



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 2018/12

A G E N D A

Monday, November 19, 2018 – 6:30 p.m.

Designated Site: Superior-Greenstone District School 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, November 19, 2018 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2018/12 Regular Board Meeting, November 19, 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 2018/11: October 15, 2018
2. Board Policy Review Committee: November 6, 2018

[*\(Attached\)*](#)

[*\(Attached\)*](#)

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

(P. McRae)

6.2 Motion re Board Bylaws: Appendix B: Election Procedure-AMENDMENT

(P. McRae)

"Procedures for Drawing Lots:

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."

✓ *That, the Superior-Greenstone DSB approves the revision to Board Bylaws: Election Procedures - Appendix B: Procedure of Drawing Lots.*

7.0 Delegations and/or Presentations**7.1 Excellence in Education: Margaret Twomey Public School Presentation Entitled: School Highlights at Margaret Twomey Public**

*(Power Point Presentation
- Cameron Craig, Principal)*

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 Occupational Health and Safety Committee

(M. Groulx/ M. Paris)

9.0 Reports of the Business / Negotiations Committee

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

9.1 Report No. 48:

Enrollment Summary for 2018/2019 as of October 31, 2018:

([Attached](#) – C. Tsubouchi)

10.0 Reports of the Director of Education

Interim Director of Education: Nicole Morden Cormier

10.1 Report No. 49:

Director's Monthly Report – November 2018

([Attached](#) - N. Morden Cormier)

10.2 Report No. 50:

Strategic Plan Report – The Learning Pillar

([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

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

12.1.1 Parental Involvement Committee – Trustee Role

(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 2018/11: October 15, 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 2018/12 Regular Board Meeting, Monday, November 19, 2018 adjourn at _____, p.m.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2018/12

Committee of the Whole Board: Closed Session.

Monday, November 19, 2018

Designated Site: Superior-Greenstone District School 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 / 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 2018-11: October 15, 2018 [\(Attached\)](#)
- 4.0 Personnel Item A (C. Tsubouchi)
- 5.0 Personnel Item B (C. Tsubouchi)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2018/11

MINUTES

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

Vice Chair: Mark Mannisto

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) 7:56 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		
Melissa Lanovaz	x					McRae, Pauline (Pinky)			x		
Groulx, Michael	x					Pelletier, Allison					x
MacGregor, Aaron	x					Sabourin, Stanley		x			
Mannisto, Mark	x					Vallance, Greg					x

Board Administrators	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**136/18**

Moved by: Trustee M. Lanovaz

Second: Trustee A. MacGregor

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 15, 2018 be called to order at 6:31 p.m.

Carried**3.0 Approval of Agenda****137/18**

Moved by: Trustee M. Groulx

Second: Trustee M. McIntyre

✓ **That**, the agenda for the Superior-Greenstone DSB 2018/11 Regular Board Meeting, October 15, 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****138/18**

Moved by: Trustee P. McRae

Second: Trustee M. Lanovaz

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

1. Regular Board Meeting 2018/10: September 24, 2018

Carried**5.2 Board Policy Review Committee: October 2, 2018****139/18**

Moved by: Trustee A. MacGregor

Second: Trustee P. McRae

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

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

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

P. McRae reviewed the proposed schedule of dates available to facilitate Trustee Professional Development. A formal email of the dates reviewed will be circulated. Trustees are requested to review the dates and send an email response regarding their availability. New Trustees have been invited to attend the November 19, 2018 Board meeting as an observer and attend a question and answer period after the end of the meeting.

7.0 Delegations and/or Presentations

- 7.1 Excellence in Education: Schreiber Public School - #SPS Together We Are Better
Vice-Principal Leslie Blackwood provided a PowerPoint presentation that featured the many ways that Schreiber Public School enacts their school motto, "Together We Are Better". The co-presenters included Parent Bev Stortini, Educational Assistant Tina Hamel and Student Council President Braya Boudreau. Presenters shared the positive experiences had at Schreiber Public School that demonstrate how the building of positive relationships supports the well-being of staff, students and parents.
- 7.2 Update: Student Trustee Logan Furoy
Student Trustee Logan Furoy provided a verbal report of the Student Senate activities that included a review of the recently held Student Leadership Conference. The Student Trustee noted the conference provides an ideal opportunity for students to develop their leadership skills and to learn to work collaboratively. He thanked administration for the successful organization of the second annual event.

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 BPRC meeting is scheduled for November 6, 2018.
- 8.1.2 Special Education Advisory Committee
The next SEAC meeting is scheduled for October 16, 2018.

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:
Superintendent of Business Cathy Tsubouchi, provided a review of the Bylaw and its purpose.

140/18

Moved by: Trustee M. Groulx

Second: Trustee P. McRae

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

Carried

- 9.2 Report No. 42: Transfer to Winning Teams/Championship Reserve
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 transferred from Rural and Northern Education Fund to the Winning Teams/Championship reserve for travel costs.

141/18

Moved by: Trustee A. MacGregor

Second: Trustee M. Lanovaz

✓ **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

Carried

- 9.3 Report No. 43: Update on Elementary Staffing Adjustment for 2018-2019
C. Tsubouchi provided a review of the report that was in follow up to the August 20th report regarding possible Elementary Staffing Adjustments for 2018-2019. The report outlined that a staffing adjustment was not required.

9.4 Report No. 44: Signing Officers of the Board

C. Tsubouchi reviewed that due to staffing changes, the signing officers for the Board required updating as outlined within the report. The proposed resolution noted on the Agenda was amended to include the word Interim to the title of the Director of Education.

142/18

Moved by: Trustee A. MacGregor Second: Trustee M. McIntyre

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

- Nicole Morden Cormier, Interim 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

Carried

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

Interim Director of Education Nicole Morden Cormier provided a synopsis of the items included in the Director's Monthly Report.

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

Superintendent of Education Charlie Bishop and School Effectiveness Lead Kathleen Schram provided a comprehensive review of the report giving background for the statistical information contained therein. K. Schram explained how the data will be utilized to support the students.

11.2 Report No. 47: EQAO Secondary Achievement Results- Grade 9 Mathematics and Grade 10 OSSLT

Interim Superintendent of Education Will Goodman and Student Success Lead Carol Leroux provided a detailed review of the distributed report. They expanded upon the statistical data and highlighted the strategies that are utilized to support the students. The report was amended to correct the dates noted in the last paragraph to read as 2018/2019.

12.0 New Business

Board Chair: Pinky McRae

12.1 Board Chair

Board Chair Pinky McRae advised that she has recently been appointed to the Board of the Canadian School Board Association (CSBA) to represent Northern schools. The first meeting will be held October 16, 2018. The Chair requested that Trustees forward her any concerns they wish to have addressed by the CSBA.

