



## 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 2019/09

### A G E N D A

Monday, September 23, 2019 – 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

**Director:** Nicole Morden Cormier

VC Sites: Board Office / 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
First Nation Trustee (Vacant)						Nesbitt, Jason					
Groulx, Michael						Pelletier, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Rathwell, Stephanie (Student)					
McIntyre, Margaret						Schwantz, Sydney (Student)					
McRae, Pauline (Pinky)											

<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>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>					
Harris, Brent: <i>Manager of Financial 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>					
Wallwin, Stacy: <i>Technology Enabled Learning and Teaching/E-Learning/Edsby</i>					
Leroux, Carol: <i>Student Success Lead</i>					
Schram, Kathleen: <i>School Effectiveness/Numeracy/MISA Lead</i>					
Christianson, GeriLynn: <i>Administrative Assistant to Director/Communications</i>					

PART I: *Regular Board Meeting*

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

## **2.0 Oath of Office: 2019-2021 Student Trustee**

2.1 Sydney Schwantz: (Marathon High School)

## **3.0 Regular Meeting Call to Order**

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 23, 2019 be called to order at \_\_\_\_\_ p.m.

## **4.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/09 Regular Board Meeting, September 23, 2019 be accepted and approved.

[\(Attached\)](#)

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

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

6.1 Board Meetings

✓ **That**, the minutes of the following Board meeting be adopted:  
1. Regular Board Meeting 2019/08: July 15, 2019

[\(Attached\)](#)

6.2 Board Policy Review Committee: September 3, 2019

[\(Attached\)](#)

✓ **That**, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of September 3, 2019 and approves as reviewed:

- P-604 Early Years
- P-517 Early Identification
- P-719 Accessibility

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of September 24, 2019, and all of which shall supersede any previous policies.

## **7.0 Business Arising Out of the Minutes**

## **8.0 Delegations and/or Presentations**

8.1 Showcasing Learning: Director's Welcome Back Message (Video Presentation- N. Morden Cormier)

8.2 Showcasing Renovations to Program Spaces (PowerPoint Presentation- N. Morden Cormier & M. Paris)

8.3 Excellence in Education: SGDSB System Presentation Entitled: Leveraging Technology to Expand Timetable Opportunities for Secondary Students (Presentation- Stacy Wallwin, Technology Enabled, Learning and Teaching/E-Learning/Edsby)

8.4 Report No. 54: Student Trustee Report: September 2019 [\(Attached\)](#) - (Trustees, S. Rathwell & S. Schwantz)

**9.0 Reports and Matters for Decision**

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

- 9.1.1 Board Policy Review Committee (BPRC) (M. McIntyre/ N. Morden Cormier)
- 9.1.2 Indigenous Education Advisory Committee (IEAC) (N. Morden Cormier)
- 9.1.3 Special Education Advisory Committee (SEAC) (M. McIntyre/ W. Goodman)

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

Superintendent of Business: Cathy Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

**10.1 Report No. 55:**

2018-2019 Interim Report No. 3

([Attached](#) – B. Harris/ C. Tsubouchi)

**11.0 Reports of the Director of Education**

Director of Education: Nicole Morden Cormier

**11.1 Report No. 56:**

Director's Monthly Report – September 2019

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

**11.2 Report No. 57:**

2019-2020 Annual Growth Plan

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

**11.3 Report No. 58:**

Operationalizing and Monitoring the Multi-Year Strategic Plan

([Attached](#) – N. Morden Cormier)

**12.0 Reports of the Education Committee**

Superintendent of Education: Charlie Bishop  
Superintendent of Education: Will Goodman  
Education Chair: Allison Pelletier

**12.1 Report No. 59:**

Graduation Rates 2017-2018

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

**12.2 Report No. 60:**

Student Centered Well-Being Theory of Action Plan

([Attached](#) – Kathleen Schram/ N. Morden Cormier)

**13.0 New Business**

Board Chair: Pinky McRae

**13.1 Board Chair**

13.1.1 Trustee Professional Development October 25 & 26, 2019

(P. McRae)

13.1.2 OPSBA: Northern Regional Meeting, October 4 & 5, 2019

(P. McRae)

13.1.3 2019/2020 OPSBA Conference Schedule

(To follow under separate cover  
- P. McRae/ N. Morden Cormier)

**13.2 Trustee Associations and Other Boards**

13.2.1 Report No. 61

CSBA Congress and OPSBA Annual General Meeting Report

([Attached](#) - P. McRae)

**13.3 Trustee Activities**

**13.4 Future Board Meeting Agenda Items**

**14.0 Notice of Motion**

**15.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

**16.0 Committee of the Whole Board** (In-Camera Closed)[\(Attached\)](#)16.1 Agenda: Committee of the Whole Board – Closed

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

16.2 Rise and Report from Closed Session

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

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

- 17.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:
1. Regular Board 2019/08: July 15, 2019

[\(Attached\)](#)17.2 Other Recommendations from Committee of the Whole Closed Session  
(This section may be used as required coming out of closed session)

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

- (list motions here which may apply)

**18.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2019/09 Regular Board Meeting, Monday, September 23, 2019 adjourn at \_\_\_\_\_, p.m.

**2019 - Board Meetings**

Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.

Monday, October 21, 2019	Monday, November 18, 2019	Monday, December 2, 2019 (1:00 p.m.)
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## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### **Regular Board Meeting 2019/09**

Committee of the Whole Board: Closed Session.

Monday, September 23, 2019

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

### **A G E N D A**

**Board Chair:** Pinky McRae

**Director:** Nicole Morden Cormier

VC Sites: Board Office / GCHS / 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 2019-08: July 15, 2019 [\(Attached\)](#)
- 4.0 Personnel Item A (N. Morden Cormier)
- 5.0 Personnel Item B (N. Morden Cormier)



# 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 2019/08

## MINUTES

Monday, July 15, 2019 – 6:30 p.m.

Designated Site: SGDSB Learning Centre, 46 Salls Street, Red Rock, ON

### Videoconference Site Locations

Superior-Greenstone District School Board (SGDSB) ..... 12 Hemlo Drive, Marathon, ON  
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 SGDSB Learning Centre ..... (SGDSBLC) ..... 46 Salls Street, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

**Board Vice-Chair:** Mark Mannisto

**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) 7:13 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	McRae, Pauline (Pinky)		x			
Groulx, Michael	x					Nesbitt, Jason					x
Major, Christine			x			Pelletier, Allison		x			
Mannisto, Mark			x			Pristanski, Kal	x				
McIntyre, Margaret			x			Rathwell, Stephanie (Student)			x		
First Nation Trustee (Vacant)											

<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>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
Harris, Brent: <i>Manager of Financial 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****94/19**

Moved by: Trustee M. Groulx

Second: Trustee K. Pristanski

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, July 15, 2019 be called to order at 6:33 p.m.

Carried**3.0 Approval of Agenda**

Director of Education Nicole Morden Cormier requested a revision to the agenda. Agenda item 9.1.2 will be titled "In-year Deficit Elimination Plan". Therefore, agenda item 9.1 "Board Estimates 2019-2020" will change to agenda item 9.1.1.

**95/19**

Moved by: Trustee C. Major

Second: Trustee A. Pelletier

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/08 Regular Board Meeting, July 15, 2019 be accepted and approved as amended.

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

There were no disclosures of interest offered at this time.

**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings****96/19**

Moved by: Trustee P. McRae

Second: Trustee M. Groulx

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

1. Regular Board Meeting 2019/07: June 17, 2019

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

Nil.

**7.0 Delegations and/or Presentations**

Nil.

**8.0 Reports and Matters for Decision**

Nil.

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

Superintendent of Business: Cathy Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

**9.1 Report No. 51:****9.1.1 Board Estimates 2019-2020**

Superintendent of Business Cathy Tsubouchi provided a PowerPoint presentation to assist in her review. The 2019-2020 Estimates have a \$31,211.00 deficit for compliance purposes. The Estimates comply with the Ministry of Education's requirements.

**97/19**

Moved by: Trustee M. Groulx

Second: Trustee P. McRae

✓ **That**, the Superior-Greenstone DSB having received Report No. 51, Board Estimates for 2019/2020, adopts the estimates for the 2019/2020 school year as presented.

Carried**9.1.2 In-Year Deficit Elimination Plan**

The Superintendent of Business provided a detailed review of the In-Year Deficit Elimination Plan during her presentation of the Board Estimates for 2019-2020. The

Board deficit is within the Ministry's allowable limits under the Education Act. A new Ministry requirement has been implemented and therefore the adoption of an In-Year Deficit Elimination Plan is required outlined within Report No. 51.

**98/19**

*Moved by: Trustee P. McRae*

*Second: Trustee K. Pristanski*

✓ **That**, the Superior-Greenstone DSB having received Report No. 51: Board Estimates for 2019/2020 approves the In-year Deficit Elimination Plan as presented.

Carried

## 9.2 Borrowing Bylaw 145

The Borrowing Bylaw 145 was sent under separate cover from the agenda.

**99/19**

*Moved by: Trustee M. McIntyre*

*Second: Trustee M. Groulx*

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 145 being a bylaw to authorize the borrowing of up to seven million dollars (\$7,000,000.00)

Carried

## 9.3 Signing Officers

The Superintendent of Business advised that due to staff changes, the signing officers need to be updated with the Boards financial institution by way of a Board resolution.

**100/19**

*Moved by: Trustee C. Major*

*Second: Trustee M. McIntyre*

✓ **That**, effective July 16, 2019, 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
- Brent Harris, Manager of Financial Services
- Will Goodman, Superintendent of Education

Carried

## 9.4 Report No. 52: External Auditors

Deloitte LLP has provided audit services to Superior-Greenstone DSB since amalgamation. The recent five-year term agreement has expired. In order to maintain some consistency within the accounting department, the Superintendent of Business recommended a 2-year extension of the current audit services agreement, with a minimal increase in fees. The extension falls within the parameters of the new procurement rules.

**101/19**

*Moved by: Trustee C. Major*

*Second: Trustee A. Pelletier*

✓ **That**, the Superior-Greenstone DSB, having received Board Report No. 52: External Auditors, extend the appointment of Deloitte LLP as auditors for Superior-Greenstone DSB for a 2-year period ending with the audit of the fiscal year ending August 31, 2020.

Carried

## **10.0 Reports of the Director of Education**

*Director of Education: Nicole Morden Cormier*

### 10.1 Report No. 53: Program Enhancement Projects

Director of Education Nicole Morden Cormier provided a review of the Program Enhancements Projects report. She expressed her gratitude to the work completed by the Plant Department to enhance the learning environments. A review of the current and upcoming infrastructure projects was provided including the Information Technology team's installation of new video conferencing equipment at all SGDSB schools.



**11.0 Reports of the Education Committee**

Superintendent of Education: Charlie Bishop  
Superintendent of Education: Will Goodman  
Education Chair: Allison Pelletier

Nil

**12.0 New Business**

Board Chair: Pinky McRae

**12.1 Board Chair**

**12.1.1 Correspondence: Waterloo Region DSB – June 24, 2019**

Reviewed for information purposes only.

**12.2 Trustee Associations and Other Boards**

Trustees recently attended the Annual General Meeting of the Ontario Public School Board in Toronto. A report will be provided at the September Board meeting.

**12.3 Trustee Activities**

Trustees attended graduation ceremonies across the district.

**12.4 Future Board Meeting Agenda Items**

Nil.

**13.0 Notice of Motion**

Nil.

**14.0 Observer Comments**

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

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 7:13 p.m.

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

**15.1 Agenda: Committee of the Whole Board – Closed**

**102/19**

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:13 p.m. and that this portion be closed to the public.

Carried

**15.2 Rise and Report from Closed Session**

**103/19**

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:37 p.m. and that this portion be open to the public.

Carried

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

**16.1 104/19**

Moved by: Trustee P. McRae

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 2019/07: June 15, 2019

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session**105/19***Moved by: Trustee C. Major**Second: Trustee M. McIntyre*

✓ **That**, the Superior-Greenstone DSB having received Report No. IC-02-19 entitled Casual/Non-Union Salary Grid approves the amendments to the Casual/Non-Union Salary Grid effective September 1, 2019.

