ojibwe class from George O'Neill Public School visited The Family Place Child Care this month with their drums and sang to them. They shared their talents and language with the little people with whom they share space. This will be a monthly occurrence for all Ojibwe classes at the school. They are hoping to have their little friends join them in drumming as the year goes on, as this is one of their many commitments in terms of deepening their relationship with partners.



- MNPS has just started our "Forest School" time with our Grade 6/7/8 class. Each month, the classes at MNPS will attend their outdoor experiential learning class for 1 week, with Ms. Balog as the coordinator and their classroom teacher as support. The lessons are linked to the Science, Social Studies (History, Geography) and Phys. Ed curriculums. The teachers coordinate with Ms. Balog so that the learning is timely and relevant to the learning in the classroom.

- DOPS is focusing on Parent & Community Engagement. They hosted their first annual *Mug n' Muffin Meet & Greet* on Friday September 7, 2018. Nineteen of twenty-nine families visited the school for a light breakfast while they toured classrooms and met all staff! All students were present. They also hosted a *Fall Dinner* for families and community that was prepared by the students!



- Terrace Bay Public School hosted their annual *Fall Feast* on October 3, 2018. The lunch featured a full course turkey dinner as well as a variety of East Indian dishes. This event is designed to increase awareness of our global footprint, as the staff teach and model the skills of gardening "in our own backyard". The entire school community is involved in the growing, harvesting and preparation of the food for the feast.
- Beardmore Public School held their Open House/Terry Fox Walk on Wednesday, Sept. 26<sup>th</sup>. Staff, students, and families gathered in the FSL/NSL classroom to watch a video about Terry Fox. Afterwards, staff/students/parents braved the rainy weather to walk for Terry. At 4:30 pm, staff, students, parents, and members of the community gathered in the gym to enjoy a spaghetti dinner, prepared by the grade 6/7/8 students. Parents/Students/Staff finished the evening off with the Breakout Box, where teams have to solve problems and collaborate.
- Nakina Public School hosted a welcome back BBQ on Friday September 14 and insights were shared with the parents and community members about their new signage, its symbolism, their values, and how each of these entities connect. They used this opportunity to distribute the new water bottles to their students that were provided by the Plant Department at the leadership meetings in August. Their collective participation in the Terry Fox walk/run was both inspiring and successful. They were fortunate to have had some community members join them.

### **Learning and Well-Being: Indigenous Education Provincial Leads Gathering**

Our Indigenous Education Lead attended this 2-day conference in Toronto, to support our Strategic Plan, while working within the Ontario First Nation, Metis, and Inuit Education Policy Framework. Niigaanwewidam James Sinclair was the key-note speaker. He is Anishinaabe and an Assistant Professor at the University of Manitoba. Niigan spoke about the challenges facing educators including on-going Indigenous trauma, ongoing trauma for all Canadians, and the courage it will take to make a change. He referenced Call to Action No. 63(iii) which includes building student capacity for intercultural understanding, empathy, and mutual respect. This learning will continue to inform our Board's Action Plan.

### **Learning: Professional Development Day**

A full day of learning took place on the Professional Activity Day that occurred on Friday, September 28, 2018. All schools had planned agendas that included a review of their student data, including EQAO, as they worked towards determining their most urgent student need. This work formed the basis of their School Learning Plans for Student Achievement and Well-Being.

- Charlie Bishop presented information regarding Progressive Discipline to the staff at Manitouwadge High School.
- Hillary Freeburn engaged in restorative practices training with the staff at Terrace Bay and Schreiber Public Schools.
- The staff at George O'Neill Public School worked in collaboration with the Critical Thinking Consortium to enhance their work in promoting learning that requires deep thinking.
- The secretaries were engaged in EDSBY training from Stacey Wallwin, and in eBase training with Karin Patock.
- Educational support staff engaged in professional learning with the Positive Behaviour Support Lead. The afternoon included looking deeper into the role of the EA as a valuable part of the school team with a focus on practices that support student growth and independence.

During the afternoon, Ed Hagar, Health and Safety Consultant from the Public Services Health and Safety Association was on site at the Marathon High School, delivering Workplace Violence and Harassment training to high school staffs, the Board Office staff, and the Plant Department staff.

All of our Leads were in schools, providing support for presenters and for staff. We are looking forward to the October 19, 2018 Professional Development Day, when Tom Boland, an author of The Third Path: A Relationship Based Approach to Well-Being and Achievement will be presenting to our entire board.

### **Well-Being and Learning: Sensory Spaces to Support Self-Regulation**



George O'Neill Public School has built a Snoezelen room in order to meet the varied needs of the learners at our school. Snoezelen Multi-Sensory Environments offer a relaxed atmosphere with pleasant surroundings, soothing sounds, captivating aromas, tactile experiences, massage and vibration, vibrosonic sensations, and gentle movement. These environments allow our students to self-regulate by choosing sensations that sooth and calm. *Sensory Magic* controls this room; students can create their own fully immersive themes to match their preferences and sensory environment in minutes. The staff have worked hard with parents and service providers in order to select equipment that supports the varied needs in the school.

### **Learning: Early On**

On September 26th, a group from SGDSB attended a one-day session in Thunder Bay in collaboration with the TBDSSAB, EarlyOn and city and district School Boards on *Trauma in the Early Years: The Gift of Understanding*. Dr. Kristen McLeod, a clinical Psychologist, provided insight into understanding the neurodevelopmental impact of trauma and neglect, and the challenges this impact creates for traditional methods of intervention and caregiving. This foundational knowledge will help guide us as we continue to support all of our children in our Early Year programs, schools and communities. One of the key messages that came from Dr. McLeod was the importance of the support system of the caregiver in the lives of these children. This may include the parents, grandparents, child care providers or educators. Self-care for the people in children's lives is crucial to ensure they are in a place where they can be their best for these children. When children (little or big) learn that adults are safe and predictable, they learn to trust them. By being a trusted adult in a child's life, we set the stage for them to learn and develop new strategies. Without this relationship, it is hard for children to rewire their brains. This is the foundation to trauma-informed care. As a system will we continue this important learning, thinking and understanding around trauma-informed care and the impact we can have on the lives of children. In the near future, we hope to have Dr. McLeod return to the district to engage further in these conversations to support educators, administrators, caregivers and our community partners as they are at the foundational in supporting our children and families.