12.2 Trustee Associations and Other Boards

Trustee Mark Mannisto provided a review of the highlights from the most recent Ontario Public School Board meeting. He noted that a committee is being formed to review and rewrite the By-laws and Board Governance for OPSBA. Trustees that are interested in applying for a position on the committee were requested to email M. Mannisto. Trustees were also encouraged to attend the OPSBA hosted Public Education Symposium that will be taking place in January 2019. M. Mannisto advised that he will be attending a tour of Northwestern Ontario School Boards that has been organized by Kathleen Abraham of OPSBA and will take place the second week of November.

12.3 Future Board Meeting Agenda Items
Nil.

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."

Trustees discussed the procedure of Drawing Lots and agreed upon the suggested revision to the Board Procedural Bylaw appendix B: Election Procedures. Therefore the motion for the amendment will be included on the agenda of the November 19, 2018 Board meeting.

14.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

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

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

15.1 Agenda: Committee of the Whole Board – Closed

143/18

Moved by: Trustee M. Groulx Second: Trustee M. Lanovaz

✓ ***That***, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:56 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

144/18

Moved by: Trustee M. Groulx Second: Trustee S. Sabourin

✓ ***That***, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:39 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B**16.1 145/18***Moved by: Trustee M. Groulx Second: Trustee M. McIntyre**✓ That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:*

- 1. Regular Board 2018/10: September 24, 2018*

*Carried***16.2 Other Recommendations from Committee of the Whole Closed Session****146/18***Moved by: Trustee P. McRae Second: Trustee A. McGregor**✓ That, the Superior-Greenstone DSB having received Report No.IC-03-18 Payroll Administrator – New Position, approve the addition of a 1.0 FTE Payroll Administrator with salary and benefits per the Administrative Benefit Package - General Terms and Conditions of Employment.**Carried***17.0 Adjournment****147/18***Moved by: Trustee M. Groulx Second: Trustee M. Lanovaz**✓ That, the Superior-Greenstone DSB 2018/11 Regular Board Meeting, Monday, October 15, 2018 adjourn at 8:42, p.m.**Carried***2018 - Board Meetings***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

T O P I C S

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 7:56 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 2018-10: September 24, 2018
- 4.0 Personnel Item A – Report No. IC-03-18
- 5.0 Personnel Item B

Regular Board Meeting 2018-11

Monday, October 15, 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, November 6, 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
Aaron MacGregor		X				Michael Groulx		X			
Allison Pelletier					X	Greg Vallance (Alternate)					X
Margaret McIntyre	X					*Stanley Sabourin (Alternate)					X
Mannisto, Mark					X	McRae, Pinky (Ex-Officio)		X			

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

1.0 Review and Approval of Minutes: October 2, 2018

Moved: A. MacGregor Second: M. Groulx

That, the Board Policy Review Committee minutes of October 2, 2018 be approved.

Carried

2.0 Business Arising from Minutes: October 2, 2018**Stakeholder Reviews**

The following policies are posted for stakeholder review for the period of October 3, 2018 through to December 3, 2018. To date, there has been no stakeholder feedback received.

- 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)

Action: The policies will be brought forward to the committee for final review at the next Board Policy Review Committee meeting.

3.0 **Reviews: New/Existing Policies**

P-535 Progressive Discipline and School Safety

The policy has been revised extensively to make the format conducive to the required format for policies. The content that was removed from the policy has been placed within the management guideline for policy 535.

Action: Submit the above policy for stakeholder review.

P-210 Student Trustees

The policy has been revised in accordance with the revisions made by the Ministry to regulation 707. The policy now allows for up to two Student Trustees and the staggering of the appointment term to allow mentorship opportunities. In addition, the policy statement reflects the belief that the Student Trustee composition should reflect the demographics of the students enrolled in the board.

Action: Submit the above policy for stakeholder review.

P-211 Electronic Attendance at Board Meetings

Changes have been made to the policy that reflect the amendments made by the Ministry to regulation 463/97.

Action: Submit the above policy for stakeholder review.

P-706 Health and Safety

The Occupational Health and Safety Committee recommends the minor revisions that were outlined within the policy. The BPRC is requesting additional review of the policy section 6, sub section 6.2 Responsibilities of the Board of Trustees and Senior Supervisors. The policy will be reviewed and/or revised by M. Paris. If revised, the policy will then be reviewed and approved by the Occupational Health and Safety Committee before being added to the next BPRC meeting agenda.

Action: Deferred.

P-505 Field Trip and Excursions

One change to Article 1.1 to now include "Out-of-Country Excursions". The Management Guideline (MG) has been revised extensively to ensure that day trips and extended field trips are planned for according to specific safety guidelines and requirements. In addition, a new section will be added to the MG to reflect the Out-of-Country Excursions.

Action: Submit the above policy for stakeholder review.

P-541 Concussion

The policy has been updated in accordance with changes to the provincial legislation. The policies management guidelines are being extensively revised.

Action: Submit the above policy for stakeholder review.

P-804 Director of Education Performance Review

The policy was created to provide detailed process and guidelines for the Director of Education performance review process. The policy has been reviewed by legal council and reflects a growth oriented partnership between the Director and the Board. No changes were made to the proposed policy.

Action: Submit the above policy for stakeholder review.

4.0 Policies to be Referred for Stakeholder Review as of November 7, 2018

- P-535 Progressive Discipline and School Safety
- P-210 Student Trustees
- P-211 Electronic Attendance at Board Meetings
- P-505 Field Trip and Excursions
- P-541 Concussion
- P-804 Director of Education Performance Review

5.0 Policies to Refer to Board for Approval on November 19, 2018

There are no policies for Board approval at this time.

6.0 2019 Meeting Schedule

Pending Board approval at the Inaugural/Organizational meeting on December 3, 2018, the next Board Policy Review Committee meeting will take place on January 8, 2019 at 6:30 pm.

7.0 Adjournment

Moved: M. Groulx

Second: A. MacGregor

That, the Board Policy Review Committee Meeting of November 6, 2018 adjourn at 7:23 p.m.

Carried

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

Report No: 48

Date: November 19, 2018

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

FROM: Cathy Tsubouchi

SUBJECT: Enrolment Summary as of October 31, 2018

**STRATEGIC
PRIORITY:** Stewardship

Current Situation

The enrolment of October 31, 2018 is summarized below:

ELEMENTARY SCHOOLS	BUDGET FTE October 31, 2018	ACTUAL FTE October 31, 2018	VARIANCE
B.A. Parker Public School	135.00	128.00	-7.00
Beardmore Public School	24.00	19.00	-5.00
Dorion Public School	44.00	46.00	2.00
George O'Neill Public School	143.00	149.00	6.00
Manitouwadge Public School	38.00	38.00	0.00
Margaret Twomey Public School	196.00	194.00	-2.00
Marjorie Mills Public School	51.00	51.00	0.00
Nakina Public School	17.00	16.00	-1.00
Schreiber Public School	52.00	57.00	5.00
Terrace Bay Public School	79.00	79.00	0.00
Total Elementary Enrolment	779.00	777.00	-2.00
SECONDARY SCHOOLS	BUDGET FTE October 31, 2018	ACTUAL FTE October 31, 2018	VARIANCE
Geraldton Composite High School	200.25	185.75	-14.50
Lake Superior High School	81.00	82.00	1.00
Manitouwadge High School	79.25	71.50	-7.75
Marathon High School	156.75	179.75	23.00
Nipigon Red Rock High School	142.00	141.75	-0.25
Total Secondary Enrolment	659.25	660.75	1.50
Total Board Enrolment	1,438.25	1,437.75	-0.50

Administrative Summary

That the report entitled *Enrolment Summary as of October 31, 2018* is presented to the Board for information.