Carried**17.0 Adjournment****106/19***Moved by: Trustee C. Major**Second: Trustee K. Pristanski*

✓ **That**, the Superior-Greenstone DSB 2019/08 Regular Board Meeting, Monday, July 15, 2019 adjourn at 7:41, p.m.

<b><u>2019 - Board Meetings</u></b>		
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
August meeting Canceled as per June Board meeting		
Monday, September 23, 2019 <i>*Designate Site: LSHS</i>	Monday, October 21, 2019	Monday, November 18, 2019
Monday, December 2, 2019 (1:00 p.m.)		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2019/08**

Committee of the Whole Board: Closed Session.

Monday, July 15, 2019

Designated Site: SGDSB Learning Centre, 46 Salls Street, Red Rock, ON

**TOPICS**

***Board Chair: Mark Mannisto***

***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 7:13 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 2019-07: June 17, 2019
- 4.0 Personnel Item A
- 5.0 Personnel Item B: Report No. IC-02-19
- 6.0 Personnel Item C
- 7.0 Information update

**Regular Board Meeting 2019-08**

*Monday, July 15, 2019*

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2019

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Teleconference Meeting – Marathon, ON

Tuesday, September 3, 2019 @ 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
Jason Nesbitt		x				Michael Groulx		x			
Allison Pelletier		x				Kal Pristanski (Alternate)					x
Margaret McIntyre	x					Christine Major (Alternate)					x
Mannisto, Mark					x	McRae, Pinky (Ex-Officio)					x

<b>Administration Resource Members</b>	OS	TC	VC	A	R
Nicole Morden Cormier: <i>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				
Amanda Gyori: <i>Principal Representative</i>		x			
Hillary Freeburn: <i>System Principal-Early Years Lead</i>					x
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>			x		
Gerrilynn Christianson: <i>Recorder</i>	x				

**1.0 Review of Minutes: June 4, 2019**

The minutes of the June 4, 2019 Board Policy Review Committee were approved by the Board at the June 17, 2019 Regular Board meeting.

Moved: M. Groulx

Second: J. Nesbitt

That, the Board Policy Review Committee Meeting minutes be approved as presented.

Carried

**2.0 Business Arising from Minutes: June 4, 2019****2.1 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of June 4, 2019 through to August 27, 2019. No stakeholder feedback was received on the Policies 604, Policy 517, and Policy 719.

P-604 Early Years

P-517 Early Identification

P-719 Accessibility

**Action:** Submit P-604, P-517, and P-719 for Board approval on September 23, 2019.

**2.2 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of June 4, 2019 through to August 27, 2019. Stakeholder feedback was received and the policies have been revised to reflect the feedback provided.

P-717 Harassment and Human Rights

P-720 Workplace Violence

Superintendent of Education Charlie Bishop reported that he received stakeholder feedback on Policy 717 and Policy 720 from Human Rights and Equity Advisor Mahejabeen Ebrahim. The revisions required are extensive and require further in-depth review.

**Action:** Bring P-717 and P-720 forward for review at the November 5, 2019 Board Policy Review Committee meeting.

### **3.0 Reviews: New/Existing Policies**

#### **P-610 Prior Learning Assessment and Recognition for Mature Students**

Superintendent of Education Charlie Bishop reviewed the policy and the minor revision to the policy statement reference.

**Action:** Submit the above policy for stakeholder review.

#### **P-202 Control and Release of Information**

Director of Education Nicole Morden Cormier reviewed the policy and recommends no changes to the document at this time.

**Action:** Submit the above policy for stakeholder review.

#### **P-212 Observer Comments at Board Meetings**

The Director conducted an extensive review of the policies followed by other school boards regarding observer comments at board meeting. Changes are not required at this time.

**Action:** Submit the above policy for stakeholder review.

#### **P-305 Internal Review**

Superintendent of Business Cathy Tsubouchi provided a review of the policy. She advised that the title of the document has changed to "Internal Review" as appose to the previous title of "Internal Audit", to reflect the change in the audit process. The document also includes revision to the title of the Manager of Financial Services and the final report date has been stricken from the policy.

**Action:** Submit the above policy for stakeholder review.

#### **P-406 Snow Removal and Ice Control**

Manager of Plant Services Marc Paris discussed the proposed revisions to the Policy. He advised that due to changing seasonal weather conditions, heavy equipment is required at times for jobs such as sanding and salting the parking lots and as such now added to the policy. A revision is also proposed to include the title of the Plant Coordinator of Operations to the Policy as the snow removal and ice control is managed by that individual.

**Action:** Submit the above policy for stakeholder review.

#### **P-516 Safe Arrivals Program**

Superintendent of Education Will Goodman has reviewed the policy and proposed one minor revision as highlighted.

**Action:** Submit the above policy for stakeholder review.

#### **P-714 Criminal Background Check**

Superintendent of Education Will Goodman has conducted an extensive review of the policy. He discussed the purpose of the recommended revisions and noted additional revisions during the meeting to the policy punctuation for sections 2.2 and 6.1.

**Action:** Submit the above policy for stakeholder review.

**4.0 List All Policies to be Referred for Stakeholder Review as of September 4, 2019**

P-610 Prior Learning Assessment and Recognition for Mature Students  
P-202 Control and Release of Information  
P-212 Observer Comments at Board Meetings  
P-305 Internal Review  
P-406 Snow Removal and Ice Control  
P-516 Safe Arrivals Program  
P-714 Criminal Background Check

**Action:** Submit P-610, P-202, P-212, P-305, P-406, P-516 and P-714 for stakeholder review on September 4, 2019.

**5.0 List All Policies to Refer to Board for Approval on September 23, 2019**

P-604 Early Years  
P-517 Early Identification  
P-719 Accessibility

**6.0 2019 Meeting Schedule**

November 5, 2019 at 6:30 pm

**7.0 Adjournment**

Moved: M. Groulx                      Second: J. Nesbitt  
That, the Board Policy Review Committee Meeting of September 3, 2019 adjourn at 6:55 p.m.

Carried

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	PROGRAM		
Policy Name	KINDERGARTEN PROGRAM	EARLY YEARS	604
Board Approved:	Reviewed:		
October 27, 2015	October 5, 2015	Review By:	December 2024
April 20, 2010	January 25, 2010		December 2020
March 12, 1999	April 2004		

**1.0 POLICY**

As per the Education Act, Superior-Greenstone District School Board offers a full day early learning program for two years in every elementary school.

The early years are recognized as being critically important in supporting children's holistic development and in attaining the mission and values of the Board. This Policy provides forward-thinking principles and commitments that guide system planning, implementation and improvement across a range of early years programs for children from birth to age 12. These include child care in schools, child and family programs, Full Day Kindergarten (FDK) and elementary education, before-and-after-school programs

**2.0 RATIONALE**

Superior-Greenstone District School Board acknowledges that the early years of a child's life have a profound and enduring impact on their future learning and development and is committed to the success of children through strengthening early education and care. Engaging families in schools, from their child's birth and before Full-Day Kindergarten, establishes their sense of trust, social connectedness and investment in schools and local community.

The Board recognizes its important leadership role in the planning and delivery of a range of early learning experiences in schools and in fulfilling its legislative duties as defined in the *Education Act*, the *Child Care and Early Years Act* and the corresponding policies issued by the Ministry of Education.

**3.0 DEFINITIONS**

For the purpose of this Policy:

**"Before-and-after school programs"** refer to programs in schools serving children between the ages of 3.8 and 12 years of age before the school day begins, and after it ends, as defined in the *Child Care and Early Years Act* (2014).

**"Board"** means the Superior-Greenstone District School Board, which is also referred to as SGDSB.

**"Child Care"** refers to licensed early learning and care programs for children from birth to 3.8 years of age.

**"Thunder Bay District Social Services Administration Board (TBDSSAB)"** are the service delivery agents for social assistance, childcare and affordable and social housing. The TBDSSAB is the designated and legislated CMSM for child care and early years responsibilities for the municipalities within Superior-Greenstone DSB.

**“Early Years”** refers to children from birth to age eight.

**“Families”** refers to the parents/guardians and other trusted adults who care for a child outside of school.

**“Educator”** refers to all SGDSB employees and third-party service providers of early years programs (e.g. child care educators, Designated Early Childhood Educators, child and family program staff and supervisors, before-and after-school program staff, and school-board staff.)

**“System”** refers to the broad range of early years programs, services and initiatives that serve all children and families in SGDSB from birth to 12 years of age.

#### **4.0 RESPONSIBILITY**

The Director of Education holds the primary responsibility for overseeing this Policy. Within the Director’s Office, responsibility for the day-to-day management and coordination of the Policy is assigned to the Early Years Lead.

#### **PROCEDURES**

##### **1.0 Early Learning Eligibility**

Any child may register when he/she has attained his/her fourth (4th) birthday by December 31 of that calendar year.

##### **2.0 Flexible Programming**

Participation in the Early Learning program is flexible. The Kindergarten Program is a two-year program that honours the uniqueness and individual needs of every child. Children develop at different rates and in different ways; as such, schools and families/caregivers work together to determine what is in the best interests of students who may be experiencing challenges transitioning into school.

##### **3.0 Goals of the Full Day Program**

- Developmentally appropriate programming to meet the varying experiences, backgrounds, abilities, and needs of all children
- Purposeful play as the main vehicle to promote all aspects of learning
- Creating healthy learning environments that are safe, secure, stimulating and thoughtfully planned with the child in mind
- Encouraging learning through exploring, playing, talking, risk-taking, problem solving and making choices
- Using a variety of instructional strategies with the whole class, small groups and individuals
- Providing integrated experiences that build a strong foundation for literacy and numeracy development
- Ongoing, authentic assessment practices to inform programming and improve learning
- Ensuring a smoother transition into Grade 1



- Welcoming parents and caregivers as valued partners in their children's education
- Fostering partnerships between home, school, early learning partners and the larger community

#### 4.0 Early Learning Partnerships

- Redefining "school" as hubs of learning for children beginning at birth.
- Create a comprehensive system to maximize the mutual sharing of facilities, equipment and resources.
- Schools and early learning centers will work collaboratively to facilitate the transition of students into early learning programs.

#### 5.0 Educator Teams

An educator team, comprised of a designated early childhood educator and a teacher, is required for Kindergarten classrooms where there are 16 or more Year One and Year Two Kindergarten students.

### 5.0 POLICY

#### 5.1 Programs and Pedagogy

At SGDSB we believe:

- 5.1.1 Children are born learners, curious and capable, and important contributors in their learning. By planning responsive, inclusive and engaging programs, educators will capitalize on children's development in the early years;
- 5.1.2 Every child must always be seen, listened to and respected. Considering their age and maturity, a child's views can provide a valuable perspective to support child-centered decision-making, programming and pedagogy;
- 5.1.3 Recognizing that children have diversity of early years experiences and abilities, educators will collaborate to meet their unique needs within their local school as much as possible;
- 5.1.4 As children transition to school it is understood that schools must be ready for children, rather than children being ready for school. In consideration of the various transitions children experience in the early years, educators must put children's needs first and be thoughtful in planning and implementing more seamless transitions;
- 5.1.5 Children's language, culture, abilities, beliefs and experiences offer a rich opportunity to enhance their own, their peers, and their educator's learning;
- 5.1.6 Intentional play and inquiry are interconnected pedagogical approaches and are essential for children's learning from their pre-school experiences, and throughout elementary and secondary programs;
- 5.1.7 Learning environments will be thoughtfully co-created to engage children in a range of culturally reflective and responsive literacy and numeracy experiences; and
- 5.1.8 Principals and educators must identify how their own biases, power and privilege might influence their actions, interactions and pedagogical practices and must adjust their behavior accordingly.

- 5.1.9 The SGDSB recognizes that Indigenous families and communities provide an important source of strength in the development of their cultural identity and self-knowledge in the early years. Effective programs, pedagogy and curriculum will integrate Indigenous ways of being, knowing and doing.
- 5.1.10 Young children develop their individual identities and experience a true sense of belonging when families and staff work together to create safe, reflective and affirming environments that are respectful of their human rights.
- 5.1.11 Families will be engaged as critical partners in their children's learning. Staff and parents will cultivate reciprocal relationships where all voices are heard and respected in order to address biases and remove barriers that impede children's learning and development.