- \* Find strengths in yourself and in every child and caregiver - and honour them
- \* Take every opportunity you can to remind children that they are lovable, worthy, and capable
- \* Remember that you kids can't do it without you (so take care of you)

### **Learning: Xello**

XELLO is coming to SGDSB! This is an enhanced Career Cruising program that will support our JK-12 learners with their own career planning portfolio. In our initial conversations with the XELLO, the representative highlighted how progressive and equipped our IT department was in supporting the installation of this new program.

### **Learning: Summer Co-op**

SGDSB successfully completed our second Summer Co-op Program this year with 17 students earning 30 credits across the district. Summer Co-op currently targets students who need to get back on track with their credit accumulation, who may need 1-2 last credits to graduate and is also available to those who may need unique placement opportunities that are only available in the summer or outside of their school community to complete their SHSM (Specialist High Skills Major) programming.

### **Learning: Specialized Social/Communication Program**

Moving into the 2018/19 school year, SGDSB will be implementing a specialized social/communication program to support inclusionary practices for students with Autism Spectrum Disorder at the George O'Neill Public School. This program will focus on enhancing the skills of our staff at the school to support student learning in the areas of social/communication, emotion regulation, and executive functioning. As part of this project, we are hiring a Positive Behaviour Interventionist who will work collaboratively with the team at GONPS, parents/guardians, agency professionals, as well as our board's Multidisciplinary Team to share this learning more broadly with other schools within our board. GONPS started work last year with the creation of a sensory room that has received very positive feedback from families. A video of this new space can be found on the GONPS Facebook page. We are excited about this program as we are confident that it will have very positive outcomes for our students and families.

### **Learning: Positive Behaviour Support Teams**

To further enhance student supports at SGDSB, we will be implementing school-based, student support teams for the 2018/19 school year. These teams will serve as an on-going collaborative problem-solving



group that will include school staff, BMST Leads, students, parents/guardians, and board and agency supports. These teams will meet once per month to develop and implement individual and classroom-based instructional strategies that will further enhance student success for students who present with the greatest learning needs.

#### **Stewardship: Recruitment of Teacher Candidates**

On September 12th, Hillary Freeburn and Heidi Patterson visited Lakehead University and were able to meet Year 1 and Year 2 teacher candidates. They shared all of the wonderful learning opportunities that SGDSB would be able to offer them as Associate Teachers and welcomed them to come and do their teacher placements with us. This is the first of several opportunities to visit the university and to meet students, as we work towards increased recruitment of teachers.

#### **Learning and Well-Being: Indigenous Trauma Informed Practices**

As a partnership between our Indigenous portfolio and our mental health portfolio, twelve staff from Superior-Greenstone Board participated in professional learning in Thunder Bay at a conference entitled, *Indigenous Trauma Informed Practice*. In this professional learning, participants engaged in a journey of experiential learning, self-exploration, and awareness-development as they investigate to understand intergenerational trauma. The facilitator, Maya Chacaby teaches linguistics (Anishinaabemowin) and sociology at York University and has ties to our area having family and history around the Red Rock area. Maya has a unique approach to move participants from their heads to their hearts, awakening spirit strength and motivation to unite and take action. Foundational teachings from Indigenous knowledge are shared to enhance individual and organizational practices fostering trusting and mutually respectful relationships based on shared values.

#### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 45, Director's Monthly Report: October for information.*

Respectfully submitted by:

Nicole Morden Cormier  
Interim Director of Education

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

Report No: 46

Date: October 9, 2018

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

**FROM:** Charlie Bishop, Superintendent of Education

**SUBJECT:** Elementary EQAO 2017-2018 Achievement: Detailed Report

**STRATEGIC PRIORITY:** Learning

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### **Background**

This report contains an overview of the 2017-2018 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for the primary and junior divisions for the Superior-Greenstone District School Board and the province. It brings together the information regarding what EQAO has learned over the past year about student learning in Ontario. Copies of the full Provincial Report can be downloaded from EQAO's website, which is located at <http://www.eqao.com>

For Superior-Greenstone District School Board, due to our small cohort size (which has been below 88 students in each of the primary and junior divisions for the past four years), looking at trends does not provide us with relevant data. Thus, the individual student achievement results provide information that is considered as we reflect on the past and plan for the future.

It is important to note that because of such small cohorts, one student's achievement greatly influences overall results. Within our Board, we recognize that EQAO test results provide useful information to improve schools' learning programs and, as with board-wide or province-wide results, school scores should not be seen as absolutes. As schools dig deeper into their data, EQAO provides indicators of where students need extra support, but is just one piece of the whole picture about a school or Board.

This report will provide overall data relating to

1. Board wide EQAO achievement over the past five years (remembering that no assessments took place during the 2014-2015 school year).
2. Results for all participating students at each of the provincial levels. \*\*NOTE that data provided in this report may differ from that of the public report as information on non-permanent residents does not show up in public reports, however these students are part of our system and we feel that it is important to include all of our students.
3. A success story from several elementary schools, as the narrative behind our students' growth is extremely valuable as we precisely plan for learning.

### *Contextual Information*

	Superior-Greenstone DSB		Province	
	Grade 3	Grade 6	Grade 3	Grade 6
<b>Enrolment</b>				
All students	73*	88*	132 656	132 766
Number of schools	10	10	3289	3122
<b>Student Status</b>				
Students with special education needs	18 (25%)	20 (23%)	18%	22%
<b>Participation in the Assessment</b>				
Participating Students	71	86	128 792	129 120
Exempted in all 3 subjects	2	1	2%	2%
No data (absent or other reasons)	0	1	1%	1%

\*NOTE numbers are based on actual Item Information Reports and are not exactly the same as the public report posted to the EQAO website, as we have included the data from our students who are non-permanent residents.

## Current Situation

### A Focus on Achievement in the Primary Division

Table One provides an overview from the public site (69 vs 73 students), of the provincial and board Primary Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time.

- Board results have shown growth in reading (7% growth), a decline in writing (8% decline), and a decline in math (10% decline).
- Provincial results have shown a small increase in reading (1% increase) and a small decline in writing and mathematics (1% decline).