Respectfully submitted,
 Cathy Tsubouchi,
 Superintendent of Business and Treasurer

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

Report No.: 49
Date: November

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Director's Monthly Report: November

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

- At B.A. Parker, the Numeracy Facilitator is now in place and has been engaging with primary and junior teachers to support their learning as they implement their School Learning Plan focusing on student knowledge of number sense.
- Elementary Educators from across the Board participated in Numeracy Learning with Dr. Alex Lawson from Lakehead University.
- Elementary Educators from Grades 4-6 participated in a Webinar to learn about a new interactive platform to support Numeracy (Dreambox).
- Nancy O'Donnell engaged the Dorion Public School Council parent group in a planning session around integrating Indigenous language and culture into their daily classroom teaching and interactions.
- A Quilling Workshop with Sonya Besile was held at the Nipigon-Red Rock District High School.
- The NSSSAA finals were hosted by the Nipigon-Red Rock District High School.
- Margaret Twomey Public School hosted facilitators from the One Girl organization who put on a girl empowerment workshop for female students in grades 4-8. The girls had some great conversations and took part in activities around social media, marketing towards girls and positive body image. They invited friends from Holy Saviour and Biigtigong Nishnaabeg Elementary School to take in these important messages.
- The grade 1/2 class from Margaret Twomey Public School has been reading with seniors at the hospital. Their grade 8's have been connecting with seniors in the Peninsula Manor.
- The 4/5/6 class from Marjorie Mills entertained the primary grades with choreographed Halloween dance performances.
- Beardmore Public School (whole school) participated in a Maker Space Opportunity whereby students engaged in hands-on creativity. Students employed their idea generation, as well as problem-solving skills to create some kind of product.
- George O'Neill Public School hosted a community fundraiser for Operation Veteran and to send a small group of students to Ottawa to perform at the Remembrance Day ceremony there. There was a huge turnout of people to enjoy a delicious spaghetti dinner and an evening of entertainment.
- Manitouwadge High School and Public School Students' Councils joined forces once again to have a community food drive for the We Scare Hunger campaign.



- Lake Superior High School challenged the community members of Terrace Bay, Schreiber and Pays Plat to share photos of how they like to get outside. All the photos collected are displayed in their #GetOutside display case.
- Terrace Bay Public School also took the pledge and participated in Take Me Outside Day where they hiked, engaged in read-alouds and made commitments to the environment. This activity brought them together to build relationships within their school community as well as strengthen their connection outdoors.
- Take Our Students to Work Day - On November 14th every grade 9 student in the board had the opportunity to be exposed to the work place. All high schools planned a day of events where our grade 9 students were exposed to one or two workplaces. It was an experiential learning opportunity for students to witness the world of work first hand, prompting early career planning, and enabling students to make informed decisions pertaining to their future goals and endeavors.
- Marathon High School students and staff played in a 3 – on – 3 hockey fundraising tournament for Marathon Food Bank Nov. 2
- Marathon High School hosted an open house, free BBQ and open gym on Oct. 22 for our student-parent-teacher conferences with a great turnout of school community – the following nights, meetings took place in Pic River and Pic Mobert First Nations.
- Schreiber Public School participated in a “We Scare for Hunger” campaign and gathered a truck load full of non perishable food items for the Northern Harvest Food Bank. They also hosted a badminton tournament for the 5 elementary schools in the area.



Learning, Well-Being and Relationships: Well-Being Professional Development Day

On our October 19th PD Day, staff from across all regions, including occasional and support staff, engaged with Tom Boland, co-author of The Third Path. Building on the work we have been engaging in system-wide for many years, including but not limited to BMS training, Restorative Practices, various forms of trauma informed professional learning, and Strength Based Resilience, the goal of our session was to focus on the role of the individual staff, in taking all of this learning and synthesizing it through the lens of ‘human development.’ Through deepening our understanding of the ‘third path’ and the recognition that “We are the Strategy,” we engaged in a relationship-based approach to understanding the intersection between well-being and achievement, and the importance of fostering and monitoring our own well-being. Tom Boland will return to SGDSB once again for the November PD Day, as he helps us to understand how we can ensure that our approach to numeracy is grounded content knowledge of math while fostering conditions for well-being for all.



Learning: Minecraft EDU at SGDSB

On October 24th, 69 Educators and students from across Superior-Greenstone District School Board came together at the SGDSB Learning Centre to co-learn about how to use Minecraft EDU in our learning environments. In order to ensure equity of access to the learning, busses were provided. Although the event was co-hosted by our TETLC, Stacey Wallwin and Coulter Lewis, a Learning Development Specialist at Microsoft Canada, it was truly the students and the educators who drove the learning! Students were great at showcasing their Minecraft skills and effectively communicated these skills to their

peers and the adults in the room. Educators not only saw the student engagement piece, but quickly made curriculum connections for learning in our K-12 classrooms. Beyond the energy of the day, the 21st century skills being used and the “hard fun” had by all, the highlight of the day was the Build Challenge that had learners from across the Board and both panels coming together to use their personal experiences to build iconic, Canadian landmarks in Minecraft. By introducing Minecraft Edu to our learners with a solid foundation of curriculum and 21st century competencies, we are ensuring that the use of the program allows students to be curators of technology rather than simply consumers. Minecraft Edu allows our students to demonstrate their learning in yet another way that connects their learning to the world they live in.

As we are launching our new strategic plan, and reimagining what our learning culture looks like, for the first time at our learning PD, we had several members of the IT Team on hand to not only troubleshoot if necessary, but to co-learn alongside the students and the educators as we are truly a team of learners. The day was a fantastic success with much learning, relationship building and planning for the learning back at everyone's home school.

Learning: Maker Kits

One of our summer reads was Empower: What Happens When Students Own Their Learning by John Spencer and A.J. Juliani. In this book, Juliani highlighted the importance of our students being nimble learners who can navigate an increasingly complex and digital society while having the ability to learn and unlearn throughout their lives. We provided opportunities for students to unleash their curiosity, creativity and passions, by creating low-tech maker kits that provided useful tools and materials to get schools started on providing “tinkering” spaces for their learners. B.A Parker Public School, Marjorie Mills Public School, Beardmore Public School and Dorion Public School all have these kits to support the hands on, collaborative, creative and critical thinking learning already occurring in their schools.