## 6.2 Relationships

At SGDSB we believe:

- 6.2.1 Families, communities, agencies, operators and all levels of government are important partners with school boards in the provision of early years programs including child care in schools. System leaders, individual school principals and educators will maintain and enhance effective relationships with these partners in delivering early learning and child care programs;
- 6.2.2 School leaders, program supervisors and classroom educators have responsibility for co-creating the conditions necessary for productive working relationships to thrive among various early years professionals working in exclusive and shared space in schools;
- 6.2.3 Families and communities play a significant role in children's learning, health, development and well-being. It is recognized that child and family well-being are often inextricably linked;
- 6.2.4 Respectful and responsive relationships with Indigenous communities are critical cutting-edge informing the expansion of early years programs serving Indigenous children and families. SGDSB commits to ensuring the active engagement of Indigenous partners in the planning and delivery of responsive programs and services;
- 6.2.5 Children's relationships with their peers play a significant role in their sense of belonging and well-being. Given that children need to feel connected in a positive ways to their peers, educators play an important role in nurturing peer-to-peer connectedness and relationships.

## 6.3 Shared Spaces

At SGDSB we believe:

- 6.3.1 Schools will serve as community hubs to improve accessibility and continuity of programming and service subject to approval by the Plant Department.
- 6.3.2 School principals, child care supervisors, recreation providers and staff are expected to work together to ensure that shared space is available on an ongoing basis to provide consistent and seamless learning and care environments for all children.
- 6.3.3 Procedures and protocols will be developed to ensure that child care and other early years programs in exclusive and shared space meet

mandatory standards and provide high quality programs, on a cost recovery basis.

6.3.4 Structures will be established to ensure regular and accessible communication with stakeholders to share information, address issues and improve system planning and service delivery.

6.3.5 System effectiveness and accountability will be achieved through intentional and ongoing system monitoring and improvement. System improvements will be guided by research and evidence, community feedback and driven by innovative practices.

## **7.0 REFERENCE DOCUMENTS**

### **Legislation**

- Child Care and Early Years Act
- Education Act
- PPM 11: Early Identification of Children's Learning Needs

### **Ministry of Education Documents**

- *How Does Learning Happen? Ontario's pedagogy for the Early Years* (2014)
  - The Ontario Early Years Child & Family Centres Guidelines (2015)
  - The Kindergarten Program (2016)
  - The Renewed Ontario Early Years Policy Framework (2017)
  - Before-and After-School Programs – Kindergarten – Grade 6: Policies and Guidelines for School Boards (2017)
  - Policy/Program Memoranda: B6 and B9 Child Care Capital Policies (2016-2017)
  - The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples (2017)
  - Child Care and Schools – Working Together in a Shared Space (2017-18)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	EARLY IDENTIFICATION	517	
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>	
October 27, 2015	October 5, 2015	December 2024	
February 17, 2010	October 26, 2009	<del>December 2020</del>	
August 10, 2002	April 2004		

**POLICY**

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

**PROCEDURES****1.0 Early Identification Procedures Shall Include the Following**

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each Kindergarten educator will complete the appropriate checklist(s)/screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Communication will take place during the transition to Kindergarten, while the child is in Kindergarten as well as during the transition to the next year's teacher. ~~Samples of student work will be used to communicate with the parent(s) during the year and with the next year's teacher.~~
- 1.4 ~~Samples of student work will be given to the parent(s) at the end of the school year.~~ Documentation of learning takes place in an ongoing basis and is shared with families through learning stories and regular updates.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have

the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

## 2.0 Time Line

<b>Action</b>	<b>Involved</b>	<b>Timeline</b>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/February
Communication of Information Principal— re: Transition to Kindergarten Planning	Principal, EY Lead, Kindergarten Teacher/Educator Team	February/June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal/EY Lead/ Kindergarten Teacher/Educator Team/SERT/SET/Parents/Agencies **Replace slashes with commas	March
Transition to Kindergarten Activities Season	Principal/ Kindergarten Teacher/Educator Team	February/June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team, Special Education Teacher	March/June Ongoing
Curriculum Night re: Kindergarten Programs	Principal/ Kindergarten Teacher/Educator Team	Spring/Fall
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

## 3.0 Programs that Support Early Identification

~~Fair Start: Fair Start Screening provides information regarding a student's overall development in the areas of Speech and Language Development, Fine and Gross Motor Skills and Social Development and Self-help Skills.~~

~~Oral Language Assessment (OLA): OLA data provides insights into the level of oral English structures a student can listen to with full understanding (receptive language).~~

~~Developmental Reading Assessment (DRA): DRA data determines a student's reading level and areas where they require additional support.~~

~~Assessing Math Concepts Formative Assessment: Assessing Math Concepts focuses on important core concepts that must be in place if children are to understand and be successful in mathematics.~~

Educators use professional judgement in the tools and assessments they would like to use to monitor growth, development and learning of children in the Early Years

programs. The approved Standardized Diagnostic Assessment Tools is an exhaustive list of approved diagnostics which is updated yearly.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS	719
Policy Name	ACCESSIBILITY <b>POLICY</b> STANDARDS FOR CUSTOMER SERVICE Management Guideline Applies	
Board Approved:	April 20, 2010	Review by: December 2021 December 2015

**POLICY**

Superior-Greenstone District School Board ("SGDSB") is committed to promoting learning and working environments that support human rights and accessibility for persons with disabilities. SGDSB will do so by removing and preventing barriers to accessibility and by meeting accessibility requirements under Accessibility for Ontarians with Disabilities Act, 2005 and the corresponding Ontario Regulation 191/11, Integrated Accessibility Standards.

It is the policy of Superior-Greenstone District School Board to provide an environment in all of its facilities that builds independence, dignity, integration, and equality of opportunity for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

**APPLICATION AND SCOPE**

This Policy applies to all employees and Trustees at SGDSB. The Policy also covers students, parents/guardians, volunteers, contractors, customers of SGDSB and other members of organizations not related to SGDSB but who nevertheless work on or are invited on to SGDSB premises or utilize SGDSB services.

**DEFINITIONS**

**"customer"** is any person who uses the goods and services of SGDSB the school bBoard.

**"accessible formats"** may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

**"assistive device"** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

**"communication supports"** are supports that persons with disabilities need to access information and may include, but are not limited to, plain language, sign language, reading aloud, written notes and captioning.

**"disability"** as defined in the Ontario Human Rights Code.

**"service animal dog"** is an animal that is being used to provide accommodation support to a person with a disability, either readily apparent or supported by a letter from a regulated health professional. Service animals are working animals. The dog's certification complies with the Superior-Greenstone District School Board's policy for the 'Use of Service Dogs in Schools.'

**“support person”** is a person who assists or interprets for a person with a disability as he/she accesses the services of SGDSB. A support person is distinct from an employee who supports a student in the system.

**“third party contractors”** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

**“barrier to accessibility”** is anything that prevents a person with a disability from fully participating in all aspects of the services of SGDSB. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.

**“accommodation”** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of SGDSB and employment at the SGDSB workplace.

## **RATIONALE**

In compliance with The Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Superior-Greenstone District School Board is committed to providing services in a way that is accessible to all customers.

SGDSB believes that excellence in education is founded on respect for the dignity and humanity worth of all individuals and the development of human potential, enabling individuals and groups to participate and contribute fully within a diverse society. Equity, valuing diversity and inclusion are related yet distinct concepts which that form the foundation of social justice and reflect values such as fairness, empathy, and respect for the dignity of all human beings.

Practicing equity involves proactively eradicating attitudes, actions, structures and systems that result in discrimination and exclusion. To this end, the SGDSB Superior-Greenstone District School Board is committed to the continual improvement of accessibility and the on-going removal of barriers in order to provide greater equity for all.

## **OBJECTIVES**

It is the objective of this policy to require that all reasonable steps be taken by January 1, 2010 to take all reasonable steps:

1. SGDSB is committed to meeting accessibility needs of persons with disabilities in a timely manner. SGDSB also recognizes it has a duty to accommodate the needs of persons with disabilities.
2. SGDSB will on an on-going basis endeavor to ensure that all policies, practices and procedures they are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention to for persons with disabilities.
3. SGDSB will provide appropriate training on the AODA, the requirements and the Ontario Human Rights Code as it pertains to persons with disabilities, for all staff and volunteers who deal with the public or other third parties on behalf of SGDSB. to ensure greater awareness and responsiveness to the needs of individuals with disabilities. Training as identified in No. 3 will be appropriate to their duties and will provided as soon as



~~practicable. be provided to all staff and to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.~~

4. SGDSB will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
5. SGDSB will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities including ~~Such services are to incorporate measures that include~~ but are not limited to the use of assistive devices and service animals ~~dogs~~.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site.
7. When asked, SGDSB will provide information and communication including about SGDSB, its services and public safety information, in accessible formats or with communication supports for persons with disabilities. SGDSB will notify the public about the availability of accessible formats and communications supports. If information or communications are unconvertible, it will provide an explanation why and provide a summary of the unconvertible information or communication.
8. SGDSB will make its website and web content conform with Web Content Accessibility Guidelines (WCAG) 2.0 in accordance with the requirements, unless it is not practicable to do so.
9. SGDSB will provide upon request, education or training related information such as program information, educational and training resources and student records in an accessible format or provide a comparable resource in accessible or conversion ready format.
10. SGDSB's school libraries if available, upon request, will provide accessible or conversion ready versions of print resources and materials to students with disabilities.
11. SGDSB, upon request, will make accessible or conversion-ready versions of any educational or training textbooks and print-based educational or training supplementary learning resources that it produces.
12. SGDSB will notify employees, potential hires and the public about the availability of accommodation for applicants with disabilities in its recruitment and selections processes.
13. SGDSB, upon request, will provide suitable accessible formats and communications supports for job and employee-related information to employees with disabilities.
14. SGDSB will provide individualized workplace emergency response information to employees who have a disability, if necessary and if SGDSB is aware of the need for accommodation.
15. SGDSB will develop and maintain individual accommodation plans for employees with disabilities based on needs due to disability. SGDSB will develop and maintain a return to work plan for employees who have been absent from work due to a disability.

16. SGDSB will take into account the needs of employees with disabilities as well as their individual accommodation plan when using the performance management process, providing career development (professional development) or redeployment.
17. SGDSB and all its managers and school-based administrators will incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except if it is not possible and practical to do so. If it is not possible or practical to do so, it will provide an explanation upon request. ~~take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.~~
18. SGDSB will make new and redeveloped public spaces that it constructs, accessible. SGDSB will provide notice of temporary disruptions when accessible elements such as accessible parking and ramps in the spaces it constructs or redevelops are not in working order.
19. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, SGDSB will develop a process for receiving and responding to feedback. Information about the feedback process will be available to the public on SGDSB's website and will allow people to provide feedback using a variety of methods.
20. SGDSB will create a feedback process that will review the implementation of this policy with SGDSB's various constituency groups; for example, Special Education Advisory Council (SEAC), Federations, unions and citizens' groups.
21. SGDSB will review the effectiveness of the practices and procedures established under this policy as per SGDSB's policy review process.
22. SGDSB will maintain a Multi-Year Accessibility Plan which outlines its strategy to identify, prevent and remove barriers to persons with disabilities in relation to customer service, information, communication and customer service, employment and design of public spaces. SGDSB will review and update its plan at least once every five years.

**The Director of Education will ensure that this Policy will be reviewed every two years.**



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

**Report No: 54**

**Date:** September 23, 2019

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

**FROM:** Stephanie Rathwell and Sydney Schwantz, Student Trustees

**SUBJECT:** Student Trustee Report: September

**STRATEGIC  
PRIORITY:** Stewardship

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**Background**

*"Stewardship recognizes the importance of Superior-Greenstone District School Board's unique role in making a difference in the communities it serves. Our Objective is to strengthen student voice through leadership opportunities."*

We concluded the 2018/19 Student Senate with an end of year celebration to highlight our progress throughout the school year. This was held at the Red Rock Learning Centre. After sharing our future goals, the students began to feel accomplished with what they have completed, however, they realized how much more work they could put in to fully achieve their goals. We are hoping this ambition stuck with them over the summer and are ready to start this school year full of passion and drive.

