



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 2019/10

A G E N D A

Monday, October 21, 2019 – 6:30 p.m.

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

Videoconference Site Locations

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

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Board Office / GCHS / MNHS / LSHS / 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
Cormier, Paul						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>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>					
Renaud, Deana: <i>Mental Health Manager</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>					

2.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 21, 2019 be called to order at _____ p.m.

3.0 Appointment of Paul Cormier as First Nation Trustee

- 3.1 ✓ **That**, the Superior-Greenstone DSB appoints Paul Cormier as the First Nation Trustee, and that his appointment be effective for the period of October 1, 2019 through November 30, 2022.

- 3.2 Paul Cormier: Declaration & Oath of Office

4.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2019/10 Regular Board Meeting, October 21, 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 2019/09: September 23, 2019

[\(Attached\)](#)

7.0 Business Arising Out of the Minutes**8.0 Delegations and/or Presentations**

- 8.1 Showcasing Learning: SGDSB's 3rd Student Leadership Conference (Video Presentations- N. Morden Cormier)
- 8.2 Excellence in Education: Lake Superior High School Presentation Entitled: Doing Our Part to Help Make A Difference - LSHS Eco Team (Presentation- Principal Chris Martin, Students Erik Speziale, Mandy Nyasulu Ashley Howe & Saliha Mercan)
- 8.4 Report No. 62: Student Trustee Report: October 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 Occupational Health and Safety Committee (OHSC) (M. Groulx/ M. Paris)
- 9.1.2 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

11.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 11.1 Report No. 63:
Director's Monthly Report – October 2019

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

- 11.2 Report No. 64:
2019-2020 Annual Growth Plan: Part Two

(Presentation - [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. 65:
Elementary EQAO 2018-2019 Achievement:
Detailed Report

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

- 12.2 Report No. 66:
EQAO Secondary Achievement: Grade 9
Assessment of Mathematics & Grade 10 OSSLT Results

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

- 12.3 Report No. 67:
Additional Staff: Educational Assistant Needs

([Attached](#) – W. Goodman)

✓ ***That**, the Superior-Greenstone DSB approves the Addition of 2.0 FTE Educational Assistants for the remainder of the 2019-2020 school year.*

13.0 New Business

Board Chair: Pinky McRae

- 13.1 Board Chair

- 13.1.1 Trustee Professional Development October 25 & 26, 2019

(P. McRae)

- 13.2 Trustee Associations and Other Boards

- 13.2.1 Report No. 68
OPSBA: Northern Regional Meeting Report

(Sent under separate cover - 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 2019/09: September 23, 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 2019/10 Regular Board Meeting, Monday, October 21, 2019 adjourn at _____, p.m.

<u>2019 - Board Meetings</u> Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.	
Monday, November 18, 2019	Monday, December 2, 2019 (1:00 p.m.) *Organizational meeting

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/10

Committee of the Whole Board: Closed Session.

Monday, October 21, 2019

Designated Site: Board Office, 12 Hemlo Drive, Marathon, 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 2019-09: September 23, 2019 [*\(Attached\)*](#)
- 4.0 Personnel Item
 - 4.1 Personnel Item A: *(C. Tsubouchi)*
 - 4.2 Personnel Item B: *(N. Morden Cormier)*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Regular Board Meeting 2019/09

MINUTES

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
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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) 8:15 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
First Nation Trustee (Vacant)						Nesbitt, Jason	x				
Groulx, Michael	x					Pelletier, Allison					x
Major, Christine	x					Pristanski, Kal			x		
Mannisto, Mark	x					Rathwell, Stephanie (Student)			x		
McIntyre, Margaret			x			Schwantz, Sydney (Student)			x		
McRae, Pauline (Pinky)	x										

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>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				
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				
Wallwin, Stacy: <i>Technology Enabled Learning and Teaching/E-Learning/Edsby</i>	x				
Leroux, Carol: <i>Student Success Lead</i>	x				
Schram, Kathleen: <i>School Effectiveness/Numeracy/MISA Lead</i>			x		
O'Donnell, Nancy: <i>Indigenous Education Lead</i>					x
Christianson, GerriLynn: <i>Administrative Assistant to Director/Communications</i>			x		

2.0 Oath of Office: 2019-2021 Student Trustee

- 2.1 Sydney Schwantz: (Marathon High School): Declaration & Oath of Office
 Sydney Schwantz, appointed to fill the Student Trustee vacancy recited the Declaration of Office and took her seat as a member of the Superior-Greenstone DSB.

3.0 Regular Meeting Call to Order**107/19***Moved by: Trustee C. Major**Second: Trustee M. McIntyre*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 23, 2019 be called to order at 6:33 p.m.

Carried**4.0 Approval of Agenda****108/19***Moved by: Trustee J. Nesbitt**Second: Trustee M. Mannisto*

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

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

There were no disclosures of interest offered at this time.

6.0 Minutes: Board Meetings and Board Committee Meetings**6.1 Board Meetings****109/19***Moved by: Trustee M. Mannisto**Second: Trustee M. McIntyre*

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

1. Regular Board Meeting 2019/08: July 15, 2019

Carried**6.2 Board Policy Review Committee: September 3, 2019****110/19***Moved by: Trustee J. Nesbitt**Second: Trustee C. Major*

✓ **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

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

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

Nil.