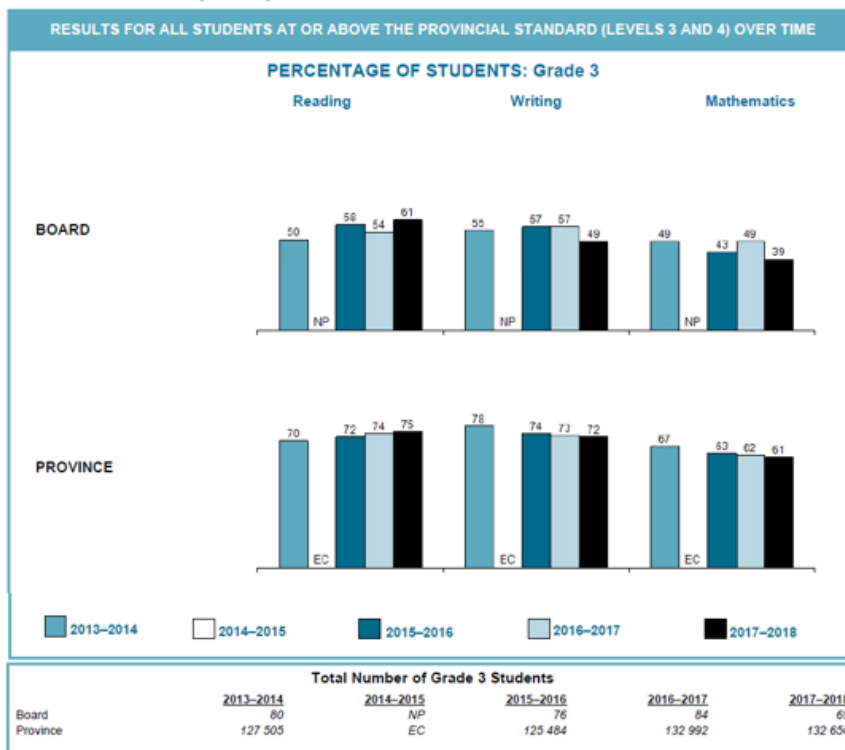
TABLE ONE

### EQAO: Primary Division Achievement Results Over Past 5 Years

School Board Report

Superior-Greenstone DSB (28070)

Assessments of Reading, Writing and Mathematics, 2017–2018



As indicated in the background section, the total number of students writing has a significant impact on our Board percentages. Please note the drop in the number of students writing in 2017-18, yet our scores remain within a 10% fluctuation from 2016-17.



Table Two shows a breakdown of student results for all 73 of our participating students of the Primary Division.

TABLE TWO

**EQAO Achievement 2017 - 2018 Reading, Writing and Mathematics  
Percentage Results for All Participating Primary Division Students at Each Provincial Level**

**Total Number of Students: 73**

**Students with special education needs: 18**

**Students with formal identifications: 7**

**Total Number of English Language Learners: 0**

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students
Primary Division Reading	No Data: 0% Exempt: 3%	No Data: 0 Exempt: 2	2%	2	11%	8	25%	18	52%	37	8%	6
Primary Division Writing	No Data: 0% Exempt: 3%	No Data: 0 Exempt: 2	1%	1	4%	3	45%	32	49%	35	0	0
Primary Division Math	No Data: 0% Exempt: 3%	No Data: 0 Exempt: 2	4%	3	14%	10	44%	31	35%	25	3%	2

\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)

Note the following:

- More of our students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading.
- A number of our Primary Division students are **almost meeting** the provincial standard:
  - 8 of the 18 students who achieved a Level 2 in Primary Division Reading were in the 2.7 and 2.9 range of achievement.
  - 18 of the 32 students who achieved a Level 2 in Primary Division Writing were in the 2.7 and 2.9 range of achievement
  - 14 of the 31 students who achieved a Level 2 in Primary Division Mathematics were in the 2.7 and 2.9 range of achievement.

### EQAO Predictions - Primary

TABLE THREE	Primary Division		
	Reading	Writing	Math
Predictions based on 'all students'	52%	44%	47%
Actuals based on 'all 73 students'	59%	48%	37%

Table Three shows the predictions that the schools made in February, for students in the Primary division, based on an understanding of their students.

### A Focus on Achievement in the Junior Division

Table Four provides an overview from the public site (85 vs 88 students), of the provincial and board Junior Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time.

- Board results have shown growth in reading (10% growth), growth in writing (4% growth), and a slight decline in math (2% decline).
- Provincial results have shown a small increase in reading and writing (1% increase) and a slight decrease in mathematics (1% decline).

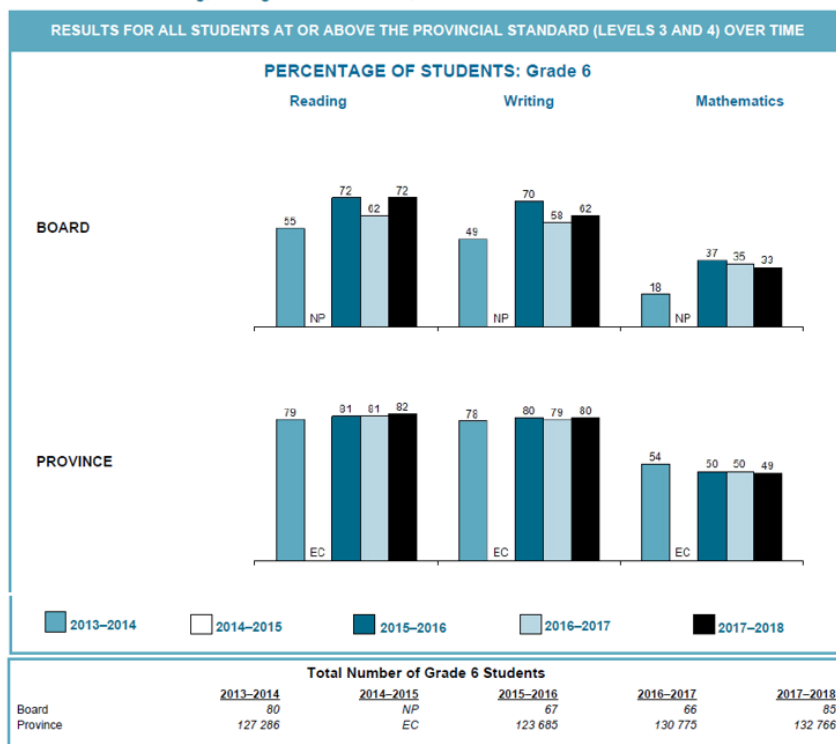
TABLE FOUR

## EQAO: Junior Division Achievement Results Over Past 5 Years

School Board Report

Superior-Greenstone DSB (28070)

Assessments of Reading, Writing and Mathematics, 2017–2018



As indicated in the background section, the total number of students writing has a significant impact on our Board percentages. Please note the number of students writing in 2017-18 is closer to that of the number in 2013-14, with much higher results.