**Current Situation**

In early September, we participated in a Student Trustee Seminar to become more familiarized with our roles as Student Trustees. The seminar was helpful because it gave us new ideas on how to ensure that we are representing all of the students that attend SGDSB, as well as building strong relationships with the people in our school communities. This year we would like to focus on student voice and participation throughout the Student Senate and promoting school spirit and inclusion throughout our schools. This is imperative for success due to the reason that students are not fully engaged in their studies when they don't feel comfortable or valued in their school environment.

**Next Steps**

To help promote Leadership throughout the board, we are eagerly awaiting our annual fall Student Leadership Conference. This year's conference will be held at Dorion Bible Camp/ Eagle's Nest Adventure Camp on October 10th and 11th. We are excited to use this opportunity to connect with the Student Senators and to hopefully spark some motivation for the rest of the school year. In the past years, the Senate has been improving in light of the fact that we have found better ways to stay connected. Through better technology and more in person meetings, the Senate continues to grow and evolve as the students become stronger leaders. We plan on supporting them with their goals and through whatever challenges they may face as the year progresses.

Respectfully submitted by:

Stephanie Rathwell and Sydney Schwantz,  
Student Trustees

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

**Report No: 55**

**Date:** September 23, 2019

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

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

**SUBJECT:** 2018/2019 Interim Report No. 3

**STRATEGIC  
PRIORITY:** Responsible Stewardship of Resources

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**Background**

As outlined in a Report to the Board in September 2018, the purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

**Current Situation**

The attached report covers the period from September 1 to June 30, 2019 and is the third report for the 2018/2019 school year.

**Administrative Recommendations**

The report entitled, 2018/2019 Interim Report No. 3, is presented to the board for information.

Respectfully submitted,

Cathy Tsubouchi  
Superintendent of Business

SUPERIOR-GREENSTONE DSB  
2018-19 Interim Financial Report

For the Period Ending June 30, 2019

Summary of Financial Results

	Estimates	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Operating Grants	29,831,619	29,381,611	(450,008)	(1.3%)
Capital Grants	7,233,138	7,715,572	482,434	18.8%
Other	5,951,233	5,810,874	(140,359)	(2.4%)
<b>Total Revenue</b>	<b>43,015,990</b>	<b>42,908,057</b>	<b>(107,933)</b>	<b>(0.3%)</b>
<b>Expenditures</b>				
Classroom	28,201,162	27,690,107	(499,829)	(1.8%)
Other Operating	2,947,002	2,967,283	20,281	0.7%
Transportation	1,722,445	1,722,484	39	0.0%
Pupil Accomodation	9,890,945	10,256,927	365,982	3.6%
Other	664,598	839,198	174,600	20.8%
PSAB Adjustments	(119,360)	(293,960)	(174,600)	59.4%
<b>Total Expenditures</b>	<b>43,306,792</b>	<b>43,182,039</b>	<b>(113,527)</b>	<b>(0.26%)</b>
<b>In-Year Surplus (Deficit)</b>	<b>(290,802)</b>	<b>(273,982)</b>	<b>16,820</b>	n/a
Prior Year Accumulated Surplus (Deficit)	2,666,161	2,666,161	-	0.0%
<b>Accumulated Surplus (Deficit) for Compliance</b>	<b>2,375,359</b>	<b>2,392,179</b>	<b>16,820</b>	<b>0.7%</b>

Note: Forecast based on year-to-date actuals up to June 30, 2019

Changes in Revenue

- Operating Grants down due to the decline in enrolment
- Other revenue decreased due to lower tuition fees from decreased enrolment for Other Pupils of the Board
- Capital grants include amortization of DCC which has increased due to funding for more projects This offsets depreciation.

Change in Expenditures

- Pupil Accomodation increased due to higher amortization projected due to increased capital grants.
- Classroom and Other expenses adjusted due to grant and tuition shortfall.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a deficit of \$273,982 which is a minor variation from Budget.

Risks & Recommendations

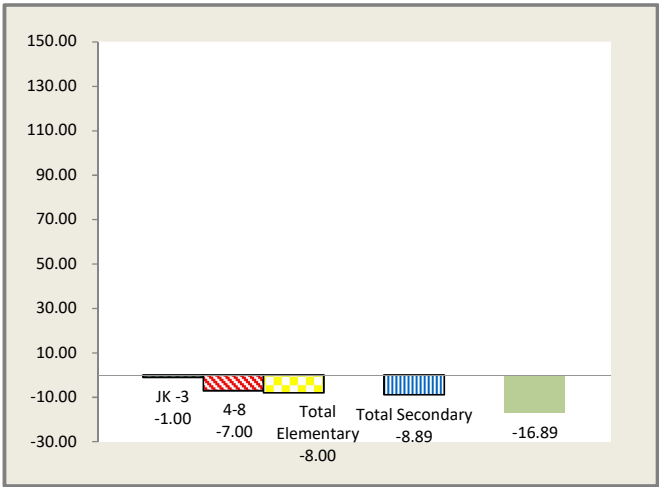
- Retirement payments are being funded from our current grants.

Summary of Enrolment

	Estimates	Forecast	In-Year Change	
			#	%
<b>ADE</b>				
<b>Elementary</b>				
JK -3	389.00	388.00	- 1.00	-0.3%
4-8	390.00	383.00	- 7.00	-1.8%
<b>Total Elementary</b>	<b>779.00</b>	<b>771.00</b>	<b>- 8.00</b>	<b>-1.0%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	520.89	537.12	16.23	3.1%
Other Pupils	117.75	92.63	- 25.12	-21.3%
<b>Total Secondary</b>	<b>638.64</b>	<b>629.75</b>	<b>- 8.89</b>	<b>-1.4%</b>
<b>Total</b>	<b>1,417.64</b>	<b>1,400.75</b>	<b>- 16.89</b>	<b>-1.2%</b>

Note: Forecast is based on actual March 31, 2019

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

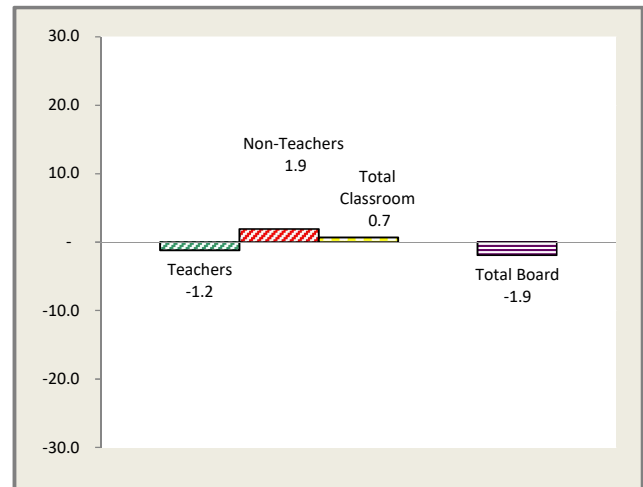
- Total board enrolment is down 16.89 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
<b>Classroom</b>				
Teachers	139.5	138.3	- 1.2	-0.9%
Non-Teachers	132.7	134.6	1.9	1.4%
<b>Total Classroom</b>	<b>272.2</b>	<b>272.9</b>	<b>0.7</b>	<b>0.3%</b>
<b>Non-Classroom</b>	<b>67.5</b>	<b>64.9</b>	<b>- 2.6</b>	<b>-3.9%</b>
<b>Total</b>	<b>339.7</b>	<b>337.8</b>	<b>- 1.9</b>	<b>-0.6%</b>

Note: Forecast is based on Revised Estimates.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Teachers down 1.2 due to some postions not yet filled for second semester.
- Non-teachers is up 1.9 FTE due to additional EAs. Recoveries to cover.



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 56

**Date:** September 23, 2019






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

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

**SUBJECT:** Director's Monthly Report: September 2019

**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.

	<p>MNHS had their Welcome Back Breakfast for all the staff and students on Sept 13th before Block A Classes. Huge thanks to Mrs. Robinson, Mrs. Lynch and their Breakfast Club helpers for putting it all together.</p>
	<p>MNPS worked hard with the support of the Green Team to reduce energy consumption in our school. As a result, MNPS was had the lowest energy usage within the Superior Greenstone District elementary schools, and as a result all students will receive a water bottle with the Wildcats logo!</p>
	<p>MRHS celebrated the start of another school year with a student-led Grade 9 Transition Morning. New students participated in a variety of activities including a free lunch. Huge thanks to our Student Council leaders and staff volunteers for making the day successful.</p>
	<p>MTPS hosted a First Rider school bus safety course on August 27<sup>th</sup>. The new Kindergarten students learned about waiting for and riding the bus safely. They practiced boarding the bus and crossing the street before taking a short bus ride around. It was nice to see the newest members of the Margaret Twomey Family excited for the first day of school!</p>
	<p>LSHS was the winner of last year's Energy Conservation Challenge for SGDSB secondary schools. All staff and students received a reusable water bottle to help support the schools waste reduction initiative by no longer using single use water bottles on site.</p> <div data-bbox="812 1661 1089 1934"> </div>



This fall, TBPS students and staff are learning more about Canadian democracy and will be participating in the Student Vote Program. Student Vote is an authentic learning program that provides students with the opportunity to experience the voting process firsthand and practice the habits of active and informed citizenship. It is important to hear from authentic, local political voices. To this end, The Honourable Patty Hajdu; Minister for Employment, Workforce Development and Labour very graciously accepted their invitation to talk to the school about Canadian democracy and hopefully inspire the next generation of politicians!



Students from grade 6/7/8 met on the first day of school to review their We Day Itinerary and to brainstorm an action plan that will allow them to give back to their school and the community of Schreiber. Students will be attending We Day in Toronto on Sept 18-20 an annual event that focuses on empowering youth to make a difference.








Students from BEPS school were re-introduced to the School's 4 Agreements, (Mutual Respect, Right to Participate, Appreciations and Active Listening). Students engaged in activities to discuss how these agreements lay the foundation for how to engage in our learning and being in the school.



Get to know the "Wolf Pack" at Nakina Public school through their "ME" posters. At Nakina Public School "we" matter, "we" are unique and "we" take pride in who we are! Nakina Public School is P.A.W.S-itively BETTER TOGETHER!





	<p>Marjorie Mills celebrated the first day of school with students and parents with a blueberry pancake breakfast and hosted their annual Back to School BBQ on Wednesday September 18<sup>th</sup>.</p>
	<p>The whole school welcomed Amik the Beaver - our mascot. He will be travelling to the different classrooms throughout the year to participate in the fun and learning in each class. Amik spent this week with the JKs and helped them transition to school. Hockey registration was successful and Mr. Birch will be running this program.</p>
	<p>The first week of school was an exciting time for the grade 9s. There was an assembly about attendance and school policies and the students seemed to be transitioning well into their first few days of high school. The school is planning to participate in the Terry Fox run in the coming weeks.</p>
	<p>The Dorion Public School Community kicked off the 2019-2020 school year with their second annual Mug n' Muffin Open House. Many families stopped by for breakfast and had the chance to tour the school spaces and say hello to staff!</p>
	<p>The boys drum group is back at it and practicing hard. The boys will be playing with the Thunder Bay Symphony Orchestra (TBSO) and a couple other Native Language classes will be singing along with them. Keep your calendars clear for Oct 2<sup>nd</sup> in Nipigon and join them at the Legion for a great event!</p>
	<p>All grade 9 students and their families were invited to attend the 2nd Annual Welcome to Red Rock Picnic. Students and their families toured the school, met staff, picked up timetables, checked bussing routes and chatted with new classmates over dinner. It was well attended with over 100 people coming out.</p>