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Director's Welcome Back Message**

Director of Education Nicole Morden Cormier provided an introduction to the video presentation that was shared, explaining the tradition and purpose of the welcome back message to staff. The video highlighted enhancements to equity, relationships and partners, learning, connecting our schools through VC, shared leadership, environmental stewardship, collective agreements, student support initiatives, Ministry regulation changes, and enhanced communications.

8.2 Showcasing Renovations to Program Spaces

The Director and the Manager of Plant Services Marc Paris provided a PowerPoint presentation that showcased the renovations completed during the summer to the program spaces. The review was in follow up to a report provided at the July Board meeting. The presentation included photographs and descriptions of the renovation projects that included updates such as the new lockdown and public-address system in each school, new flooring in Marathon High School, LED lighting, painting, student success space upgrades, accessible restroom, gender neutral restroom, and Manitouwadge Public School playground space.

8.3 Excellence in Education: SGDSB System - Leveraging Technology to Expand Timetable Opportunities for Secondary Students

The Technology Enabled, Learning and Teaching/E-Learning/Edsby Lead Stacey Wallwin provided a comprehensive presentation highlighting how technology is utilized to expand timetable opportunities for secondary students. She discussed the learning and thinking that students gain through technology and the digital learning opportunities available.

8.4 Report No. 54: Student Trustee Report: September 2019

Student Trustees Stephanie Rathwell and Sydney Schwantz provided a review of their submitted report. The report highlighted the positive impact of the Student Trustee Seminar attended and announced their participation in SGDSB's Fall Student Leadership Camp.

9.0 Reports and Matters for Decision

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

9.1.1 Board Policy Review Committee (BPRC)

The Director provided a review of the September 3, 2019 BPRC meeting and outlined the policies reviewed that included Snow Removal and Ice Control, Safe arrivals Program, Criminal Background Checks, etc. The next policy meeting is November 5, 2019.

9.1.2 Indigenous Education Advisory Committee (IEAC)

The Director shared the highlights of the first IEAC meeting for the 2019/2020 school year. She noted that the meeting was well attended and the committee reviewed items such as smudging in schools, the Board Action Plan, the development of an Indigenous Student Council and the celebration of the student's success across the district.

9.1.3 Special Education Advisory Committee (SEAC)

Superintendent of Education Will Goodman reported that the Committee held their meeting on September 17, 2019. The meeting highlights included introduction of the new Mental Health Manager Deana Renaud and a presentation provided by the Multi-disciplinary team.

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

Manager of Financial Services Brent Harris provided a review of the report, which provides information regarding the status of the current year's budget versus actual expenditures. The report covers the period from September 1, 2018 to June 30th, 2019 and is the third report for the 2018/2019 school year.

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

Director of Education Nicole Morden Cormier provided highlights from her report that demonstrate the continued operationalizing of the Board's multiyear Strategic Plan.

- 11.2 Report No. 57: 2019-2020 Annual Growth Plan
 Director of Education Nicole Morden Cormier presented the provided report in a PowerPoint format. The Director's Annual Growth Plan for 2019-2020 outlines the goals for this school year that are designed to enact the Strategic Plan. This document will be reviewed in conjunction with the Director's Performance Appraisal at the June 2019 Board Meeting.
- 11.3 Report No. 58: Operationalizing and Monitoring the Multi-Year Strategic Plan
 The Director advised that the 2019-2020 school year marks year two of the Multi-Year Strategic Plan implementation. Her report outlined the ongoing implementation and monitoring of the Strategic Plan through the use of 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. Then this will be followed by a year of continued implementation, but with a focus on measuring and reporting of the progress made towards achieving our goals.

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
 Student Success Lead Carole Leroux presented the report titled Graduation Rates for 2017-2018. The detailed report provided insight in to the calculation process of the graduation rates, the challenges faced and the student success initiatives designed to assist student who are at risk of not graduating within five years. Superior-Greenstone DSB's five-year rate last year was 69% and the four-year rate was 58%. This is a two percent increase in student graduation from 2016-2017 school year.
- 12.2 Report No. 60: Student Centered Well-Being Theory of Action Plan
 School Effectiveness/Numeracy/MISA Lead Kathleen Schram provided a detailed review of the provided report. The Student Centered, Well-Being Theory of Action is a delivery model for change and supports our identified need of improving persistence, engagement, motivation and belonging. Our theory of action supports both student well-being and achievement. 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.