Table Five shows a breakdown of student results for all 88 of our participating students of the Junior Division.

TABLE FIVE

**EQAO Achievement 2017 - 2018 Reading, Writing and Mathematics**  
**Percentage Results for All Participating Junior Division Students at Each Provincial Level**

Total Number of Students: 88

Total Number of Identified Students: 20

Total Number of English Language Learners: 0

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students
Junior Division Reading	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	16%	14	70%	60	5%	4
Junior Division Writing	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	26%	22	56%	48	9%	8
Junior Division Mathematics	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	3%	3	24%	21	37%	32	32%	29	1%	1

\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)

Please note the following:

- More of our students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading and writing.
- A number of our Junior Division students **are almost** meeting the provincial standard:
  - 7 of the 14 students who achieved a level 2 in Junior Division Reading were in the 2.7 and 2.9 range of achievement.
  - 7 of the 22 students who achieved a level 2 in Junior Division Writing were in the 2.7 and 2.9 range of achievement
  - 10 of the 32 students who achieved a level 2 in Junior Division Mathematics were in the 2.7 and 2.9 range of achievement.

### EQAO Predictions - Junior

TABLE SIX	Junior Division		
	Reading	Writing	Math
Predictions based on 'all students'	60%	55%	51%
Actuals based on 'all students'	73%	64%	34%

Table Six shows the predictions that the schools made in February, for students in the Junior division, based on an understanding of their students.

### Deeper Analysis

- Our number of exempted students remains low as we encourage and support all of our students in participating. With increased support with technology, we are moving towards supporting independence.
- Students surpassed prediction scores in reading and writing, yet our predictions in mathematics continue to not be as accurate. We will continue to dig deeper into the continuum of underlying skills making connections to the necessary fundamentals of mathematics.
- With the higher reading and lower math scores, reading does not seem to be the barrier to answering the questions. We will continue to link instructions practices from literacy to the ways we are teaching numeracy.
- We are seeing an increase in the coding of the responses of our Open Response Questions, showing that our students are getting better at making their thinking visible. There continues to be a need to support our students with answering of Thinking and Application type questions. Some wonderings we have:
  - Are our students recognizing the THINKING that is needed to engage in Multiple Choice questions?
  - Are they putting pencil to paper, accessing appropriate tools, to come up with THEIR answer before looking at the options?
  - Is exposure to multiple-choice questions, where students try to dissect the reasoning behind the other answers (the distractors), part of our practice?
  - Within our gradual release approach, are we providing enough time for our students to persevere independently?
- We are tracking students from within our SGDSB elementary schools through the Grade 9 Math Assessment results. 2017 – 2018 data shows:
  - for Applied level grade 9 math, 94 students wrote with 38% achieving provincial standard. Of those 94 students, 29 were from within our elementary schools where 15/29 (52%) achieved provincial standard.
  - For Academic level grade 9 math, 67 students wrote with 51% achieving provincial standard. Of those 68 students, 27 were from within our elementary schools where 15/27 (56%) achieved provincial standard.

### A Look at Some of the Narratives

An important aspect to interpreting this data is to review the narratives regarding individual students in every school. We do like to analyze the cohort data, and this year were unable to do so; however, school teams continue to make a targeted plan to address student needs. In the words of school principals, the following are examples of some success stories.

- *Although our scores are low we still have celebrations. Our entire Junior grade was able to access the test independently through 'Read and Write'. Their Writing scores were at 2.5 and above. This really speaks to the emphasis on technology in our school.*
- *One student in particular with multiple needs in grade 3 achieved 2.5 and higher in all areas of the test. Not quite provincial average, but when we think about the number of supports that were put in place last year for this child, these scores reflect this.*
- *This past year, we targeted our learning last year around Knowing the Learner and specifically designing support and intervention for our students. One specific student with significant difficulties in reading and writing was able to independently achieve a level 3 in both reading and writing as a result of this collaborative effort!*
- *A story of a grade 6 student who often has difficulties focusing in class and completing written tasks. We had intentional interventions in place over the course of last year in order to support and encourage him to do his best. Although he often used Assistive Technology, it was not consistent enough to justify him using it for EQAO. Independently, however, he scored a 3.1 in Reading, 2.3 in Writing and 2.9 in Mathematics.*
- *Our celebrations are in the grade 3—with our students who have IEPs being at 2.7 in math and 3.1 in reading.*
- *We were very pleased with our recent results. There has been a general trend over the past few years of continued school improvement. The hard work of students and all educators have allowed continued individual and school improvement!*
- *Scores were as anticipated and strong this year. Staff attributes it to whole school approach; support from all educators, Teachers, EA's, Numeracy Facilitator, Admin, SET. Also, students this year were well supported at home with all of their learning, not specifically EQAO.*
- *We understand the need for our students to reach provincial standard, but seeing the impact accommodations and focused intervention is having on the 7 students who are modified well below grade level, demonstrates a sense of accomplishment for all of those involved.*

### **Next Steps**

As a district, SGDSB continues to engage in focused work around mathematics as we work to respond to contemporary research and make significant enhancements to our instructional practice. In alignment with the province of Ontario, it is apparent that our work continues to be in the area of mathematics. We recognize the need to bring our numeracy scores closer to that of our literacy scores. We will continue to make explicit how our focus on communication in mathematics is linked to instruction in reading and writing, to ensure student and educator understanding of the interconnectedness of our approaches to teaching literacy and numeracy.

As we move towards a job-embedded approach, we continue to support administrators and their teams through an analysis of data uncovering urgent learning needs to support the focus of their school learning plans. Educators will now have access to the EQAO reporting tool to use the data and access rich questions to support their instructional practice. This will continue to support our understanding of the types of questions we are asking our students, recognizing the different components of asking a knowledge/understanding question versus an application and a thinking question.

**We recognize that as we move into year three of the Renewed Math Strategy, and the release of the new title, *Focusing on the Fundamentals of Math*, that we will continue to support our schools and educators continued understanding of the continuum of skills that underlies the mathematical concepts. As much as the media tries to portray a 'back to basics' approach, *Focusing on the Fundamentals* is a lot more than that, and supports the work we have been on about throughout the past years. We have made huge strides in supporting the shift in mindset around mathematics, and will continue to stay the course with a necessary balanced approach towards deeper understanding.**

**Administrative Recommendations**

That, the Superior-Greystone DSB receives as information Report No. 46, *Elementary EQAO 2017-2018 Achievement: Detailed Report*.