<p>Learning, Well-Being, Stewardship and Relationships</p> <p>Launching the School Year: August Leadership Conference</p>	<p>When planning the August Leadership Conference, striking a balance between learning, well-being and operational topics is always a key consideration as we strive to be current in our professional practice. However, this year, it was apparent that the planning team of the conference did an exceptional job. The 2.5 day conference launched at the Learning Centre in Red Rock with clear system messages and visioning for the school year from Director Morden Cormier. She articulated the “certainties” of the upcoming school year. Leaders were engaged in topics that related directly to the operationalization of our Strategic Plan, including:</p> <ul style="list-style-type: none"> <li>• Truth, Reconciliation and Rights by Mahejabeen Ebrahim;</li> <li>• Leading the Special Education Program by Sara Curtis and Amanda Gyori</li> <li>• Health and Safety by Will Goodman</li> <li>• Dealing with Cannabis in Schools by Charlie Bishop</li> <li>• Launching SGDSB’s Waste Reduction Strategy by Leslie Blackwood</li> </ul> <p>In addition to our internal staff presenting, the leaders engaged with Usha James from the Critical Thinking Consortium, as she lead us through how to nurture quality thinking in all aspects of our leadership. The Ontario Principal’s Council also worked with the group to reflect on leading in a unionized environment.</p>
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	<p>Hillary Freeburn took care of our well-being by planning early morning yoga, a Mexican cooking class, a trivia night, and with the help of Janice Vella-Nicol, some wonderful meals. This conference serves to launch the school year in an effective manner that promotes learning, well-being and relationships in a powerful way.</p>
<p>Stewardship And Relationships:</p> <p>The Vision of Community Hubs</p>	<p>The Superior-Greenstone District School Board is continuing to strongly advocate for the creation of facilities that serve children, families and communities. In these community hubs, we focus on learning, fostering well-being, establishing positive relationships and together, making a difference in the lives of learners. To accomplish this, we are continuing to move away from the “landlord-tenant” relationship with agencies in the facilities, towards relationships that are ground in doing what is best for learners and their families. Marc Paris has played a critical role in recruiting agencies to move into our schools. Most recently, Marc has brought Contact North into the Learning Centre, and has been working to ensure that Confederation College remains in the Geraldton Composite High School/B.A. Parker complex. A number of other inquiries are also occurring. Meetings with all shared space partners will take place this year with the Director of Education, to ensure that this vision is clearly communicated and acted upon.</p>
<p>Well-Being &amp; Relationships:</p> <p>Virtual Family Book Study</p>	<p>As a way to continue to develop relationships with our families and come together to learn more regarding self-regulation for the well-being of our children, we have 10 families who will be participating in a virtual book study for the next 3 months. The focus of the book study will be to help us better understand our own self-regulation and how we can identify and reduce the stress for our children. Our hope is to build a community of families who can support each other and gain a deeper understanding of the benefits and strategies that support self-regulation in children.</p>
<p>Stewardship and Learning:</p> <p>SGDSB Waste Reduction Strategy</p>	<p>SGDSB Environmental Team recognizes the importance of modelling sustainable practices and promoting an understanding that we can make a difference in our school, our community and our planet. With the support of the Plant department the Environmental Team distributed recycling bins and promotional posters to each of our schools and board offices. Information and expectations were provided to all administrators to support them in implementing our Board Waste Reduction Strategy.</p>
<p>Learning:</p> <p>Numeracy through Math Up!</p>	<p>In demonstrating our commitment to learning by striving to be current in our professional knowledge, all elementary schools were provided two school licenses to the Math Up program to support achievement in mathematics. This resource created by Marian Small will support educators in teaching with intention by building specific math content knowledge and developing pedagogical practices.</p>
<p>Learning</p> <p>Hot Topics From the Multi-Disciplinary Team</p>	<p>At SGDSB the Multi-Disciplinary Team is committed to supporting the Learning pillar of our Strategic Plan by creating job-embedded professional learning opportunities for our educators and administrators. Our first “Hot Topics in Special Education” brought together special education teachers, school administrators, and members of the multi-disciplinary team to collaboratively build our capacity of understanding around the creation and monitoring of Individual Education Plans. Using our online platform education teams were able to use the session to learn from and troubleshoot with each other regarding their</p>

	<p>own individual school needs. Our next “Hot Topics in Special Education” session is set to take place at the end of September.</p>
<p>Well-Being and Relationships:</p> <p>The Mental Health Portfolio</p>	<p>In mindful alliance with our commitment to student well-being, we are re-establishing strategic working relationships with community mental health organizations to provide streamlined, timely and accessible mental health services to children, youth and families. Through this initiative we are also identifying community collaborations to implement new programs centered around addictions awareness and mental health promotion in our schools.</p> <p>We are engaged in an implementation plan to provide training and support to our Child and Youth Workers, Attendance Counsellors, Guidance and Grad Coaches. Our goal is employ in a multi-disciplinary approach and a collaborative treatment effort to ensure optimum student achievement.</p> <p>We have established a yearlong initiative to build mental health literacy for students and staff through scheduled monthly mental health promotion topics and prevention activities. This initiative will mobilize resources and pull in community services to provide information, build capacity and provide wellness activities for all.</p> <p>In increasing literacy around mental health, our next steps are to develop a sustainable plan to address the issue of substance use and addictions. We are currently gathering data and identifying resources to establish a plan around health promotion, prevention and treatment. In October we will be focused on health promotion and building capacity around addictions.</p>
<p>Learning and Stewardship:</p> <p>FNMI-focused Summer Skills Camp</p>	<p>In demonstrating our commitment to innovative approaches to learning and promoting a sense of identity and belonging, SGDSB-OYAP and Skills Ontario worked in partnership to host a FNMI-focused Summer Skills Camp for students entering grades 7-9 within the Marathon region. Campers gained knowledge and explored career opportunities in the skilled trades through hands-on workshops (culinary and automotive), industry tours (MRHS construction renovation, A&amp;W restaurant, D&amp;A Service and Repair, and Barrick Hemlo Mines) and entrepreneurship programs. The camp was a huge success with staff and community partners providing students an opportunity to take an active role in their learning and further develop their communication, problem solving, teamwork and technology skills. In an effort to help prepare students for success in an ever-changing world, SGDSB will continue to strive to increase programming for young people to learn about, experience and consider the skilled trades as a viable career option.</p>
<p>Learning and Well-Being:</p> <p>Autism Spectrum Support</p>	<p>This year we will continue to enhance our understanding of learner centered environments and pedagogy that are responsive to the academic and wellbeing needs of our students on the autism spectrum. This learning will include the continuation of the Positive Behaviour Support project at GONPS, the revision, expansion and implementation of the After School Development Program, and continued work with community partners on pathways planning to support post-secondary transitions.</p>

Relationships and Well-Being:  Indigenous Portfolio-Education Service Agreements	It has been a busy few weeks participating in First Nation Advisory Committee (FNAC) meetings with Red Rock Indian Band, Aroland First Nation, Biigtigong Nishnaabeg, and Long Lake #58 First Nation. These meetings provide an opportunity to discuss the commitment for shared accountability and to identify mutually agreed upon goals. These goals include commitment to meeting needs of students through community engagement, inclusive school environments and inclusive programs and services related to well-being and special education. The agreements also provide opportunity for dialogue about the inclusion of Anishinaabe resources, culture and language. We are grateful for the opportunity to continue to strengthen the relationships with communities and promote discussion about how we collectively work to best meet needs of students.
Learning and Well-Being:  Summer Learning	The Summer Learning Program took place in Terrace Bay this year with 18 students, a teacher and a teacher's assistant. The program successfully integrated Literacy and Numeracy through a variety of activities. Students practiced fractions with real pizzas. They graphed data from nature walks and learned about grids using robotics. All students maintained their literacy levels or increased one level based on the assessments taken during the first week and the last week of the program. One of the goals was to increase parent engagement. This goal was met through several strategies such as communication logs, Facebook involvement and drop-off and pick-up conferences. The program even held its first ever parents' day on the last of the program. We are hopeful that the funding continues next summer and that we can increase interest in other communities in order to make the program viable at more than one site.
Learning, Well-Being & Stewardship:  Summer Co-op	In its third year, our Summer Co-operative Education Program granted 27 credits to 14 students to further their success towards graduation, targeted skill development and increased feelings of accomplishment. This program has strengthened partnerships in our communities with employment agencies and other community services to further support our students with job readiness skills and pre-placement requirements. With continued funding next year, we hope to further enhance community partnerships and reaching and engaging more students.
Learning, Well-Being, Relationships, Stewardship:  Critically Conscious Practitioner Inquiry	Prior to the kickoff to the Leadership Conference on August 21st, members of the Critically Conscious Practitioner Inquiry project met at the Learning Centre to review the project and to prepare for the upcoming school year in which the inquiry will be implemented. The inquiry involves administrators from the Greenstone area working with First Nation communities in the area to seek their perspective, and to help increase our awareness in the areas of land acknowledgements, transitions, early years education, and smudging, which can then be shared with staff and incorporated in the schools. The inquiry is supported by the Indigenous Lead, the Early Years Lead, the Student Success Lead, the Positive Behaviour Support Lead, the Equity and Human Rights Advisor, and a Superintendent of Education. All members of the Board inquiry team have been part of presentations, read articles, and are looking forward to a book study of Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i> .

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 56, Director's Monthly Report: September 2019, for information.*

Respectfully submitted by:

Nicole Morden Cormier  
Director of Education



## *Small Schools Make a Difference!*

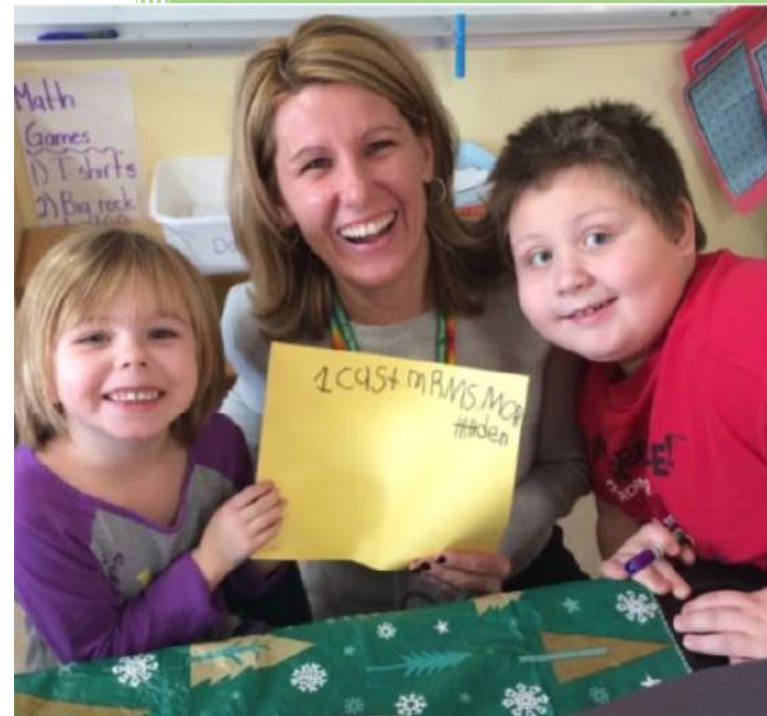
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# 2019-2020

## Setting the Course for Our District

### Overall Growth Plan Objectives

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



Morden-Cormier, Nicole, Director  
Superior-Greenstone District School Board  
2019-2020

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## Introduction

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

(Ontario Leadership Framework, 2012)

Superior-Greenstone District School Board is in the second year of operationalization of the Multi-Year Strategic Plan. This plan has formed the foundation to the growth work that we are engaged in, as it contains Aims and the related Objectives that were identified through the stakeholder consultation. Thus, the MYSP forms the foundation to the Director’s yearly Growth Plan.

We find ourselves continually in times of change. What defines us moving forward is the need to, as a system review our operations, with the goal of seeking efficiencies and improved ways of operating. Key to this change will be the engagement of Senior Administration and the support of middle management and school administrators. We look forward to working closely with our internal auditors to review practices and to operationalize their feedback.

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

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

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

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

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





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

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

### **Growth Plan with Performance Objectives - Explained**

The following areas have been identified as requiring the leadership and direction setting of the Director of Education. It is important to note that my fundamental belief of “doing with, not doing to” guides my leadership, as it is essential that voices be heard and collaboration occurs, in order for actual sustainable change to result. I value the expertise of our team, and truly believe in activating them with my expectations. You will note this philosophy in this document. While compliance has its place, it generally results in short term change.

I have identified areas that require immediate attention, those that require additional “listening” and responding, and those that require continued monitoring, pressure and support; each of which support the operationalization of the Multi-Year Strategic Plan. Note that there are a number of goal areas that will continue this year, however what has changed is the strategies that I will use to further achieve the goals. Each goal has been aligned with a Characteristic of Strong Districts and Their Leadership as well as with our Multi-Year Strategic Plan Aims and associated Objective(s). I have then provided concrete examples of the strategies/mechanisms that I will be influencing through my leadership. I feel that the identified goals can be monitored and measured through the evidence of my impact on these strategies/mechanisms that have been listed for each goal.