13.0 New Business

Board Chair: Pinky McRae

- 13.1 Board Chair
- 13.1.1 Trustee Professional Development October 25 & 26, 2019
 Board Chair Pinky McRae provided a review of the Trustee Professional Development scheduled for October 25-26, 2019. Trustees are requested to contact the Director's Administrative Assistant to advise of their availability to attend. She briefly reviewed the topics of the agenda and the importance of attending.
- 13.1.2 OPSBA: Northern Regional Meeting, October 4 & 5, 2019
 The Board Chair discussed the upcoming Northern Regional meeting hosted by the Ontario Public School Board Association in Thunder Bay on October 4-5, 2019. The conference will be well attended by SGDSB Trustees.
- 13.1.3 2019/2020 OPSBA Conference Schedule
 The Board Chair provided a review of the Meetings/Events schedule for OPSBA and OSTA-AECO meetings for the 2019-2020 year. Trustees are requested to provide as much advance notice as possible of their intent to attend any of the meetings/events. This will help capitalize on available cost savings and ensure the availability of accommodations at the event locations.
- 13.2 Trustee Associations and Other Boards
- 13.2.1 Report No. 61: CSBA Congress and OPSBA Annual General Meeting Report
 The Board Chair presented her report on the CSBA Congress and Ontario Public School Board Association's Annual General Meeting she attended in July 2019. She spoke of the quality of presentations provided at the conference.

- 13.3 Trustee Activities
Trustee Jason Nesbitt will be participating in a school bottle drive and BBQ in the upcoming weeks.

- 13.4 Future Board Meeting Agenda Items
Nil.

14.0 Notice of Motion
Nil.

15.0 Observer Comments
Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:15 p.m.

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

- 16.1 Agenda: Committee of the Whole Board – Closed

111/19

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:15 p.m. and that this portion be closed to the public.

Carried

- 16.2 Rise and Report from Closed Session

112/19

Moved by: Trustee C. Major

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:28 p.m. and that this portion be open to the public.

Carried

17.0 Report of the Committee of the Whole Closed Section B

- 17.1 **113/19**

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ **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

Carried

- 17.2 Other Recommendations from Committee of the Whole Closed Session
Nil.

18.0 Adjournment

114/19

Moved by: Trustee M. Groulx

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB 2019/09 Regular Board Meeting, Monday, September 23, 2019 adjourn at 8:29 p.m.

Carried

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

TOPICS

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 8:15 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 2019-08: July 15, 2019
- 4.0 Personnel Item A
- 5.0 Personnel Item B

Regular Board Meeting 2019-09

Monday, September 23, 2019

MINUTES

APPROVED THIS _____ DAY OF _____, 2019

SECRETARY

CHAIR



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

Report No: 62
Date: October 21, 2019

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

FROM: Stephanie Rathwell and Sydney Schwantz

SUBJECT: Student Trustee Report: October 2019

**STRATEGIC
 PRIORITY:** Stewardship

Background

On October 10th and 11th we participated in our annual Student Leadership Conference in Dorion. This conference operationalizes our Strategic Plan as it helps students to gain confidence to voice their leadership. It also gives students the chance to feel empowered to exercise social responsibility to contribute to our schools and communities. These objectives fall under the Stewardship Strategic Priority.

Mrs. Lemieux, our facilitator, began the conference when she put us up to the challenge of becoming a stronger team through various teamwork building activities such as; passing one another through ropes without being able to touch the rope, dance competitions follow-the-leader style, and many more. We also focused on building character and how we can be the best versions of ourselves even when nobody else is around. We learned that true leaders do not only lead when they have followers, they lead at all times and choose to do the right thing when there is no one looking. Although we did not know each other on Thursday, on Friday we left Leadership Camp eager to begin this year's Student Senate and to build on what we started during our time with Mrs. Lemieux. The Senators left feeling motivated, and we are hoping that passion will stay with them throughout the year.

Current Situation

After the Leadership Camp, we are now thinking of how we can enhance the content and some of the structure of the Student Senate to have more of an impact on the Student Senators. We are filled with new initiatives such as appreciating the people around us when it is not expected (teacher appreciation not on Teacher Appreciation Day), possibly having additional meetings specifically for elementary and high school students to focus on activities for students of those specific age groups. We are also pushing the use of our EDSBY group between meetings so the Student Senators can stay connected with each other. There they can post updates on how they are completing our challenges to them, or ask their peers for help if an activity was not as successful as they planned for.

Next Steps

Our next steps are to begin posting challenges for the Senators in the EDSBY group so that they will have something to share at our first meeting. We are eager to see how the Senate grows this year and

how we can discover new ways to support the Senators through the road bumps they may face over the school year.

On October 17th, we will be heading to Toronto for OSTA-AECO's AGM. We are thrilled to learn more about our positions as Student Trustees and to find new ways to connect with the members of the Board, Student Senate, and our schools. Having the opportunity to connect with other Student Trustees and learn from the struggles they are facing is important because it allows us to compare those situations to our own and to become better leaders.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 62, Student Trustee Report: October 2019, for information.