Learning: Numeracy Learning

Elementary Educators from 8 of our elementary schools have launched a learning partnership with Lakehead Public Schools and their work with Dr. Alex Lawson from Lakehead University. This collaborative learning opportunity is comprised of 6 days of learning. These sessions provide us with opportunities to dig into Dr. Lawson's book What to Look For Understanding and Developing Student Thinking in Early Numeracy in an effort to enhance our pedagogy in mathematics. The focus of the learning to date has been around deepening our understanding of the developmental continuum that supports moving students from additive to multiplicative thinking. As we learn through this collaborative initiative, it is expected that teachers will bring this learning back and incorporate these new practices in everyday math class.

Relationships: November 2018 Edsby Update

For the 2018-2019 school year, we are focusing on the successful implementation of Edsby as a platform to connect with our families and support the success of our students. Superior-Greenstone was seeking a platform that would not only support educators in their assessment practice, but would also strengthen our family-school partnerships. We recognize that the methods of communication are shifting in this rapidly changing world, and we wanted to provide a tool for all our partners to safely and securely meet our evolving communication needs. Edsby is supporting those needs.

On November 1, the Edsby platform was opened up to families. Once they accepted the invite from Edsby, they were able to view student absences, communicate absences to the school, view school news and calendars and view student progress should the teacher be providing this information. We are currently using the Newsriver and Calendar features to stay informed and a SGDSB Staff PD Group has been created regarding PD opportunities and resources for improved workflow and communication. To ensure that communication is effective, efficient and timely, all Senior Administration, Leads and Principals with Initiatives can access communication tools within the platform.

We are excited by the uptake of the platform, and the potential that this platform has in strengthening our home-school relationships.

Relationships: Marathon High School Students Give Back

Positive relationships are featured prominently in all four pillars of the SGDSB Strategic Plan. This month, students from Marathon High School participated as helpers in the Fall Harvest organized by Liz Michano from Holy Savior Catholic School. Our students were asked to support the learning that was organized with community partners including Biigtigong Nishnaabeg and Pic Mobert First Nation. Leaders from the partnering communities shared their knowledge and teachings. One of our aims is to "encourage schools to interact with other schools, communities and the global world to support learning and well-being". This opportunity provided exactly this opportunity! We are thankful for the students from Mr. Osborne's class for taking the time to provide this support to our communities. These students are truly putting the plan into action!



Relationships: Community Engagement Meeting

This month, SGDSB participated in a Community Engagement Meeting in Ginoogaming First Nation. This was a collaboration with Matawa Education, SNCDSB, and SGDSB. Community members, parents, teachers, principals and other educators spent the afternoon discussing the importance of attendance for our students, and how we can work as a team to help our youth achieve their educational goals. These relationships are integral for student well-being and learning. Based on feedback from this meeting, we will be working with Matawa to create an opportunity for student voice to be heard during our next community engagement session. Thanks to Skylene Metatawabin from Matawa for organizing our day, our lunch, and some great conversations!

Learning: Indigenous Education

As part of SGDSB's commitment to the Truth and Reconciliation recommendations, we are taking the initial steps to introduce a powerful, interactive history lesson to our educators and staff. "The KAIROS Blanket Exercise™ program is a unique, participatory history lesson – developed in collaboration with Indigenous Elders, knowledge keepers and educators – that fosters truth, understanding, respect and reconciliation among Indigenous and non-indigenous peoples."

From <<https://www.kairosblanketexercise.org/>>

This activity will first be made available to all staff who are interested and will be facilitated using local community members. We hope that the interest will grow and the learning could then be extended to our students in our school communities. We are grateful for this opportunity to bring this important learning to SGDSB.



Well-Being: Everyday Mental Health Classroom Resource

School Mental Health ASSIST (SMH ASSIST) and the Elementary Teachers' Federation of Ontario (ETFO) have collaborated to develop an [Everyday Mental Health Classroom Resource](#) that has recently been released to ETFO members. We wanted to make staff aware of this evidence-informed on-line resource, and to let you know that we will be using this resource in relation to our board's mental health action plan.

The *Everyday Mental Health Classroom Resource* includes a number of brief, evidence-informed, and easy-to-implement practices that are organized around six core skill categories (e.g., stress management

and coping skills, relationship skills, self-confidence and identity skills). They are designed to enhance classroom climate and complement social-emotional skill development. Each practice provides an outline, links to learning skills, a summary of related evidence, and instructions for implementation. In time, more practices will be added to the on-line site, and ongoing feedback from practicing educators is requested to ensure continuous quality improvement. Our Mental Health Lead, George Drazenovich can support educators as they increasingly use the resource in their classroom.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 49: Director's Monthly Report: November 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: 50

Date: November 19, 2018

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

FROM: Nicole Morden Cormier, Interim Director

SUBJECT: Strategic Plan Baseline Report: The Learning Priority

**STRATEGIC
PRIORITY:** Learning

Background

Annually, progress on each Strategic Priority of the Multi-Year Strategic Plan will be formally evaluated and results will be shared with stakeholders in a measurement report. These reports will be distributed throughout the year so that each report will focus on one of the Strategic Priorities, and the timing of that report will align with the scheduled release of relevant data. Progress on the Aims of the Learning Priority will be reported on in November, Relationships in January, Stewardship in March and Well-Being in June.

The data presented in the first year of implementation of the Multi-Year Strategic Plan for each of the priorities will serve as baseline data for the Multi-Year Strategic Plan Measurement Reports; thus ensuring that growth can be accurately reported over the course of the five-year plan.

Current Situation

As this is the first year of implementation of the Multi-Year Strategic Plan, this report and the attached appendix aim to drive discussion around where Superior-Greenstone District School Board is in terms of available baseline data (qualitative and quantitative) that supports the Aim and Objectives of the Learning Strategic Priority. This report will outline planned next steps to continue to make a positive difference in the learning and achievement of students.

Superior-Greenstone District School Board promotes a “learning for all culture” whereby everyone in the organization is a learner, striving to grow and make continual enhancements to our knowledge, skills and attitudes. As stated in the Multi-Year Strategic Plan, “Learning is the foundation of Superior-Greenstone District School Board and continues to be the core to achieving the school board’s vision. Innovative approaches to learning that incorporate experiences inside and outside the classroom will prepare students for success as future leaders” (SGDSB, Multi-Year Strategic Plan).

The Aim of the Learning Priority is to “foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center. If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging, motivation and perseverance in learning.” We define “learner-centered environments and pedagogies” as those which are “responsive, inclusive, and promote the academic, behavioural, cognitive and psychological engagement of all learners, and that are reflective of learners’ strengths, needs, learning preferences, and cultural perspectives” as outlined in the School Effectiveness Framework, 2013. This instructional approach shifts the focus from teaching to a focus on learning; students are active participants in the learning, their voice influences the content, activities, materials and the pace of the learning, and they engage in deep, open-ended problem solving that require both critical and creative thinking. We know that we must meet students where they are at in their learning.