Respectfully submitted by:

Charlie Bishop  
Superintendent of Education

Kathleen Schram  
School Effectiveness/Numeracy/MISA Lead

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

Report No: 47

Date: October 15, 2018

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

**FROM:** William Goodman, Superintendent

**SUBJECT:** EQAO Secondary Achievement: Grade 9 Assessment of Mathematics  
Grade 10 OSSLT results

**STRATEGIC**

**PRIORITY:** Learning

**Grade 9 Assessment of Mathematics****Background:**

The Education Quality and Accountability Office, (EQAO), has administered the provincial assessment in Grade 9 Mathematics since 2004. Each year EQAO provides a report on the assessment results for schools and boards. Both the board and schools consider such results in planning for the improvement of student achievement in Mathematics. The full report can be viewed at [www.eqao.com](http://www.eqao.com). The online reporting application enables principals to examine achievement results in various ways, including globally for their school, in relation to demographic and student attitude and behaviour data, and also for groups of students with specified characteristics.

EQAO results are one source of data that can be used to improve every student's opportunity to succeed in school and beyond. EQAO recommends analyzing its assessment results in conjunction with school and board information (e.g., report cards, results from classroom assessments, demographic data, instructional practices, educators' professional development, parental involvement in student learning, school infrastructure) to gain a full picture of learning trends and to better understand factors that influence success.

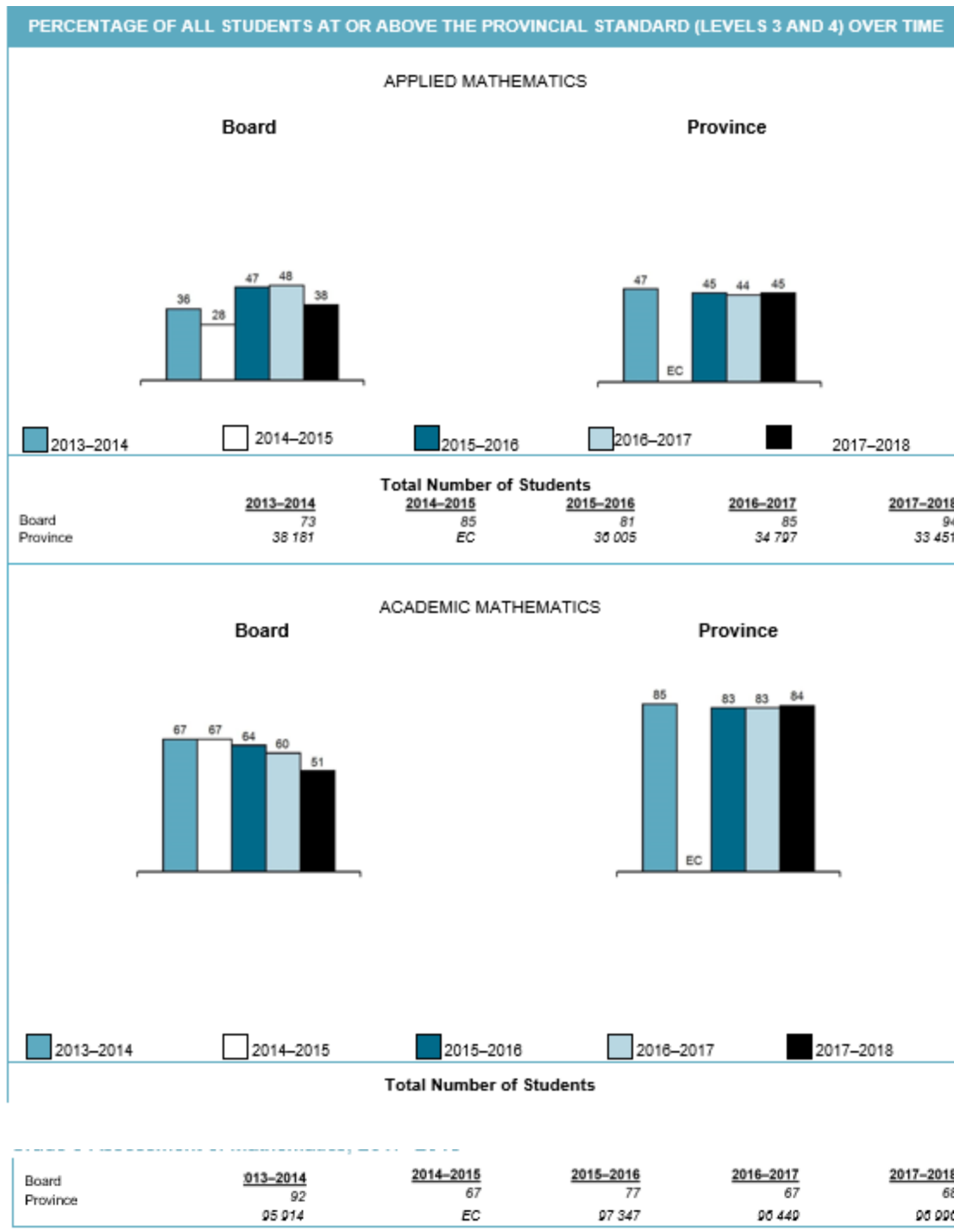
**Current Situation****Board Results: Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4)**

	Applied Math – Level 3 and 4		Academic Math – Level 3 and 4	
Superior-Greenstone DSB	38%	(94 students)	51%	(68 students)
Province	45%	(33,451 students)	84%	(96,996 students)

**Results Over Time**

The percentage of Applied Math student scores at Level 3 or above decreased to 38% in 2017-18 from 48% in 2016-2017.

The percentage of Academic Math student scores at Level 3 or above decreased to 51% at Level 3 or above from 60% in 2016-2017.



In the 2017-2018 Applied Math results, 35% of students (33 students) achieved Level 2.

Through deeper analysis of the data:

- 15 of the 33 students are approaching a Level 3 while achieving scores of 2.7-2.9 on their assessment
- 13% of students (12 students) achieved Level 1. 11% of students (10 students) received below Level 1.

In the 2017-2018 Academic results, 29% of students (20 students) achieved Level 2, while 16% (11 students) received Level 1, and 0% received below Level 1. Of the 20 students achieving Level 2, 7 have scored in the 2.7-2.9 range.