Respectfully submitted by:

Stephanie Rathwell
Student Trustee

Sydney Schwantz
Student Trustee

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 63

Date: October 21, 2019







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

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Monthly Report: October

**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>The Contemporary Aboriginal Voices English class put together a school presentation for Orange Shirt day. They created a video that spoke to why we recognize Orange Shirt Day and then they had an activity and cupcakes for students to take part in.</p>
	<p>Forest School is well on the way at Manitouwadge Public School. Students in the Grade 7/8 class evaluated Lake Manitouwadge, engaging in a variety of tests (macroinvertebrate identification, PH levels and many more!) to determine the health of the lake. Drawing conclusions from their data, students concluded that Manitouwadge Lake is "moderately" healthy.</p>
	<p>At Marathon High School students have been busy engaging with leadership opportunities, including work recognizing Rowan's Law Day. An active group is being developed for Student Senate. The MRHS Student Council is starting plans for this year's OPHEA Healthy Schools initiative.</p>
	<p>Margaret Twomey Public School held their school Terry Fox on Thursday, September 26th. Students raised over \$1200.00 for cancer research.</p>



self- esteem. [#SGDSBhappinessboard](#)

The staff and students at LSHS are collaborating to create a Happiness Board in their display case. Everyone on campus has been challenged to bring in one item to display that makes them happy. Why a Happiness Board? Because it is a visual, instant representation of the things you can dial into to raise your mood. This helps immensely when you have days when you are tired, stressed, have conflict or low



Celebrating the First Day of Fall! TBPS has started harvesting the School Garden! All the vegetables that come from their School Garden will be served at our Annual Fall Feast happening on October 9th. They are grateful to the families who helped take care of the garden over the summer!






Schreiber Public School hosted an Open House and Back to School BBQ on October 3rd. They had a terrific turn out and Ms. Pamayah's grade 5/6 students held a bake / art sale to support people from the Bahamas and raised \$982.25. "You are never too small to make a difference!"



On October 3, the Beardmore Elementary School students participated in the Symphony Event at GCHS. The students engaged in traditional drumming accompanied by the Thunder Bay Symphony Orchestra in addition to singing the Bear Song and Eagle song. Congratulations to students and teachers for their performance.

 NAKINA PUBLIC SCHOOL	<p>On Orange Shirt Day (September 30th) students at Nakina Public School engaged in a school wide inquiry about "Every Child Matters". TRUTH is one of the first steps towards reconciliation.</p>
	<p>Over the summer months a new Learning for All (LFA) area was constructed at Marjorie Mills. When you enter this student centered environment you will see a variety of things happening; a student on a stationary bike, someone sliding through the body roller, a child using the calming/sensory area, Educational Assistants and their Special Education Teacher working alongside students.</p> 
	<p>Students at B.A. Parker worked hard this month on the Terry Fox Run Project. They learned about Terry Fox and his cause. They created posters for the Terry Fox Run as well. Our students joined with GCHS students, Ecole St. Joseph students, and St. Joseph students to walk to the local arena. There they participated in a presentation and then walked home. B.A. Parker student raised \$1000.65 for this cause.</p>  <p>Also, the B.A. Parker School Council went live this month with their first Facebook live stream of the council meeting. It was a positive experience with 263 engagements, 198 views, and 45 comments. It was a great way to gain involvement and input from our parents. They are looking forward to the next meeting which will also be live on Facebook.</p>
	<p>The Thunder Bay Symphony Orchestra was at GCHS on October 3 and it was a wonderful experience for all students. Shy-Anne Bartlett brought some students from Red Rock and together with some local students incorporated drumming with her music. Many other schools were also included in this event.</p>
	<p>Dorion Public School has had a busy month with an overnight trip for grades 5 to 8 to Fort William Historical Park, a trip to Gammondale Farm, a meeting of the Parent Association, and the hot lunch program.</p>

	<p>Friendship building on tour with the TBSO! The GOPS drum leaders set out on the road with the TBSO, leading other students in our board and region on the drum during a number of performances over the 3 days. The boys played an important role in the education shows in the afternoon and then played with the symphony in the evening.</p>	
	<p>Students participated in many activities this month. They had their first home game which included a pep rally organized by the Students' Council. Student Council organized Welcome Week activities for the entire school with a focus on the grade 9's. There have been a variety of onsite visits from college and university recruiters focusing on grade 12's, but including students in all grades. They also had a very successful fundraiser for Terry Fox that included teacher activities for each level raised and Mr. Carrabott will be shaving his beard and mustache off in the near future at an assembly.</p>	
<p>Well-Being & Relationships:</p> <p>Self-Regulation, Stress and Relationships Session</p>	<p>To promote everyday work-life balance and an understanding of the importance of assuming responsibility for our own well-being, the Librarians and Secretaries at each school throughout the district participated in an afternoon learning session during the September 27th PD Day. The learning of this session focused on digging more deeply into our understanding of self-regulation, where we find our own personal stress and the impact it can have on our relationships within our personal and professional lives. We will continue to circle back on Self-Regulation throughout the year with all members of our staff because in order for us to be the best for our students we need to ensure we have calm to lend.</p>	
<p>Well-Being:</p> <p>Sensory Supports for the Early Years Environments</p>	<p>To continue to foster conditions of safety, regulation, belonging, positivity, engagement and identity in all of our early years classrooms, we have purchased and rolled out several items that will be used to differentiate and provide sensory supports to our youngest learners. Differentiated seating, visuals and tactile objects as well as objects that will support students to remain cognitively focused and able to learn. We are continually being responsive to the needs of our students and what global supports we can put into their environment to benefit all students.</p>	
<p>Learning:</p> <p>FSL Regional Session</p>	<p>We continually demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice. Six of our FSL educators participated in a Regional CEFR 101 session in Thunder Bay with other district School Boards. This was a session that presented a more in-depth look into the Common European Framework of Reference and how it can be used to support the FSL programs in our schools. In the coming months there will be an opportunity for further learning with a session being planned for our staff.</p>	
<p>Stewardship:</p> <p>Recruitment and Partnership with Lakehead University</p>	<p>Building on our momentum from last year we continue to engage in ongoing outreach activities to establish mutually beneficial partnerships with Lakehead University and the Faculty of Education. In September, a presentation took place with all first year students where we were able to showcase our board and communities highlighting all of the opportunities it would provide for placements and future job opportunities. Over the coming months we will be facilitating workshops and attending the Education</p>	