Next Steps

The attached appendix provides the required baseline data in the areas of student attendance, graduation rates, and experiential learning opportunities. The appendix further outlines how we are responding to the learning needs of our students and the ongoing analysis of the impact of our Board Learning Plan for Student Achievement and Well-Being.

Through this process, a number of questions have surfaced that will guide the collaborative work of the System Leads, Superintendents and Director, moving forward. This includes, but is not limited to the following:

- How does the data presented capture our progress on learning as a strategic objective? How do the trends inform our work?
- How does the data influence our thinking about priorities in the Board Learning Plan for Student Achievement and Well-being?
- What targets can we set as we strive for future improvements?
- How does the work within our Learning Priority impact the progress we are making on the other strategies priorities?

Administrative Recommendations

That the Superior-Greystone DSB receive Report No. 50 - Strategic Plan Baseline Report: The Learning Priority for information.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education



Appendix to Board Report No. 50: Strategic Plan Baseline Report

The Learning Strategic Priority: Baseline Data Report

Background

As this is the first year of implementation of the Multi-Year Strategic Plan, this document aims to drive discussion around where Superior-Greenstone District School Board is in terms of available baseline data (qualitative and quantitative) that supports the Aim and Objectives of the Learning Strategic Priority. This document will also outline planned next steps to continue to make a positive difference in the learning and achievement of students.

Learning Aim: We foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center.

If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging, motivation and perseverance in learning.

Current Situation

Strategic Plan Metric: Ongoing Monitoring of Impact

The Board Learning Plan for Student Achievement and Well-Being (BLPSA) is a document that operationalizes aspects of the Multi-Year Strategic Plan, specifically the focus areas outlined in the Student Achievement and Well-Being priority area. The BLPSA articulates goals focused in the area of Numeracy and a goal focused in the area of Well-Being, specifically fostering learner centered environments and pedagogy. The BLPSA captures our collective commitment to enhance the learning of all students in our district, and thus, it is a document that responds to the specific learning needs that schools have identified. It identifies goals and related theories of action for the improvement of student achievement and well-being, describes our strategic actions, and outlines processes for ongoing monitoring. Engaging in ongoing monitoring of impact throughout the school year is a key driver for our work, as it is from this monitoring that we can determine what our next steps are going to be throughout the year.

Three goals comprise the BLPSA. These three goals provide a focus on student achievement and a focus on well-being, and thus we know that the work outlined in our BLPSA will continue to have a positive impact on the “whole” student. All goals in the BLPSA adhere to the structure of a SMART Goal, meaning that they are **Specific**, **Measurable**, **Achievable**, **Realistic** and **Time-Bound**.

Mathematics Learning – Communication

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

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

The chart below describes our goal attainment as reported through 2016-2017 EQAO data. With no cohort data to report on within 2017-2018, we were unable to monitor the progress towards achieving this goal. Instead, we monitored through the identification of school-based SMART Goals (see below).

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

2017 - 2018 SGDSB Mathematics Short Term Goal through RMS Strategy

As EQAO did not take place during the 2014-2015 school year, a short-term mathematics goal was introduced to assist in the ongoing monitoring of the impact of the learning that was occurring both at the system and school levels. The following goal was set:

By June 2018, 73% of SGDSB schools will meet their School Learning Plan for Student Achievement and Well-Being Numeracy SMART goal, as evidence by school based assessments (diagnostic to summative) moderated through the PLC Cycle.

Elementary:

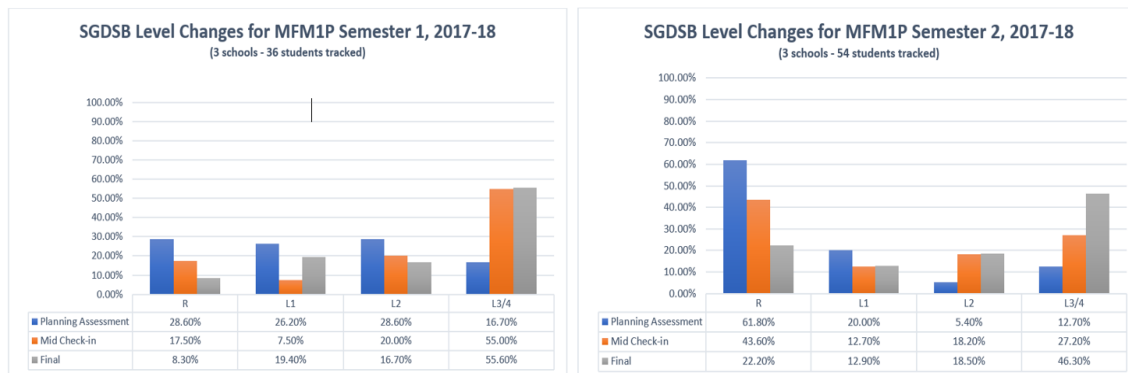
9/10 Schools had Numeracy SMART Goals. As this was the first year to return to using the SMART goal format, it was recognized that additional support was necessary in order to truly monitor numeracy achievement in each school. SLPSA teams reported that they were unable to truly measure their SMART goal quantitatively, as they were missing essential components of the process.

This would include: having baseline data that was different than the summative data; changing the focus of the work midway through as they began to realize the complexity of the student needs; the goal itself being too vast and thus challenging to truly measure; and the need to have additional time to truly meet a goal. Consequently, while schools have much evidence of the impact of their improvement work on student learning, they struggled to indicate whether they had met their SMART goal. This indicates the need to continue to support schools with the creation of SMART Goals, and strategies to engage in the careful monitoring of those goals throughout inquiry cycles. Although the indicated goal was not truly met, much learning was done in this area and helped to provide direction for the upcoming year.

Secondary:

Monitoring of the secondary mathematics goals took place through a different process. As grade 9 Applied Math has been the focus within the Renewed Math Strategy, our 5 Secondary schools monitored the work of their numeracy goals through the Achieving Excellence in Applied Courses (AEAC) process. The three core goals of AEAC are to increase the capacity of the Principal as the instructional leader, support Teachers to actively engage in building capacity in instructional practices and responsive pedagogy, and to increase the achievement, engagement and well-being of students in applied courses.

The student achievement data collected through the tool was used to monitor in-year progress and enable educators to engage in professional collaboration. This collaboration is centered on instruction that is responsive to the needs of the students as opposed to having to wait for final report card marks or results from standardized tests such as EQAO.



As illustrated in the charts above, through the AEAC process school teams were able to show an improvement with the number of students who showed an increase in achievement. Students enrolled in Grade 9 Applied Level Mathematics demonstrated increased proficiency between the diagnostic assessment and the final assessment. The most frequently used instructional strategies that were used to support this were Demonstration and Modelling, Descriptive Feedback, and Direct Instruction.

For 2018-2019, all schools will be supported in the creation, implementation and monitoring of narrowed SMART goals that responds to the most urgent student learning needs. In October, 12/15 of our schools engaged in sessions with an EQAO School Support and Outreach Education Officer, to dig deeper into

EQAO data and understand how to use the 'EQAO Reporting Tool' to gather information to support them in creating a measurement tool to collect 'leading' baseline data. (EQAO is a 'trailing' indicator, as it is not current to the work within the school year).