### **Tracking OUR Student Cohort Data**

Within our Renewed Math Strategy (Focusing on the Fundamentals of Math), our goal is to help to see our students maintain and rise to standard. Unfortunately, we do not have Junior EQAO data to track for this past year's cohort but we did look at their grade three cohort data.

We had 80 students from 2017 – 2018 that we were able to track, 56 wrote the Grade 9 EQAO; 29 in the Applied program and 27 in the Academic program.

#### **Our Students' Pathways**

# of grade eight SGDSB students in 2017-2018	# that moved out of our system	# of students in the Locally Developed stream	# of students in the Applied Math stream	# of students in the Academic Math stream	# of students in 'K' courses
80	10	12	29	27	2

#### **OUR Students' EQAO Applied**

Maintained Standard from Grade Three	Rose to Standard from Grade Three	Dropped from Standard from Grade Three	Rose in general (but not yet at standard)	Dropped in general (but not from standard)
9	6	1	7	6

15/29 = 54% at or above provincial standard

#### **OUR Students' EQAO Academic**

Maintained Standard from Grade 3	Rose to Standard from Grade Three	Dropped from Standard from Grade Three	Rose in general (but not yet at standard)	Dropped in general (but not from standard)
11	5	4	0	7

15/27 = 56% at or above provincial standard

### **Contextual Information**

Our secondary schools' data represents a variety of students who may not be included in our Boards' data at the elementary level.

#### **Streams**

Of the students writing the assessment in 2017-2018, 58% of students were in the Applied stream and 42% were in the Academic stream. Provincially, 26% of students are in the Applied stream and 74% are in the Academic stream.

#### **Students with Special Education Needs**

41% of students in the Applied course were students with special education needs. This does not deviate much from the provincial data where 41% were students with special education needs (excluding gifted).

7% of students in the Academic course were students with special education needs. Again, this is close to the provincial average of 8%.



### **Next Steps**

- Continuing to monitor the impact of the destreaming of grade 9 classes (currently occurring in one school)
- Supporting educators to increase our students' use and access of Homework Help in grades 7 – 10
- Increasing the awareness to parents of resources available to support their child's learning in mathematics (PIC, School Councils, Edsby, etc)
- Educating parents about the available pathways and limitations that result from course selection
- Working to enhance transitions to better align achievement and pathways through increased student and parent voice
- Analyze the impact on student learning where extra periods have been put in place to support student learning by closing gaps
- Supporting administrators and the teams to dig further into the analysis of the data uncovering urgent learning needs to support the focus of school learning plans

### **Grade 10 Ontario Secondary School Literacy Test, March 2017**

#### **Background:**

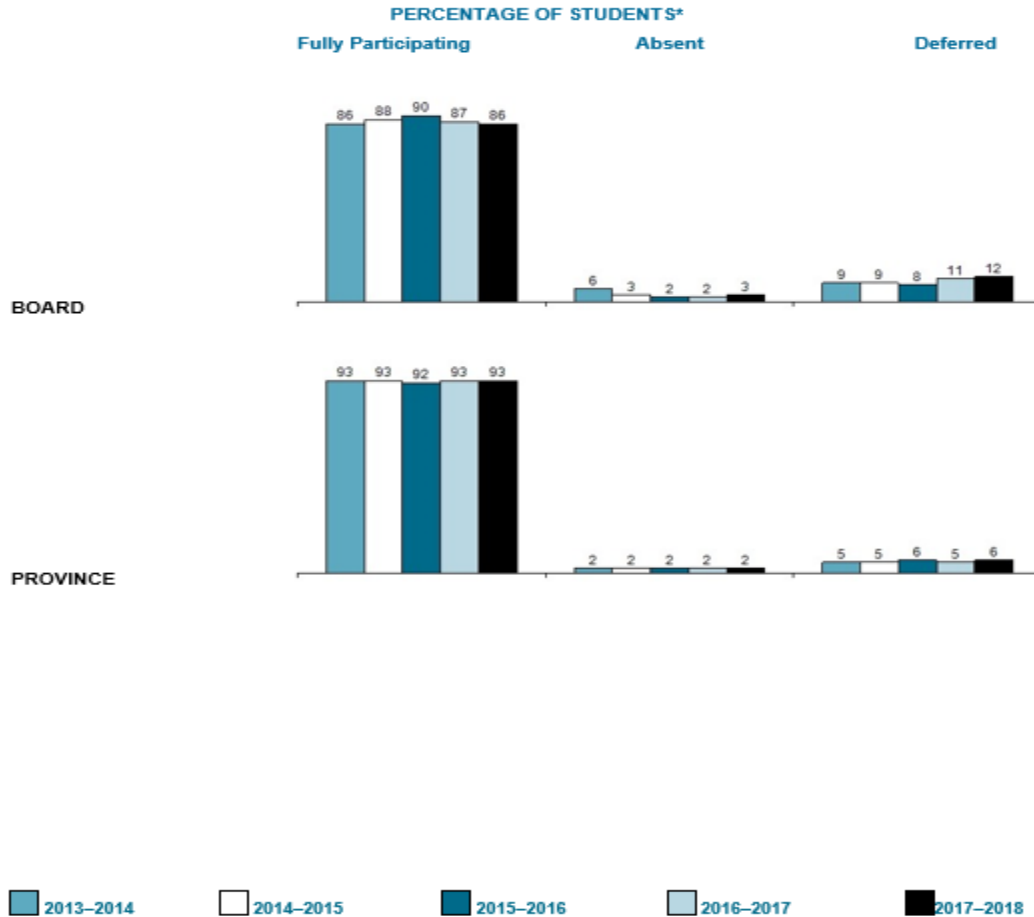
The Ontario Secondary School Literacy Test (OSSLT) is designed to measure the reading and writing skills of Year 2 secondary students. It provides educators with one current measure of a student's literacy skills with respect to the provincial standard. The successful completion of the Ontario Secondary School Literacy Test or its equivalent, the Ontario Secondary School Literacy course, is a graduation requirement for all students in the province of Ontario who are pursuing an Ontario Secondary School Diploma.

EQAO results are one source of data that can be used to improve every student's opportunity to succeed in school and beyond. EQAO recommends analyzing its assessment results in conjunction with school and board information (e.g., report cards, results from classroom assessments, demographic data, instructional practices, educators' professional development, parental involvement in student learning, school infrastructure) to gain a full picture of learning trends and to better understand factors that influence success.