	Career Fair. Relationships with these students while they are in their final year of school has been beneficial in recruitment to our Occasional Teacher Roster.
Learning Multi-Disciplinary Team	At SGDSB, we are committed to provide continued support around the Learning pillar of our Strategic Plan by creating job-embedded professional learning opportunities for our educators and administrators. Once again, we will be facilitating “Doctor Is In” Sessions with Child Psychiatrist Dr. Chi Cheng for our School Teams. This is a fantastic opportunity for our teams to gain insights on a particular student and spend time with Dr. Cheng digging more deeply into their wonderings and consider how to best support students at school. Our first “Doctor Is In” session with Dr. Cheng is scheduled for Tuesday October 8, 2019.
Learning: EDSBY Support Continues	We continually demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice. On the Sept. 27 th PD, the TELTC provided at the elbow support to all educators at MRHS with their use of Edsby. The learning was teacher directed and responsive to individual needs with the overall goal being increased communication and transparency for all our students and students to support student success. Our goal is to have educators communicating with the news and calendar tool at MRHS.
Learning: September 27th PD Day	As staff continually work to intentionally plan and implement the principles of our Student Centered, Well-Being Theory of Action, the PD Day held on September 27 th saw schools digging deeper into data to support the comprehensive needs assessment of their school learning plan and begin to set the direction for the learning this year. Our system wide inquiry question, “ <i>What are some powerful steps we can take to create environments that nurture thinking in all our learners?</i> ”, will underpin a lot of the work this year.
Learning: Dual Credit and SHSM Programs	Because of our student engagement and strong school community support, SGDSB was approved for the funding that supports all of our 10 Dual Credit and 7 SHSM (Specialist High Skills Major) programs. This includes Manufacturing (Construction every 2nd year) at LSHS, Manufacturing and Culinary Arts at NRHS, Manufacturing and Culinary Arts at MNHS, Transportation and Construction (newly reapproved after 1 year of not being approved due to low success rates and engagement) at GCHS and Transportation, Manufacturing and Construction at MRHS. These are team-taught courses which align and deliver expectations from both the high school and college level courses from our high school teacher and a college level instructor. Our SHSM programs include Environmental Programs at GCHS, LSHS and MNHS, a Mining Program at MRHS, Health and Wellness programs at NRHS and LSHS and a Manufacturing Program at LSHS. The success of these programs relies on a collaborative approach from the school team and community partnerships who ensure rich experiential learning opportunities that provide the skill development necessary for the world our students will be working in. Dual Credits and SHSMs provide our students passion specific and interest igniting hands-on, experiential learning to foster success in pathway exploration and pursuit. We are very fortunate for the funding invested from these programs into our schools and students.
Learning: Building Resource Team Capacity	As we continue to foster learner centered environments and build capacity within our Resource Team, September 27 Professional Development with our Child and Youth Workers, Indigenous Graduation Coaches and Attendance Counsellors was successful in exploring some key elements of mental health. We connected with Stan Baker to engage in learning around Keeping Kids in Schools Service.
Relationships:	In demonstrating our commitment to building relationships and collaboration with community service agencies we have engaged in planning meetings with North of Superior Programs, Dilico Mental Health and Family Health Teams to begin work

Engaging Community Services	together for coordinated mental health, health and services for wellbeing in our schools.
Well-Being: Happiness at Work	To promote well-being we have engaged in a staff wellness initiative. This month are promoting Happiness at Work Week. Sept 23-27. We have challenged staff to create happiness boards. This challenge will close October 25 th , and all participating staff will be entered into a draw for The Happiness Project book.
Learning and Well-Being: Provincial Indigenous Leads Meeting	This month, Indigenous Education Leads across Ontario met at the "Being Changemakers in Education" provincial gathering. This provided an opportunity for discussion around moving from vision to implementation with Indigenous education initiatives. Discussions centered around new Secondary and enhanced Social Studies Curriculum, integrating Indigenous Education systematically, mentorship – support for new leads and collaborating between and with other Departments. Steps forward include continued enhancements to the Early Years Indigenous programming and supporting teachers with implementation of new Secondary Native Studies courses.
Learning & Relationships: Staying Current in Our Practice	Shawna Grouette (SGDSB OYAP System Lead) along with OYAP Coordinators from across the province, worked collaboratively through job-embedded professional learning that was supported by the collective knowledge of the group. Activities at this year's OYAP Symposium centered around building relationships, sharing of best practices, digital marketing, and special projects. OYAP Coordinators were challenged to exercise their global competency skills in order to learn and successfully complete a series of experiential learning activities related to the skilled trades. In addition to our commitment to learning, developing work plans, and staying current in our practice, we will share with student's hands-on activities that help them learn about, experience and consider the skilled trade/apprenticeship pathways.
Wellbeing: After School Program	At SGDSB, we know it is essential to support all of our students to have a positive sense of self, identity, and belonging in the world that will help them learn, grow and thrive. The After-School Program is one funded structure that will begin early November, that will provide students with ASD targeted skill development opportunities in the areas of self-regulation, communication, social skills and life planning. We are excited to share further details once facilitator postings close, particularly this year as the project funding has allowed for an expansion.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 63, Director's Monthly Report: October 2019, for information.