Student Centered Learning – Motivation and Belonging Fostering Improved Well-Being
Theory of Action: If we foster student centered learning environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn.

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

Short Term Goal: By June 2017, 100% of schools will demonstrate an increase of at least one stage of implementation (awareness, beginning, partial, full) in an area of focus (*Leadership, Learner Mindsets for All, Conditions for Learning, Assessment for/as Learning Culture*) in their overall rating of the self-assessment of the SGDSB Student Centered Learning and Pedagogy Success Criteria.

At the end of each school year, school teams provide reflective summaries of their learning, which informs the creation of the Board Learning Plan for Student Achievement and Well-Being. For the Student Centered, Well-Being goal, school teams also engage in a self-assessment (done yearly for the past 3 years) to identify areas of strength and needs, according to the criteria established for this goal. The feedback last year from the schools indicated that across the district, collaboration and educator learning are a priority in our schools, whereby staff use data, including student work to drive their improvement efforts. Schools reported that they are more deeply understanding the concepts and instructional practices that are the foundation to criteria for this goal, which has positively impacted their practices, but has negatively impacted their data sets as they now are experiencing a deeper understanding of the application of the identified instructional strategies. Thus, while the data does not demonstrate the anticipated growth, there is significant growth that underlies that data.

Student-Centered, Well-Being Theory of Action Goal School Self-Assessment Results 2016-2018		
Goal Descriptor	Goal Achievement: 2016-2017	Goal Achievement: 2017-2018
Met Goal: Self-Assessment demonstrates an increase in the stage of implementation in at least one area of focus.	40% (6/15) of schools met the goal for 2016-2017. 2 schools improved in all four areas of focus. 4 schools improved in one area of focus (3 of the 4 made improvement in the Assessment For and As Learning area of focus).	47% (6/15) of schools met the goal for 2017-2018. 40% (6/15) schools showed improvement in the Assessment For and As Learning area of focus.
Approaching Goal: Although they made growth in criteria within the area of focus, overall these schools remained within the same stage of implementation from Baseline.	27% (4/15) of schools are approaching the goal for the 2016-2017 year. Note: All four schools were focusing on the area of Assessment For and As Learning, which is the largest of the criteria areas.	-----
Maintained Self-Assessment Rating: Data demonstrates that schools remained within the same stage of implementation for all criteria from Baseline.	13% (2/15) of schools remained within the same stage of implementation for 2016-2017.	33% (5/15) of the schools remained within the same stage of implementation for 2017-2018.
No data (no baseline in the identified area of focus to compare - focus changed)	20% (3/15) of schools required additional data. Note: Schools changed the area of focus from the baseline thus data is not available.	13% (2/15) of schools required additional data.
Pursuing new area of the Self-Assessment Continuum.	20% (3/15) schools are pursuing a new area on the self-assessment continuum - so baseline data for this year in this area.	

Numerous job-embedded strategies were implemented during the school year to continue to build a deeper understanding of the conditions necessary to foster well-being in student centered environments. These include providing elementary school administrators with research that connects well-being and achievement, as they are inseparable. All school administrators and leads engaged in collecting evidence

that supports the criteria of the theory of action in practice from their schools and their learning structures, and engaged in analyzing this evidence. This led us to recognize that each of the criteria is quite significant in nature, and thus leaders came to realize that a great deal of time is needed to reach partial implementation. Thus, their previous self-assessments were not yet a true reflection of the work being engaged in.

In addition, the Achievement, Well-Being and Equity Committee (AWE Committee) was established, designed to provide a platform for learning and feedback from schools around this connection. All Leads aligned their work plans with this criteria, thus ensuring that they too were supporting educators through their professional supports. The AWE Committee will be ensuring that the Student Centered, Well-Being Theory of Action success criteria increasingly and explicitly reflects the essential conditions necessary to foster well-being.

For 2018-2019, it is important for us to increasingly decompose the success criteria of our theory of action to ensure that all have a complete understanding of how to enact the criteria in their learning structures. The Achievement, Well-Being and Equity Committee will be enhancing the criteria to ensure that the connection between well-being and achievement is clear. To also support this connection, we are beginning to adopt the model from The Third Path: The Relationship Based Approach to Well-Being and Achievement.

Strategic Plan Metric: Increase Daily Attendance

Elementary School Data

The data below was provided by the Ministry of Education to school boards for the 2013-2014 and 2015-2016 school years. The data is expressed in terms of *persistent absenteeism*, which is defined as missing more than 10% or 20 days of the school year.

Ministry of Education Elementary Persistent Absenteeism Data: 2013-2016			
Attendance Percentages	Board Persistent Absenteeism > 20 days	Province Persistent Absenteeism > 20 days	Northern Region* Persistent Absenteeism > 20 days
2013-2014	26.7%	12.8%	19.8%
2015-2016	28.2%	11.3%	21.6%

*Northern Regions include (Sudbury, North Bay and Thunder Bay)

In response to this data, in 2015, the elementary panel developed an Attendance Action Plan to respond to the concerns around persistent absenteeism. Strategies for improvement were developed and the following goal was identified:

By June 2018, there will be a 10% reduction of “persistent absenteeism” in each elementary school as measured against their 2013-2016 school year average trend.

Based upon the following data, this goal was attained.

Trillium Board Elementary Attendance Data: 2017-2018					
Attendance /Percentages	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive
2017-2018	0.5% (0.8%)	8% (4%)	0.9% (1%)	9.4%	5.8%

The Elementary Attendance Action Plan will be updated and enhanced to reflect our ongoing attendance progress and challenges, and to identify best practices. The HERE Campaign will also continue.

Secondary Data

The secondary data is representative of the 2016-2017 and 2017-2018 school years. This data is being used to establish a baseline and to set a SMART goal and an Action Plan for the 2018-2019 school year.

The data available reflects students who are Active, meaning that they are currently enrolled in our schools, as well as Inactive, meaning that these students are no longer enrolled in the school. Note that in some of the cases for Inactive students, an additional 15 days of absence would be reflected by the data, as a student is not off roll until they have been absent for 15 consecutive days.

Trillium Board Secondary Attendance Data: 2016-2018					
Attendance Percentages	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive
2016-2017	0.9% (1.29%)	15% (11%)	7% (16%)	23%	28%
2017-2018	0.31% (0.9%)	15% (8%)	6% (15%)	21%	24%

Next steps would include drilling down of the data to review the narratives for our inactive students. This will allow for a comprehensive Secondary Action Plan to be developed. There is also a plan to enhance the role of the Attendance Counsellor in our schools to include an increased focus on the counselling of students. These actions will focus on an increased level of attendance and success for all students, elementary and secondary panel.