### **Policy Timelines**

By October 1<sup>st</sup> of each year, the Director shall submit the Director of Education’s Performance Review Framework to the Board, which shall provide an overview of the Director’s focuses and goals for the upcoming school year.

By November 1<sup>st</sup> of each school year, the Performance Review Committee shall meet with the Director to review the appraisal process, including:

- Identifying important timelines;
- Reviewing strategies to collect evidence to support the assessment;
- Reviewing assessment criteria and the focuses and goals as identified by the Director;
- Review the Director of Education’s Performance Review Framework which summarizes the Director’s focuses and goals for the year; and
- Reviewing the process to address situations where there is a dispute (as stipulated in the Director’s Personal Service contract)

By May 1<sup>st</sup> of each school year, the Director of Education will provide the Performance Review Committee with evidence to determine whether, or to what extent, the quality indicators provided in the appraisal framework provided by the Director of Education have been achieved.

- The Director of Education will provide further information and/or clarification upon the request of the Board.





By July 1<sup>st</sup> of each school year, the Performance Review Committee shall meet with the Director with its Final Report. The Director will sign the report to acknowledge receipt. The Final Report shall be issued from the Chair and should reflect the Director of Education's Performance Review Framework as provided by the Director to the Board of Trustees in November.

Information about the completion of the Director of Education's Performance Review process will be presented to the Board of Trustees in Committee of the Whole Board, in camera, recognizing the Director's accomplishments and identifying future areas for emphasis and development. All other information about the Director of Education's Performance Review process shall remain confidential and discussed only in closed session.

### **Director Performance Review – Action Items Obtained From Trustee Feedback – April 2019**

<b>Immediate Action</b>	<b>Remainder of 2018-2019 School Year Actions</b>	<b>Future Actions</b>
<ul style="list-style-type: none"> <li>Reduce the length of Board Reports.</li> </ul>	<ul style="list-style-type: none"> <li>Provide greater information regarding student achievement and well-being results through the AWE Committee. <b>Started in 2018-2019 (Director's Monthly Report in May) and will continue in 2019-2020</b></li> </ul>	<ul style="list-style-type: none"> <li>Trustee Orientation – provide additional information</li> <li>Business aspects of the operation through budget approach <b>Started in 2018-2019 (Budget Presentation at SEAC and Board Meeting)</b></li> </ul>
<ul style="list-style-type: none"> <li>Provide information regarding the Environmental Education Committee. Bring the idea of reaching out to municipalities to the committee for discussion (<b>Waste Reduction Strategy launched</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work towards reducing the amount of time principals are out of their buildings/provide greater insights as to the learning that is occurring when they are "out". <b>Data reviewed in 2018-2019, work with Leads and Principals, new system for tracking will be introduced in 2019-2020.</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide informational reports on each of the Operational Plans in a summary format.</li> </ul>
<ul style="list-style-type: none"> <li>Provide clarification regarding the 5 Year Strategic Plan so that Trustees can see how we can address areas of need as they arise.</li> <li>Provide clarification around the Student Centered, Well Being Theory of Action <b>Embedded into Board Reports on Strategic Plan.</b></li> </ul>		<ul style="list-style-type: none"> <li>Provide an overview (over two Board Meetings) of each of the Director's Annual Growth Plan goal areas.</li> </ul>
<ul style="list-style-type: none"> <li>Lines of Communication Regarding Complaints – remind schools yet again to provide education to parents for this. Embed in PIC agenda. <b>Completed in 2018-2019 (shared with PIC, summary document created for schools and staff, focus at Operational Teleconference)</b></li> </ul>		<ul style="list-style-type: none"> <li>Change theory education embedded into trustee PD (</li> </ul>



## **Strong Districts and The Leadership: The Characteristics of Strong Districts**

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

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

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

### **Focus 2: Provide coherent instructional guidance.**

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

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

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

### **Focus 4: Create learning-oriented organizational improvement processes.**

Strong districts approach district and school improvement to encourage communication between and among districts and their schools and provide opportunities for networking, as a strategy for job-embedded, strategically directed professional learning. These approaches aim to accomplish the tasks for which staffs are held accountable and provide significant opportunities for staff to shape both the improvement efforts and the learning that accrues from such efforts. A manageable number of goals are set for improvement, and leadership from all levels are encouraged to provide input. Monitoring processes are engaged in regularly, as a form of job-embedded professional learning about our impact.

### **Focus 5: Provide job-embedded professional learning.**

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

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

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

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

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

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

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



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

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

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

DIRECTOR RESPONSIBILITIES and SKILLS from Ontario Leadership Framework/Strong Districts and their Leadership	STRATEGIES AND PERFORMANCE OBJECTIVES	
	Link to Multi-Year Strategic Plan	GOALS and INDICATORS OF SUCCESS/EVIDENCE September-June (note that the Director's Performance Appraisal will be completed in June, 2020)
Focus #1 <b>Establish broadly shared mission, vision and goals founded on aspirational images of the educated person.</b>	Relationships  We will strengthen our current relationships while fostering new partnerships by *developing strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging.	<b><i>Through my leadership, I will continue to enhance internal and external communications to increase transparency and linkages to our core business as articulated by our Multi-Year Strategic Plan by:</i></b>  -Requiring all central staff to submit a comprehensive plan to communicate with their departments and the system as a whole. Engage in monitoring and providing feedback to central staff on the impact of their communications.  -Standardizing expectations for effective communication by Principals and Vice-Principals.  -Implementing a standardized communication tool for families (School Messenger) that will increase urgent/immediate communication.  -Increasingly communicating and making visible the events that take place in our schools.
Focus #2 <b>Provide coherent instructional guidance.</b>	Learning  We will foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center by *demonstrating commitment to learning by striving to be current in our	<b><i>Through my leadership I will provide system leadership and support to Leads as they set goals, implement strategies and monitor their impact by:</i></b>  -Monitoring and supporting the continued implementation of our Board Learning Plan for Student Achievement and Well Being.  -Collaborating with the Superintendents, Student Success and School Effectiveness Lead to *enhance the accountability and impact of our System Leads on student achievement and well-being. *provide support for and monitor the impact of the Supported School Self-Assessments (this is a formal review that schools receive every three years).



	<p>professional knowledge and by recognizing its relationship to practice. *Intentionally planning and implementing the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formal and informal leadership.</p>	<p>-Engaging in monthly meetings with direct reports to establish areas of urgency, guide their strategies and to review evidence of the impact of their Work Plans: *Kathleen Schram, School Effectiveness Lead *Hillary Freeburn, Early Years Lead *Nancy O'Donnell, Indigenous Education Lead *Stacey Wallwin, Technology Enabled Teaching and Learning Lead *Mahejabeen Ebrahim, Equity Advisor *Jay Lucas, Information Technology Coordinator</p> <p>-Co-planning and co-leading (with the School Effectiveness Lead), the weekly Leads' Meeting. These meetings are designed to align the work of the System Leads, ensuring that opportunities are maximized and that decision-making is effective. Student achievement data will be reviewed weekly.</p>
<p>Focus #3 <b>Build district and school staff's capacities and commitments to make informed decisions.</b></p>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by *enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.</p>	<p><b><i>Through my leadership, I will establish, facilitate and monitor an internal process and a mechanism for reporting on the impact of the Multi-Year Strategic Plan to the Board and stakeholders by .</i></b></p> <p>-Providing expectations, training and support for departments and education leads to develop, implement and precisely monitor and report on action plans that operationalize the MYSP (What are the urgent needs of our district that will need to occur to reach our Aims and Objectives? What strategies will be used to meet those needs? How will impact be monitored and measured?).</p> <p>-Enhancing the current board report structure to increasingly and more specifically reflect the MYSP by:</p> <ol style="list-style-type: none"> <li>1. Explicitly aligning goals with Objectives from the MYSP for each of the 4 Strategic Priorities.</li> <li>2. Ensuring that all Board Reports articulate the Objective that the report contents operationalize.</li> <li>3. Having all portfolio leads present a Board Report outlining their goals for the year, and how those goals align with the Objectives from the MYSP.</li> </ol> <p>-Facilitating a review of the Baseline MYSP Metrics and Indicators of Success, and ensure that tools exist to measure each indicator (e.g. measuring student voice through a survey).</p>
<p>Focus #4 <b>Create learning-oriented organizational improvement processes.</b></p>	<p>Relationships</p> <p>We will strengthen our current relationships by *promoting collaborative professionalism among staff as a means of working together that involves being open, rigorous, challenging and evidence-informed.</p>	<p><b><i>Through my leadership, I will communicate expectations and provide support to ensure that improvement efforts are manageable and have precise targets that can be monitored and measured by:</i></b></p> <p>-Planning and facilitating the following structures: *Senior Management Meetings (monthly) *Leads/ Meetings (weekly) *Student Achievement Meetings (monthly) *Senior Administrative Meetings (weekly)</p> <p>-Providing templates/criteria/tools that support the adherence to requirements for data analysis, planning and monitoring.</p>
<p>Focus #5</p>	<p>Relationships</p>	<p><b><i>Through my leadership, I will continue to enhance our accountability for student achievement and well-being through increased job embedded professional development by:</i></b></p>



<b>Provide job-embedded professional learning.</b>	We will strengthen our current relationships while fostering new partnerships by *working collaboratively through job-embedded professional learning supported by knowledgeable others.	<p>-Facilitate the co-construction of expectations for the System Leads to support them in working directly with staff and students in school, at the elbow.</p> <p>-Collecting and communicating data that brings awareness to the level of absenteeism (principals and teachers) due to professional development and the amount of job-embedded professional learning occurring in schools.</p> <p>-introduction of new tool to monitor daily schedules of principals.</p> <p>-Requiring System Leads and central staff to carefully plan and coordinate professional development in alignment with the Professional Development Day plan and each other.</p>
Focus #6 <b>Align budgets, time and personnel/policies/procedures with district mission, vision and goals.</b>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by *enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.</p>	<p><b><i>Through my leadership I will analyze, through consultation with Managers and the Business Superintendent, current operational structures and practices through the lens of increased efficiency, environmental stewardship and well-being (work-life balance), and fiscal responsibility by:</i></b></p> <p>-Ensuring that all departments have Operational Plans that operationalize the MYSP and that set goals for improvement/growth. These plans will be monitored through the MYSP report requirements.</p> <p>-Reviewing current meeting structures among managers and Superintendents to ensure effectiveness (communication and collaboration, timelines for action items, efficiency), including Senior Managers' Meeting, Operational Teleconferences, and Senior Administrative Meetings.</p> <p>-Continuing to enhance my understanding of the business aspects of SGDSB by working more closely with the Superintendent of Business in order to make increasingly informed decisions.</p> <p>-Restructuring of the Human Resources Department supervision (Will Goodman will supervise Val Nakani, HR Administrator, and Cathy Tsubouchi will supervise Christine Dee, Disability and Wellness Administrator) to address succession planning and to provide focused time for the Superintendent of Business to focus on the Business and Finance Departments (several new staff) and providing ongoing support</p> <p>-Overseeing internal and external audit results to ensure that we have responded to recommendations fully.</p> <p>-Continuing to work as part of the Environmental Committee to implement and monitor the Waste Reduction Strategy.</p> <p>-Engaging in focused learning about succession planning for small school boards.</p>
Focus #7 <b>Use a comprehensive performance management system for school and district leadership development.</b>	<p>Stewardship</p> <p>We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship by *enhancing operational practices to effectively and responsibly manage</p>	<p><b><i>Through my leadership I will demonstrate our commitment to providing fair, ongoing, consistent and comprehensive feedback to ensure the growth of all non-union employees by:</i></b></p> <p>-creating and implementing a non-union performance review system with expectations for managers and employees.</p> <p>-creating and implementing a supervisory officer performance review process, in alignment with the system level Ontario Leadership Framework.</p> <p>-making the process for non-union job promotion consistent throughout the district (dependent upon performance review data, collaboration of Senior Administration, etc.)</p>