Respectfully submitted by:

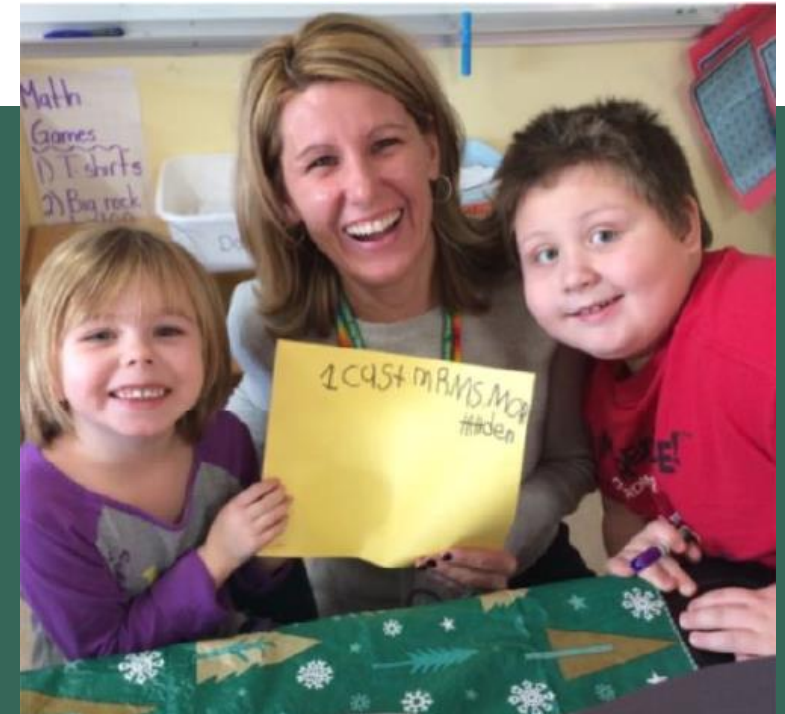
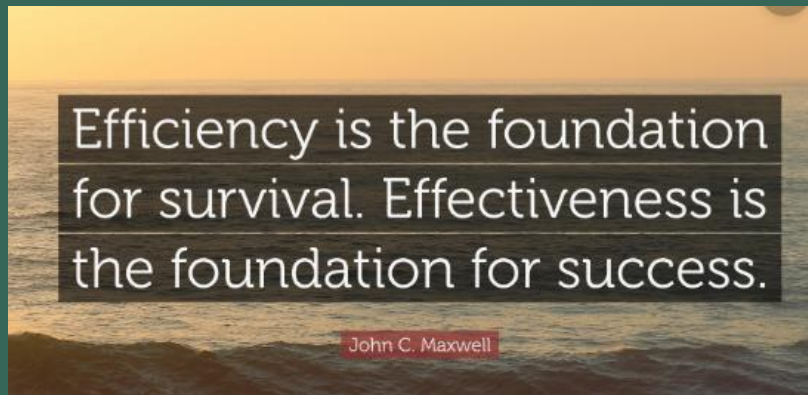
Nicole Morden Cormier
Director of Education

Report No. : 64
Date: October 21, 2019



DIRECTOR'S GROWTH PLAN 2019-2020

SETTING THE COURSE FOR OUR DISTRICT



BACKGROUND

- Multi-Year Strategic Plan – Year Two
 - Growth Work – Operationalizing the Strategic Plan as this is what stakeholders told us were areas to grow
 - 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.

FOUNDATIONAL CONDITIONS: TIMES OF CHANGE

- **Time of Change – Operational**

- Efficiencies and improved ways of operating
- Critical that we have the support of Senior Administration, middle management and school leaders.

- **Times of Change – Learning for Students**

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

- **Times of Change – Learning for Adults**

“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.”

DIRECTOR'S ROLE

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.

TIMELINES

By **October 1st** 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 1st** 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 1st** 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 1st** of each school year, the Performance Review Committee shall meet with the Director with its Final Report.

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

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

CHARACTERISTICS OF STRONG DISTRICTS AND THEIR LEADERSHIP

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

Focus 2: Provide coherent instructional guidance.

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

Focus 4: Create learning-oriented organizational improvement processes.

Focus 5: Provide job-embedded professional learning.