Strategic Plan Metric: Increase Graduation Rates

The SGDSB cohort graduation rate for 2017-2018 (students entering grade 9 for the first time in 2013-2014) was 59%. In 2017-2018, the Annual Certification Rate, which reflects the proportion of students who have earned an Ontario Secondary School Diploma (OSSD), Ontario Secondary School

Certification (OSSC), or a Certificate of Accomplishment (OCA) in what is theoretically their final year of school, indicates a 60% success rate.

Credit accumulation is an antecedent to graduation rates. Dr. Alan King's study indicates that students who do not achieve 16 credits by the end of grade 10 have a higher percentage drop out rate than those who attain 16 credits by the end of grade 10.

In SGDSB, 76% of our students have achieved 8 credits by the end of grade 9 and 64% of our students have attained 16 credits by the end of grade 10. Students who failed courses prior to grade 10 were much less likely to complete an OSSD. For example, 83% of students with no failed courses graduated with an OSSD within 5 years. However, only 61% of students who failed one course went on to graduate. The rate is 42% for 2 failures and 18% for 3 or more.

2017-2018 Credit Accumulation	
2017-18	Credit Accumulation
Grade 9	8/8 credits achieved 76%
Grade 10	16/16 credits achieved 64%

**2015-2016 Provincial Rate for Grade 10 Credit Accumulation - 79%*

	2011-2012 *				2012-2013				2013-2014			
	cohorts/grads/ demit/%age				cohorts/grads/ demit/%age				cohorts/grads/ demit/%age			
GCHS	61	22	29	39	9	20	28	33	62	22	33	38
LSHS	24	22	02	91	25	23	02	92	26	20	04	80
MNHS	29	24	03	82	27	18	06	66	30	22	07	73
MRHS	44	27	15	61	48	29	16	60	45	32	12	71
NRHS	57	37	14	64	45	31	11	68	43	25	11	58
Board Totals	215	132	63	61	202	121	63	60	206	121	67	59
Board	Demit - 29%				Demit - 31%				Demit - 33%			

**2017-2018 Board Grad Rate 68.5% Based on Provincial Data*

The Student Success Initiatives at the provincial and board level target students who are at risk of not graduating within five years. In addition to our significant footprints of Specialist High Skills Major and Dual Credit programs, our Summer Co-Op program allowed us to grant 35 credits last year to students who may have been considered early leavers. We are currently training teachers and Principals on the use of PLAR (Prior Learning Assessment and Recognition). PLAR is the formal evaluation and credit-granting process whereby students may obtain credits towards their secondary school diploma for prior learning. This will be used to re-engage early leavers to help them get the credits they need to attain their OSSD.

Our schools' Student Success teams examine the data from our early leavers and implement processes and interventions to re-engage them back into our schools. These teams also help target supports for students who are lagging in their credit accumulation by creating individualized programs to further engage and prepare students for graduation and also give them the hope they need to feel confident about their futures. These actions, as supported by the Student Success Lead, will continue to be monitored and measured as our teams respond to student needs.

Strategic Plan Metric: Responding to the Learning Needs of Students

Responding to the learning needs of students involves ensuring that students have individualized opportunities and supports. This requires the system to continuously build increased capacity in strong instructional practices. Work in this area has aimed to improve staff understanding of the individual needs of students and to be able to respond to those needs through effective, research-based practices. It is important to note that this capacity building extends beyond supporting students with individual needs as it improves our capacity to support all students. The following outlines how we are responding to the identified groups of learners in our district.

Indigenous Ways of Knowing/Land Based Teachings

The following numbers represent the percentage of students who have self-identified as First Nation, Metis or Inuit, in comparison to the entire school population, as of October 2018.

In response to this data, we are working towards further integration of Indigenous histories, cultures, perspectives, and contributions into our programming from JK/SK to Grade 12. This will promote a development of a strong sense of identity and allow students to see themselves in our schools. We are working on creating "Welcoming Learning" environments that reflect the culture of our Indigenous population and as a commitment to our Strategic Plan and the Truth and Reconciliation recommendations. This will also include staff training and professional development related to Indigenous histories and perspectives to continue to build capacity in our schools to include culturally appropriate pedagogy into curriculum. We will continue to develop strategies that will help our Indigenous students with a greater success rate for credit accumulation, which ultimately leads to greater success for graduation rates. Student success teams at the secondary level are in place to track and identify students who may need extra supports. The hiring of Indigenous Graduation Coaches at two of our high schools, as pilot projects to work towards credit accumulation for students is also in place. We will continue to collect data and track credit accumulation to allow education partners and stakeholders to deepen their understanding of the strengths and specific needs of Indigenous students.

Self-Identification Data			
Elementary Data		Secondary Data	
BAPS	40%	GCHS	74%
BEPS	74%	LSHS	11%
DOPS	37%	MNHS	10%
GOPS	40%	MRHS	22%
MNPS	18%	NRHS	43%
MMPS	77%		
MTPS	20%		
NAPS	56%		
SCPS	17%		
TBPS	0%		

The Early Years

The following chart and information shows information and data for our current Year 1 (JK) and Year 2 (SK) students and gives a general overview of the needs (physical, emotional, social) that this group of students require to ensure success throughout their school day.

Early Years Information and Data (2017-2018)		
Registration Year	2018 (JK)	2017 (SK)
# of Children Screened (Fair Start)	52	45
# of Referrals (through Fair Start) (PT, OT, SLP, Social)	13	22
Current Students Diagnosed with ASD	6 (2 more going through the process)	
Students who are non-verbal (less than 10 words, intelligible)	12	
Educational Assistants supporting in EY classrooms	6	
Early Childhood Educators	4	
Total Number of Registrations	80	75

Our work in the early years continues to focus on Stuart Shanker's domains of regulation, as we are becoming more aware of students requiring a greater amount of supports in terms of physical, emotional and psychological development than that in previous years. We have met student and family needs by creating a Transition to Kindergarten season that invites families and children into our schools to develop relationships, experience aspects of the school day and to ensure supports are in place prior to September of Year 1. We are deepening our understanding of developmental milestones, self and co-regulation and ensuring that students are supported in developing their independence, their confidence, and their relationships while being in a safe environment where they can learn.

In terms of the last four cycles (2003-2015) of the EDI (Early Development Instrument), emotional maturity and physical health and well-being continue to show high levels of vulnerability. Approximately one third (36.9%) of our students are vulnerable in one of the EDI domains (physical health and well-being, social competence, emotional maturity, language and cognitive development and communication skills and general knowledge).

Know The Learner - Special Education Report

In 2017-2018, 27% of SGDSB students accessed special education. Among these students, 25% are students with a learning disability and 41% are not identified with an exceptionality.