#### **Current Situation**

54% of the 136 students who were eligible for the first time were successful in the March 2018 OSSLT. In March 2017, we experienced the same level of success at 54%.

Provincially, 79% of first time eligible students were successful in the March 2018 OSSLT. Statistically, the provincial success rate has remained relatively 'flat lined' since 2011.



#### ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

	Number of First-Time Eligible Students				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Board	198	178	154	105	159
Province	141 815	137 020	135 111	130 492	132 039

### Contextual Information

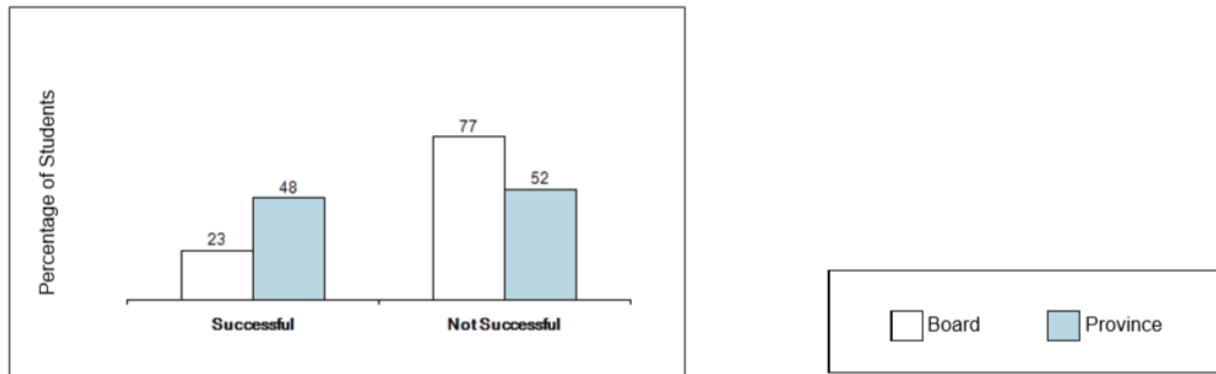
Our secondary schools' data represents a variety of students who may not be included in our Boards' data at the elementary level.

### Students with Special Education Needs

In the March 2018 OSSLT, 28% of Superior Greenstone students were identified as having special education needs, excluding gifted. Of that number, 23% were successful on the OSSLT.

Provincially, 20% of students were identified as having special education needs, excluding gifted. 48% of students with special education needs were successful.

### Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

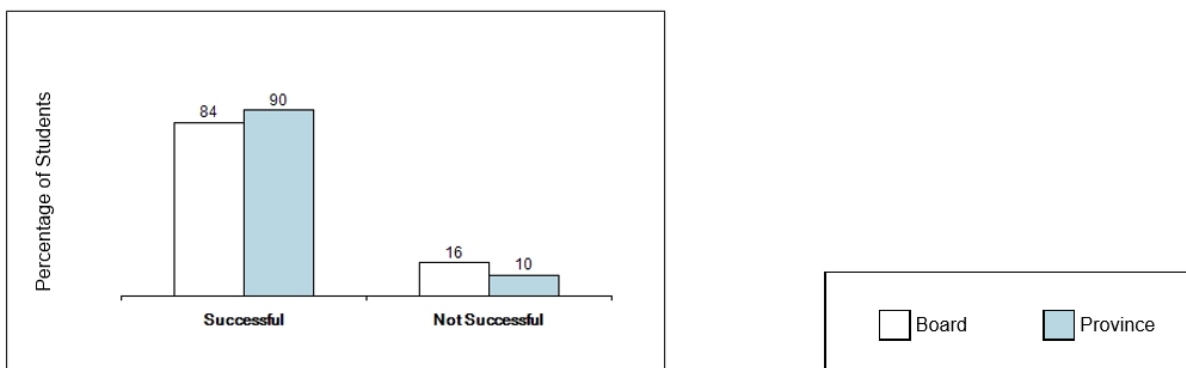
### Results by Pathway

Students in Grade 10 can take English in three different streams or pathways: Academic, Applied and Locally Developed

Percentage of Students Within Each Pathway

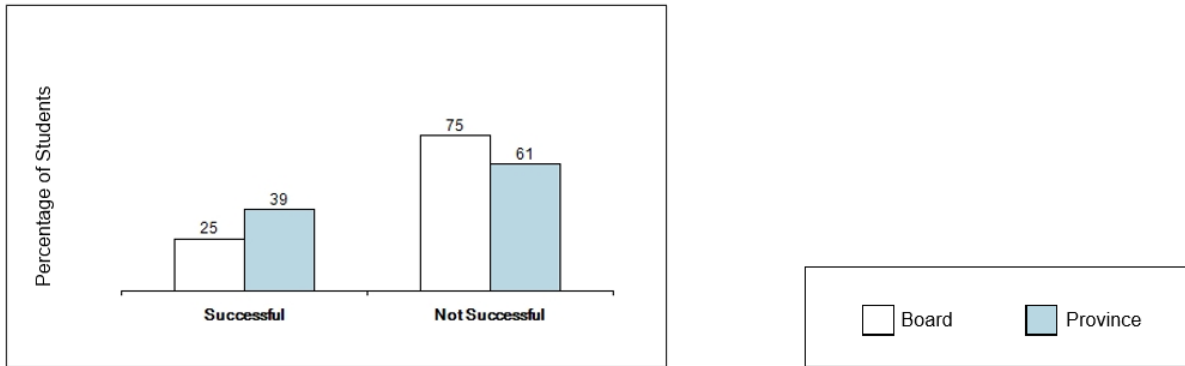
Pathway	Academic	Applied	Locally Developed	Other
% of students (#)	43 (69)	50 (79)	6 (10)	1 (1)