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

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

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

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

KEY WORDS FOR EVIDENCE COLLECTION SAY, DO, COMMUNICATE AND LEARN ABOUT

- Communication
- Instructional Leadership with System Leaders
- Operationalization of Strategic Plan
- Expectations – Pressure and Support for Growth and Improvement
- Ensuring Job-Embedded Professional Learning
- Operational Efficiency
- Feedback to Ensure Growth and Improvement
- Positive Relationships with Board of Trustees, Staff and Stakeholders – based upon Student Achievement and Well-Being

FORMAT OF GROWTH PLAN EXPLAINED

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 Establish broadly shared mission, vision and goals founded on aspirational images of the educated person.	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.	<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> -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.

INSTRUCTIONAL LEADERSHIP: SYSTEM LEADERS

Focus #2 Provide coherent instructional guidance.

Learning

We will foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center by

- *demonstrating commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.
- *Intentionally planning and implementing the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formal and informal leadership.

Through my leadership I will provide system leadership and support to Leads as they set goals, implement strategies and monitor their impact by:

- 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).
- 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
- 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.

OPERATIONALIZATION OF STRATEGIC PLAN

<p>Focus #3 Build district and school staff's capacities and commitments to make informed decisions.</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><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></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"> 1. Explicitly aligning goals with Objectives from the MYSP for each of the 4 Strategic Priorities. 2. Ensuring that all Board Reports articulate the Objective that the report contents operationalize. 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. <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>
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EXPECTATIONS, PRESSURE, SUPPORT: GROWTH AND IMPROVEMENT

<p>Focus #4 Create learning-oriented organizational improvement processes.</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><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></p> <ul style="list-style-type: none"> -Planning and facilitating the following structures: <ul style="list-style-type: none"> *Senior Management Meetings (monthly) *Leads/ Meetings (weekly) *Student Achievement Meetings (monthly) *Senior Administrative Meetings (weekly) -Providing templates/criteria/tools that support the adherence to requirements for data analysis, planning and monitoring.
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ENSURING JOB EMBEDDED LEARNING AT ALL LEVELS

<p>Focus #5 Provide job-embedded professional learning.</p>	<p>Relationships</p> <p>We will strengthen our current relationships while fostering new partnerships by *working collaboratively through job-embedded professional learning supported by knowledgeable others.</p>	<p><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></p> <ul style="list-style-type: none"> -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. -Collecting and communicating data that brings awareness to <u>the level</u> of absenteeism (principals and teachers) due to professional development and the amount of job-embedded professional learning occurring in schools. -introduction of new tool to monitor daily schedules of principals. -Requiring System Leads and central staff to carefully plan and coordinate professional development in alignment with the Professional Development Day plan and each other.
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OPERATIONAL EFFICIENCY

<p>Focus #6 Align budgets, time and personnel/policies/procedures with district mission, vision and goals.</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><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></p> <ul style="list-style-type: none"> -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. -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. -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. -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 -Overseeing internal and external audit results to ensure that we have responded to recommendations fully. -Continuing to work as part of the Environmental Committee to implement and monitor the Waste Reduction Strategy. -Engaging in focused learning about succession planning for small school boards.
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FEEDBACK TO ENSURE GROWTH AND IMPROVEMENT

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

Stewardship

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.

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:

- creating and implementing a non-union performance review system with expectations for managers and employees.
- creating and implementing a supervisory officer performance review process, in alignment with the system level Ontario Leadership Framework.
- making the process for non-union job promotion consistent throughout the district (dependent upon performance review data, collaboration of Senior Administration, etc.)
- supporting Superintendents of Education in engaging in performance reviews for principals and leads.

BOARD OF TRUSTEES: POSITIVE RELATIONSHIPS AND CONTINUOUS IMPROVEMENT

<p>Focus #8 Advocate for and support a policy-governance approach to Board of Trustee practices.</p>	<p>Relationships</p> <p>We will strengthen our current relationships while fostering new partnerships.</p>	<p><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></p> <ul style="list-style-type: none"> -responding, through action, to the feedback given by Trustees from the 2018-2019 Director Performance Review: <ul style="list-style-type: none"> *Reduce the length of Board Reports *Provide information on the Environmental Committee *Provide clarification on the Student Centred, Well-Being Theory of Action *Provide learning in the area of “change theory” *Provide summary of Operational Plans *Provide regular updates on the AWE Committee *Provide an overview of the Director’s Growth Plan *Continue to provide education regarding the budget. -providing the Director Performance Review tool in September and evidence in an ongoing manner that makes my leadership visible to the Board of Trustees. -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. -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.). -Providing increased focus and communication related to student achievement, well-being and celebrations.
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RELATIONSHIPS WITH STAFF AND STAKEHOLDERS

<p>Focus #9 Nurture productive working relationships with staff and stakeholders.</p>	<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"> *developing tools to enhance family/caregiver and community engagement and increase social capital in learning and well-being. <p>Relationships</p> <p>We will strengthen our current relationships while fostering new partnerships by</p> <ul style="list-style-type: none"> *collaborating with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation. <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> <ul style="list-style-type: none"> *striving to ensure a safe and welcoming environment for all students, staff, families and community members. 	<p><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></p> <ul style="list-style-type: none"> -Modelling and expecting (from leadership) expressions of gratitude, thus reinforcing positive behaviour and nurturing a culture of appreciation for all. -Increasing family engagement through the Parental Involvement Committee by making topics increasingly relevant and by engaging parent members in meaningful work. -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). -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. -Continue to build positive relationships through participation in the PIC, SEAC, FNAC and IEAC committees as well as through school and community engagement. -Meeting with each "shared space" partner to establish connections, share our vision for community hubs, ensure positive experiences. -Working with unions and federations during negotiations to maintain communication and positive relationships.
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QUESTIONS?