	human, material and financial resources in support of students.	-supporting Superintendents of Education in engaging in performance reviews for principals and leads.
Focus #8 <b>Advocate for and support a policy-governance approach to Board of Trustee practices.</b>	<p>Relationships</p> <p>We will strengthen our current relationships while fostering new partnerships.</p>	<p><b><i>Through my leadership I will establish positive relationships with the Board of Trustees grounded in our moral imperative of continuous improvement of student learning and achievement by:</i></b></p> <ul style="list-style-type: none"> <li>-responding, through action, to the feedback given by Trustees from the 2018-2019 Director Performance Review: <ul style="list-style-type: none"> <li>*Reduce the length of Board Reports</li> <li>*Provide information on the Environmental Committee</li> <li>*Provide clarification on the Student Centred, Well-Being Theory of Action</li> <li>*Provide learning in the area of “change theory”</li> <li>*Provide summary of Operational Plans</li> <li>*Provide regular updates on the AWE Committee</li> <li>*Provide an overview of the Director’s Growth Plan</li> <li>*Continue to provide education regarding the budget.</li> </ul> </li> <li>-providing the Director Performance Review tool in September and evidence in an ongoing manner that makes my leadership visible to the Board of Trustees.</li> <li>-providing professional learning related to shared leadership, continuous improvement, staff development and data-based decision making for new and experienced trustees, in conjunction with the Chair.</li> <li>-providing ongoing leadership to the Student Trustees through monthly meetings, clear expectations, and multiple opportunities to engage in system leadership (Student Senate, SGDSB Student Leadership Conferences, etc.).</li> <li>-Providing increased focus and communication related to student achievement, well-being and celebrations.</li> </ul>
Focus #9 <b>Nurture productive working relationships with staff and stakeholders.</b>	<p>Learning</p> <p>We will foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center by</p> <ul style="list-style-type: none"> <li>*developing tools to enhance family/caregiver and community engagement and increase social capital in learning and well-being.</li> </ul> <p>Relationships</p> <p>We will strengthen our current relationships while fostering new partnerships by</p>	<p><b><i>Through my leadership I will develop and foster relationships with stakeholders that are grounded in the principles of our Multi-Year Strategic Plan and that serve to increase a sense of belonging by:</i></b></p> <ul style="list-style-type: none"> <li>-Modelling and expecting (from leadership) expressions of gratitude, thus reinforcing positive behaviour and nurturing a culture of appreciation for all.</li> <li>-Increasing family engagement through the Parental Involvement Committee by making topics increasingly relevant and by engaging parent members in meaningful work.</li> <li>-Engaging with First Nations partners to develop and implement Education Service Agreements (ESA) and Reciprocal Education Service Agreements (RESA) (qualifying students who live off reserve may choose to attend on-reserve schools and SGDSB pays tuition and bills the Ministry of Education).</li> <li>-Ensuring that principals are enacting all ESAs and RESAs by meeting with communities three times per school year, engaging in student-teacher conferences in the communities where possible, and working collaboratively as per the Master Education Service Agreement.</li> </ul>



	<p>*collaborating with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation.</p> <p>Well-Being</p> <p>We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social, and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths. We will achieve this by:</p> <p>*striving to ensure a safe and welcoming environment for all students, staff, families and community members.</p>	<p>-Continue to build positive relationships through participation in the PIC, SEAC, FNAC and IEAC committees as well as through school and community engagement.</p> <p>-Meeting with each "shared space" partner to establish connections, share our vision for community hubs, ensure positive experiences.</p> <p>-Working with unions and federations during negotiations to maintain communication and positive relationships.</p>
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**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
*"Inspiring Our Students to Succeed and Make a Difference"*

**Report No: 58**

**Date:** September 23, 2019

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

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

**SUBJECT:** Operationalizing and Monitoring the Multi-Year Strategic Plan

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

**Background**

The 2019-2020 school year marks year two of the Multi-Year Strategic Plan implementation. This foundational document articulates where we are going as an organization, the areas that we will focus on, and how we will measure our impact. This plan establishes our priorities through 2023 as we "reimagine learning for the 21<sup>st</sup> Century". It focuses our improvement work, as it identifies an Aim in each of the four Strategic Priority areas (Learning, Well-Being, Relationships and Stewardship), and the associated Objectives as they contribute to the achievement of each Aim. We will measure these objectives to monitor our success. Our plan helps to focus our energy and resources, strengthen operations, and ensures that our employees and other stakeholders are working toward common goals, in response to an ever-changing world.

During the 2018-2019 school year, baseline data for each of the four Strategic Priorities was provided, against which we will measure our growth over the course of the five-year plan. Enhancements to the Metrics for each of the four Strategic Priorities also resulted from the preparation of the baseline reports.

**Current Situation**

The following schedule will be adhered to as we commit to fully operationalizing and monitoring our impact:

**SGDSB Multi-Year Strategic Plan: Ongoing Implementation and Monitoring**

Cycle	Year	Focus of Reporting to Board of Trustees and Stakeholders
Baseline	2018-2019	Baseline Data Reports for Learning, Well-Being, Stewardship and Relationships
Cycle One	2019-2020	Communication of Strategies and Goals to Operationalize the Objectives
	2020-2021	Measurement of Strategic Priority Reports
Cycle Two	2021-2022	Communication of Strategies and Goals to further Operationalize Objectives
	2022-2023	Final, Summative Measurement Reports (Comparison to Baseline)

Superior-Greenstone District School Board recognizes that lasting change takes time. Consequently, we have adopted two, two-year cycles that allow for communication with stakeholders regarding the strategic actions that will be taken to achieve the Aims established in the plan, followed by a year of continued implementation, but with a focus on measuring and reporting of the progress made towards achieving our goals. Monitoring of impact will continue to occur for each goal in an ongoing manner in order to adjust



our strategies, however sufficient time must be given for full implementation and to allow for valid and reliable data to be obtained and reported. The Metrics of the Strategic Plan have been updated in terms of the Indicators of Success. This will ensure that the measurements reported in the second year of each cycle are comprehensive and aligned with the Baseline Reports.

### **Next Steps**

System leaders are currently engaged in completing plans that will operationalize the Objectives of the Strategic Plan moving forward for Cycle One. These will be reported to the Board of Trustees in two ways this year; a summary report for each Strategic Priority will be provided through the lens of each Objective, the goal(s) and the strategy to achieve that Objective, and a more comprehensive report provided by each department or portfolio area outlining the goal(s), strategies and Objectives for that entire department/portfolio area. In year two of Cycle One, data will be provided that reflect the degree of success of the goals.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 58, Operationalizing and Monitoring the Multi-Year Strategic Plan, for information.*

Respectfully submitted by:

Nicole Morden Cormier,  
Director of Education



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

**Report No: 59**

**Date:** September 23, 2019

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

**FROM:** Carole Leroux, Student Success Lead

**SUBJECT:** Graduation Rates 2017 – 2018

**STRATEGIC**

**PRIORITY:** Learning and Well-Being

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**Background**

The Ministry of Education publishes the graduation rates for every publicly funded school board in Ontario, as enhancing public confidence and helping students achieve excellence are key goals of Ontario's renewed vision for education. This rate is based on the cohort of students who started Grade 9 five years prior, in 2013-2014.

Provincially the graduation rate for Ontario students has been increasing, from 68% in 2003-04 to 79.8% (4-year grad rate) and 86.3% (5-year grad rate) in 2017-18.

Superior-Greenstone DSB's five-year rate last year was 69% and the four-year rate was 58%.

**Calculation of Graduation Rates**

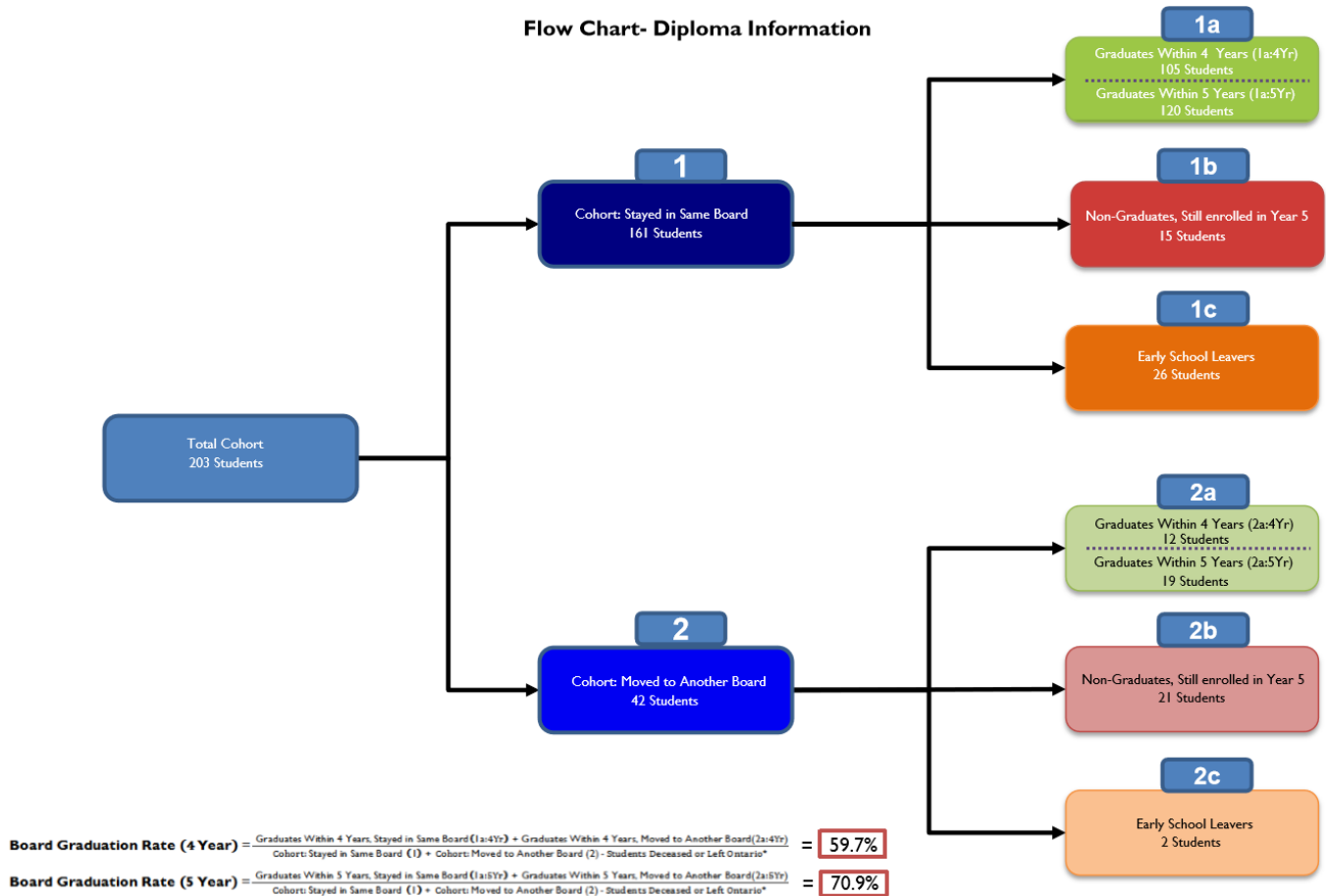
Students are counted based on the count date of the school they are enrolled in during the 2013-2014 school year. Students will be counted as graduates from that board if the graduation occurs within 5 years of their grade 9 year, and that student is a pupil in an Ontario publicly funded board, within an inspected private school or an inspected federally funded First Nations school in Ontario which submitted the appropriate information through Ontario School Information System.

If a student leaves the board after attending one or more semesters in Superior-Greenstone, the student will be counted in the Superior-Greenstone graduation rate.

If a student moves to Superior-Greenstone after attending one or more semesters in another Ontario publicly funded board, the student will not be counted in the Superior-Greenstone graduation rate.

If a student graduates with an Ontario Secondary School Certificate, or an Ontario Certificate of Accomplishment, the student is not counted in the board's graduation rate.

Guided by our 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Student Success Initiatives strive to ensure that all students have equitable opportunities to achieve their goals of graduation. Innovative approaches to learning, both inside and outside of the classroom, will prepare students for success and help foster a positive sense of self to help them reach their full potential.