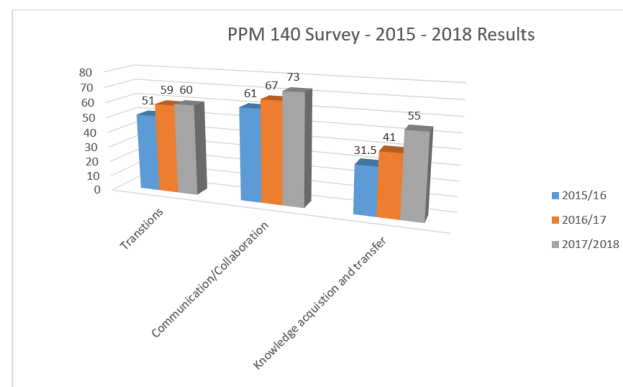
<u>Students Accessing Special Education By Division</u> E= Elementary S=Secondary				
<u>Equity Groups</u>	2014/2015	2015/2016	2016/2017	2017/2018
Students Using Special Education	E-153 S-244	E – 149 S-257	E-157 S-273	E-140 S-253
Students With A Learning Disability – Formally Identified	E-45 S-109	E-31 S-110	E-29 S-102	E-19 S-81

<u>Students Accessing Special Education Overall Trends</u>						
<u>Special Education Trends</u>	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Total Special Education Students	256	371	397	406	430	393
Students Identified with a (Learning Disability)	146	147	154	141	131	100
Accessing Support but no Identification (NO exceptionality)	No info as reconciliation did not begin	118	137	141	171	171

Responding to the needs of this group of learners is critical and thus “knowing the learner” module work has begun with targeted accommodations. In 2017/2018 we began this learning with educators at the elementary and secondary level. We have immediately seen results as our number of identified students with a learning disability has been decreasing over time. This is a direct result of meeting student needs by applying appropriate accommodations as well as not requiring external assessments to understand learning needs. “Knowing the Learner” thinking will be further explored this year via the Multidisciplinary Team as well as with our NTIP (New Teacher Induction Program) teachers.

Positive Behaviour Supports for All

The Policy Program Memorandum (PPM) 140 survey is used by the Positive Behaviour Support Lead to identify needs at both the school and board level in the area of incorporating Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder.



The above graph indicates annual growth in transitions, team collaboration, and the acquisition, transfer and mobilization of staff knowledge in the areas of Autism and evidence-based practices to support student success. Achieving these outcomes, the Positive Behaviour Support Lead has worked with our internal and external partners developing a strategy to address capacity-building opportunities for staff and to identify evidence-based programs.

- In 2015/2016, we began working with BMST (Behaviour Management Systems), which is (a framework used to support student behavior and provide safety). This model is now used to address student behaviour through an ecological lens (individual, school, community, and the world). Front line staff supported each school in training and creating calm, caring environments.
- In 2016/2017 boards were provided with one time funding and with that we developed an after school program that brought in our community mental health partners, families, and schools.
- We provided targeted professional development for staff in the areas of Assessment of Basic Language and Learning Skills (ABLLS), and the Picture Exchange Communication System (PECS).
- The funds also provided the opportunity to purchase specific resources for schools to support student-learning needs.

Moving forward for the 2018/19 school year we will be implementing school-based teams to support Behaviour Success Plans and IEPs, launching a Social/Communication pilot project at George O' Neill Public School - Positive Behaviour Interventionist position and will be implementing After School Programs where needed once again.

Strength Based Resilience (SBR)

In the 2016/2017 school year, 24% of our elementary students and 28% of our secondary students reported moderate to high levels of anxiety. 30% of our secondary students report moderate to high levels of depression. One of the key learning questions for us was how can we impact student mental health and well-being in tangible, measurable ways. To address this question, in May of 2017, 30 educators from our board were trained on Strength Based Resilience (SBR) and we rolled out the program board wide in selected settings in all schools in the 2017-2018 school years. The aim of the SBR is to build healthy cognitive styles, problem-solving skills, and the strengths of creativity, optimism, social intelligence and critical thinking. This work is ongoing and increasingly being embedded universally in a whole school approach with curricular enhancements and targeted more specifically with more vulnerable students. We continue to research our effectiveness and expect to see measurable results in the area of overall coping, critical thinking, and engagement.

Assistive Technology

Student independence is at the root of using assistive technology to meet learner needs. Over the past 4 years we have introduced "Read and Write for Google Chrome" to all learners. This has allowed us to move away from the use of scribing in all of our schools. This is a move that is student focused that allows our learners to work independently without relying on others to scribe their thinking. Not only does this foster well-being but it also allows students to use the programs that are relevant to their own needs. Our Multi-Disciplinary Team will be helping to support the educators in their knowledge and understanding of how to effectively use assistive technology in the classroom. The Special Equipment Amount (SEA) continues to be an investment that puts laptops and iPads in the hands of our learners who require assistive technology. Approximately 50 new laptops are introduced to students each year at SGDSB under the SEA (Special Equipment Amount) program.

Strategic Plan Metric: Experiential Learning

There are a number of current programs that support experiential learning. These include: OYAP (Ontario Youth Apprenticeship Program), Co-op (Co-operative Education), SHSM (Specialist High Skills Major), Dual Credits, SWAC (Students within a College), Career and Skills hands on opportunities and First Nations Partnerships. Each year these programs are enhanced and in the case of SHSM (Specialist High Skills Major) and Dual Credit we have added programs based on student need for pathway completion.

Experiential Program Data (2017-2018)		
OYAP Footprint- grade 11 and 12 students enrolled (2016-17)	37 gr. 11 - 32 gr. 12 42 m - 27 f 0 registered in a trade	23.7% enrolled SGDSB 5.1% enrolled Province
Co-op - 5 high schools	116 students 201 credits earned	# of students in summer co-op program 17 students obtained 30 credits
SHSM - Specialized High Skills Major	Environmental (3), Mining (1), Health and Wellness (2), Manufacturing (1)	9% of our students are enrolled in an SHSM program (55 students) 25 graduated with a Red Seal
Dual Credits - Confederation College	Transportation, Manufacturing, Culinary, Construction - Footprint	109/611.25 = 18% of our students attained a dual credit compared to 4% in the province
SWAC - School within a College	2 College Courses being taught at MRHS	3 students completed their programs (3 credits each towards their OSSD)
Cardboard Boat Races Skills ON Tech and Trades	CB Races: 4 elementary schools - 32 students; 3 high schools- 32 students Skills ON presentations: 8 elementary- 120 students; 5 secondary 148 students - Women's Networking - 25 - 2 high schools Qualifying Competition - 5 (board) Provincials - 4 students 7-8 Trade & Tech Days - 2 Events: 184	2 ribbon winners(silver and Bronze) 1 ribbon winner (silver)
Partnerships with First Nation Communities	Land Based Learning Mentoring/Career/Guidance Activities/Workshops - 15 elementary students	

The next steps will include the implementation of the new co-operative education document, which includes an open level co-op course. We will continue to monitor our footprint in our various programs. The hope is to increase our footprint over time and continue to provide students with enhanced opportunities in the area of experiential learning.

Next Steps

The next steps that have been identified in this report will continue to be monitored in an ongoing manner, and progress will be reported in November 2019.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education

Charles Bishop,
Superintendent of Education

Will Goodman,
Interim Superintendent of Education