### Results for Fully Participating First-Time Eligible Students Taking Academic English Course\*



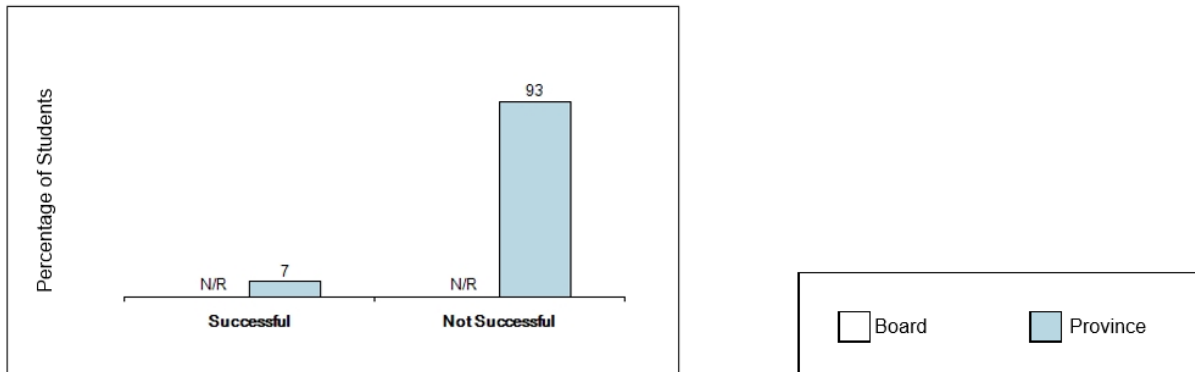
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Results for Fully Participating First-Time Eligible Students Taking Applied English Course\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course\*

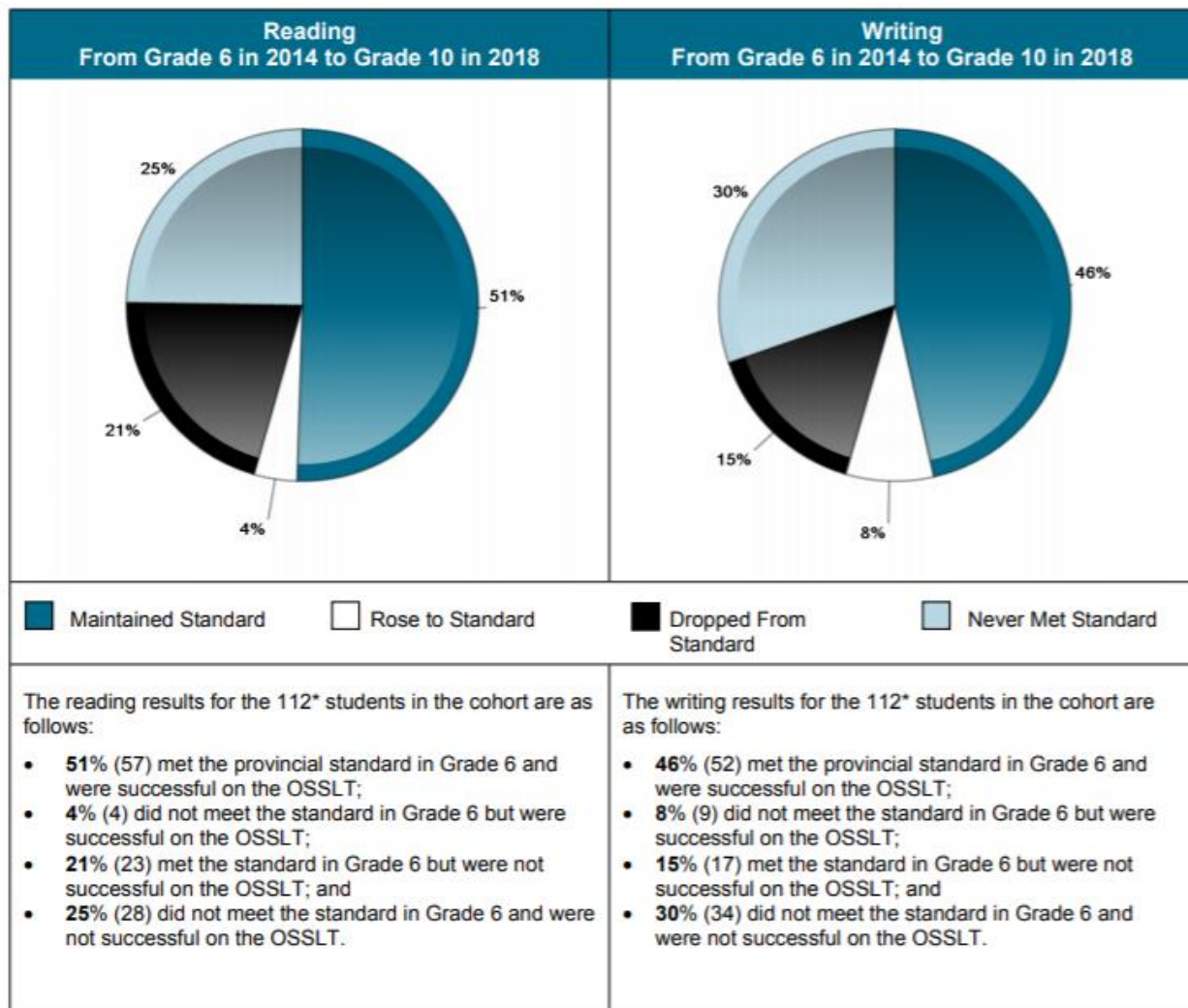


\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	43%	43%	39%	46%	43%
Applied	41%	43%	47%	36%	50%
Locally developed	15%	12%	12%	16%	6%
ESL/ELD	0%	0%	0%	0%	0%
Other	1%	1%	2%	1%	1%

**School Board: Superior-Greenstone DSB (28070)**

EQAO tracked the progress of students who wrote the junior-division assessment in 2014, when they were in Grade 6, and the OSSLT in 2018, when they were in Grade 10. The pie charts below show how students performed on the 2018 test compared to their Grade 6 assessment results in 2014. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).



\* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

**Next Steps**

- Student Success Teams and teachers will focus on identifying students at risk of not being successful on the 2018-2019 OSSLT and provide supports to those students
- Strategic Literacy Plans will be incorporated in to each of our high schools School Improvement Plans for the 2017-2018 school year
- OSSLT plans at the school level will be reviewed and enhanced for the 2017-2018 school year

- Supporting administrators and the teams to dig further into the analysis of the data uncovering urgent learning needs to support the focus of school learning plans
- Recognizing our higher than provincial number of students in the Applied level, we continue to work alongside the province to better understand and meet the needs of our Applied level students

**Administrative Summary**

That, the Superior Greenstone DSB receives as information, Report No. 47, EQAO Secondary Achievement Results: Grade 9 Mathematics and Grade 10 OSSLT.

Respectfully submitted by:

William Goodman  
Superintendent of Education

Carole Leroux  
Student Success Lead