**Current Situation****Flow Chart- Diploma Information**

Total Cohort Students (1+2)	203
Total 4 Year or earlier Graduates (1a:4Yr)+(2a:4Yr)	117
Total 5 Year or earlier Graduates (1a:5Yr)+(2a:5Yr)	139
Total Non-Graduates, Still enrolled in Year 5 (1b+2b)	36
Total Early School Leavers (1c+2c)	28
Total Non-Graduates with OSSC	2
Total Non-Graduates with Certificate of Accomplishment	1
Total Students Deceased and Left Ontario	7

The five-year graduation rate for Superior-Greenstone DSB for this cohort is 71%. This is a two percent increase from 2016-2017 school year (2012-2013 cohort) of 69%.

The four-year graduation rate for Superior-Greenstone DSB for this cohort is 60%. This is a two percent increase from 2016-2017 school year (2012-2013 cohort) of 58%.

The provincial rate is 87.1% which has now exceeded their goal of 85% that was attained in 2016. While this data highlights improvement, Superior Greenstone continues to face challenges. Some of those challenges continue to be the above provincial average (16%) of students accessing special education

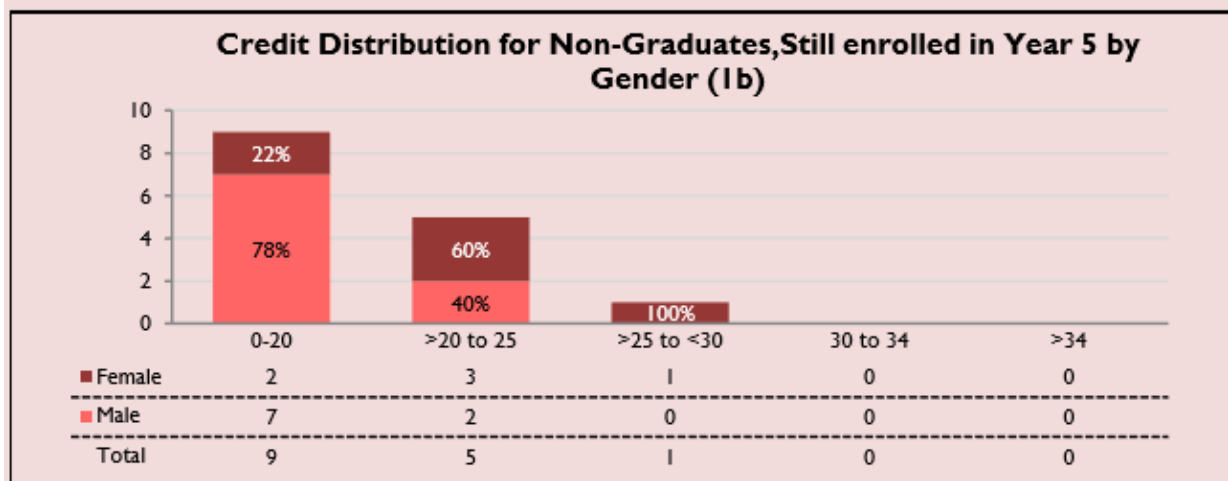
supports through an IEP (27%) and also our highly transient population (21%). However, this data assures that our many supports and interventions are having a positive impact.

### **Next Steps**

The Student Success Initiatives at the provincial and board level target students who are at risk of not graduating within five years. Our Board is very fortunate to have the continued support through significant footprints of Specialist High Skills Major and dual credit programs. These programs, of interest specific and skills-based learning, both ignite and further reinforce passions that may be pursued as pathways. Through various roles (Guidance, Student Success Teachers, Grad Coaches and classroom teachers), we have a variety of school-based student specific programs, supports and interventions in place such as individualized timetables, caring adults and additional academic and wellness supports. Now in its second year, our Summer Co-op Program granted 33 credits to 23 students, 6 of which were able to graduate on time. We also now have at least one PLAR (Prior Learning Assessment and Recognition) trained individual in each high school who can evaluate, grant credits and set up programs to enable students to obtain credits towards their secondary school diploma. This is and will continue to be used to reengage early leavers to help them get the credits they need to be successful.

The province provides the board with specific data on the number of students who have left early, and who are still in school but have not graduated.

#### **Non-graduates Still Enrolled in Year 5 (1b)**



Our schools' Student Success teams continue to examine this data and determine who our early school leavers are and contact them to try and 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 them, giving them the hope they need to feel confident about their futures.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 59, Graduation Rates 2017-2019, for information.*

Respectfully submitted by:

Will Goodman  
Superintendent of Education

Carole Leroux,  
Student Success Lead



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

Report No: 60

Date: September 23, 2019

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

**FROM:** Kathleen Schram, School Effectiveness/Numeracy/MISA Lead

**SUBJECT:** Student Centred, Well-Being Theory of Action

**STRATEGIC  
PRIORITY:** Learning and Well-Being

### Background

Superior-Greenstone District School Board's *Student Centered, Well-Being Theory of Action* is what brings our Board Learning Plan for Student Achievement and Well-Being to life. A theory of action is basically a delivery model for a change. It describes the desired state and articulates the mechanisms through which the desired state will be achieved. While our Board Learning Plan for Student Achievement and Well-Being articulates the changes that are necessary within our Board, based on data from our schools, the focus within this plan is often on measurable outcomes such as higher test scores (e.g. EQAO) or an increase in numbers in certain areas (e.g. graduation rates). It often does not fully articulate *how* we will make this change happen. Thinking through a theory of action allows us to more clearly see the chain of changes that will have to happen for the interventions to be successful, allowing us to better identify what about a given intervention is not working so that we can then adjust our approach. It is a theory, or a set of beliefs based upon research, that we believe, when enacted thoroughly, will help us to achieve the desired state.

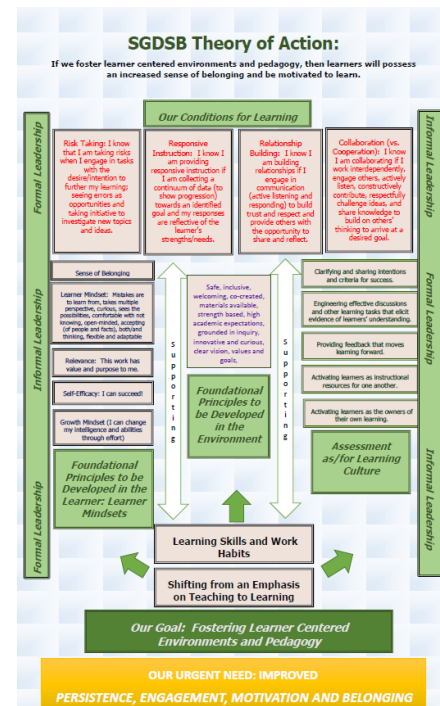
Our Student Centered, Well-Being Theory of Action supports our identified need of improving persistence, engagement, motivation and belonging. It reads ***"If we foster learner centred environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn."***

The sections that are referenced within our posters were created by various stakeholder groups during 2013 – 2015 with the poster being created to support the work within schools in 2016. For the last 3 years, schools have been involved in gaining a deeper understanding of the criteria that supports the components and have shared evidence of work within the schools connecting to it.

Our Theory of Action represents tremendous change to traditional beliefs about learning and is recognized as being extremely lofty in nature. It has been instrumental in providing us with some common language in order to work together within our system and identify areas where we must go deeper. What we have learned over the years is that to further support 'learner centred environments and pedagogy' we need to create environments that promote THINKING and that our assessment practices require enhancements to support this.

### Current Situation

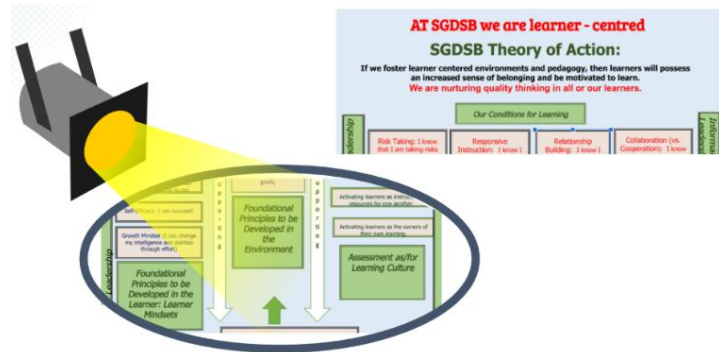
As is evident with our reference to 'Reimagining Learning for the 21<sup>st</sup> Century' and our emphasis on the 'Deep Learning Competencies – the 6 Cs' within our Strategic Plan, creating a sense of belonging *in the learning* requires us to do much more. Learners must "own" their learning, they must be active participants, they must see their place at the center of this environment, understand the relevance (the "why") and have some control over their own learning, "...studies consistently reveal that students who



experience a sense of belonging in educational environments are more motivated, more engaged in school and classroom activities, and more dedicated to school (Osterman, 2000).

Moreover, existing research suggests that students who feel that they belong to learning environments report higher enjoyment, enthusiasm, happiness, interest, and more confidence in engaging in learning activities, whereas those who feel isolated report greater anxiety, boredom, frustration, and sadness during the academic engagement that directly affects academic performance (Furrer & Skinner, 2003).” For these reasons, we continue to make the connections between well-being and achievement and to work with The Third Path: A Relationship-Based Approach to Student Well-Being & Achievement.

Our theory of action is clearly one that supports both well-being and achievement. Our narrowed focus this year helps us to put a spotlight on foundational principles to be developed within our environment (inclusivity, belief in all students, innovation and curiosity) as well as our assessment for learning culture (clarity and sharing of intentions activating learners as owners of their learning).



We have developed a system wide inquiry question that our leaders are working to unpack with the help of the Thinking Consortium, a Canada-wide organization who works directly with school boards. Our inquiry question is: **What are some powerful steps we can take to create environments that nurture thinking in all our learners?** This inquiry question naturally, then, brings upon it sub-questions that we must consider: What kind of steps could we take? What constitutes a powerful step? What is a thinking environment? What evidence might we see? What does it mean to 'nurture thinking'? Who do we mean by 'all learners'? All of which support us in fostering a deep understanding of HOW to create learner centered environments and pedagogy.

### Next Steps

It is through this collective work that we become closer to achieving our goal of fostering learner centred environments and pedagogy. The creation of **student-centered learning** environments that place **the development of THINKING within students** as they actively make meaning of the world, engage in reasoning and proving, make connections, understand differing perspectives, draw conclusions, and transfer knowledge **within all subject areas** is what we are working to develop. This type of learning and environment support the development not only of cognition, but of the social, emotional and physical elements that can foster well-being within the child.

### Administrative Recommendations

*That the Superior-Greystone DSB receive Report No. 60, Student Centred Well-Being Theory of Action Plan, for information.*

Respectfully submitted by:

Nicole Morden Cormier  
Director 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:** 61

**Date:** September 23, 2019

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

**FROM:** Pinky McRae, Trustee

**SUBJECT:** CSBA Congress and OPSBA's AGM

**STRATEGIC**

**PRIORITY:** Learning

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**Background**

I attended the National Trustees Gathering on Indigenous Education that was held July 4, 2019 in Toronto, Ontario. It was an honour to listen to Kevin Lamoureux speak on "Healing the Wound with the Weapon: Reconciliation and Public Education." Kevin's message was that "we are not responsible for having created the problems, but we have all inherited the wreckage of broken relationships and we need to find ways to work together in public education to move forward in a good way."

I attended various Ontario Public School Board Association sessions as part of the Annual General Meeting. The highlight of this learning opportunity was the presentation from Dr. Gabor Matte. He spoke regarding "Why Children Are Stressed" as well as "Fostering Resilience in a Stressed Culture."

**Current Situation**

Share information and knowledge gained from the Canadian School Board Association Congress and Annual General Meeting of the Ontario Public School Board Association with Trustee's.

**Next Steps**

I would like to further explore the presentation on "Milo – Humanoid Robot: One Boards Journey to Implement Creative and Innovative Social Skills Interventions for Students with Autism Spectrum Disorder" as presented by Trillium Lakelands District School Board.

**Recommendations**

That the Superior-Greenstone DSB receive Report No. 61, CSBA Congress and OPSBA Annual General Meeting report, for information.

Respectfully submitted by:

Pinky McRae,  
Trustee