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***"Inspiring Our Students to Succeed and Make a Difference"***Report No: 65****Date:** October 21, 2019

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

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

SUBJECT: Elementary EQAO 2018-2019 Achievement: Detailed Report

STRATEGIC PRIORITY: Learning

Background

This report contains an overview of the 2018-2019 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for the primary and junior divisions for the Superior-Greenstone District School Board and the province. Copies of the full Provincial Report can be downloaded from EQAO's website, which is located at <http://www.eqao.com>

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

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

This report will provide overall data relating to

1. Board wide EQAO achievement over the past five years (remembering that no assessments took place during the 2014-2015 school year).
2. Results for all participating students at each of the provincial levels. ****NOTE** that data provided in this report may differ from that of the public report as information on non-permanent residents does not show up in public reports, however these students are part of our system and we feel that it is important to include all of our students.
3. The math attitudes of the students.
4. Tracking of the cohort data (the students who wrote in the primary division, and how they achieved in the junior division).

Contextual Information	Superior-Greenstone		Province	
	Grade 3	Grade 6	Grade 3	Grade 6
Enrolment				
All students	88*	87*	131 544	136 124
Number of schools	9	10	3288	3106
Student Status				
Students with special education needs	26 (30%)	16 (19%)	19%	22%
Participation in the Assessment				
Participating Students - Reading	78	82	120 050	132 367
Participating Students - Writing	78	82	120 163	132 345
Participating Students - Math	79	84	127 377	132 285
Exempted from All	6	1	3%	2%
No data (absent or other reasons) Reading	4	4		
No data (absent or other reasons) Writing	4	4		
No data (absent or other reasons) Math	3	2		

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

Current Situation**A Focus on Achievement in the Primary Division**

Table One provides an overview from the public site (86 vs 88 students), of the provincial and board Primary Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time.

- Board results have shown a 9% decrease in reading, a 19% decrease in writing and a 5% decrease in mathematics.
- Provincial results have shown a 1% decrease in reading, a 3% decrease in writing, and a 3% decrease in mathematics.

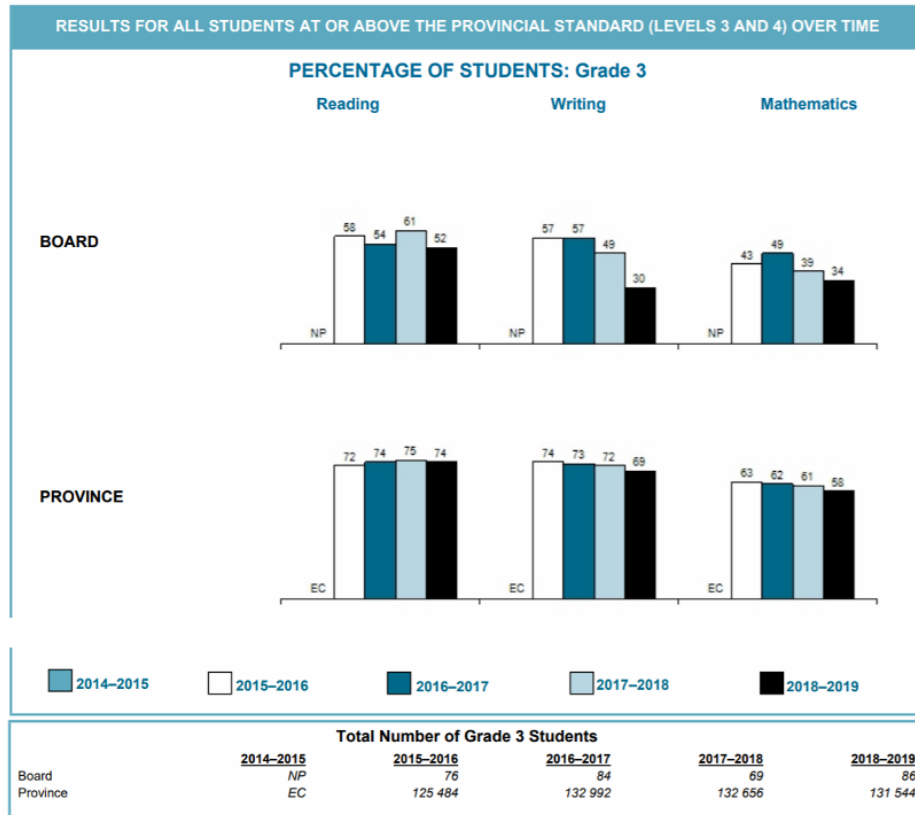
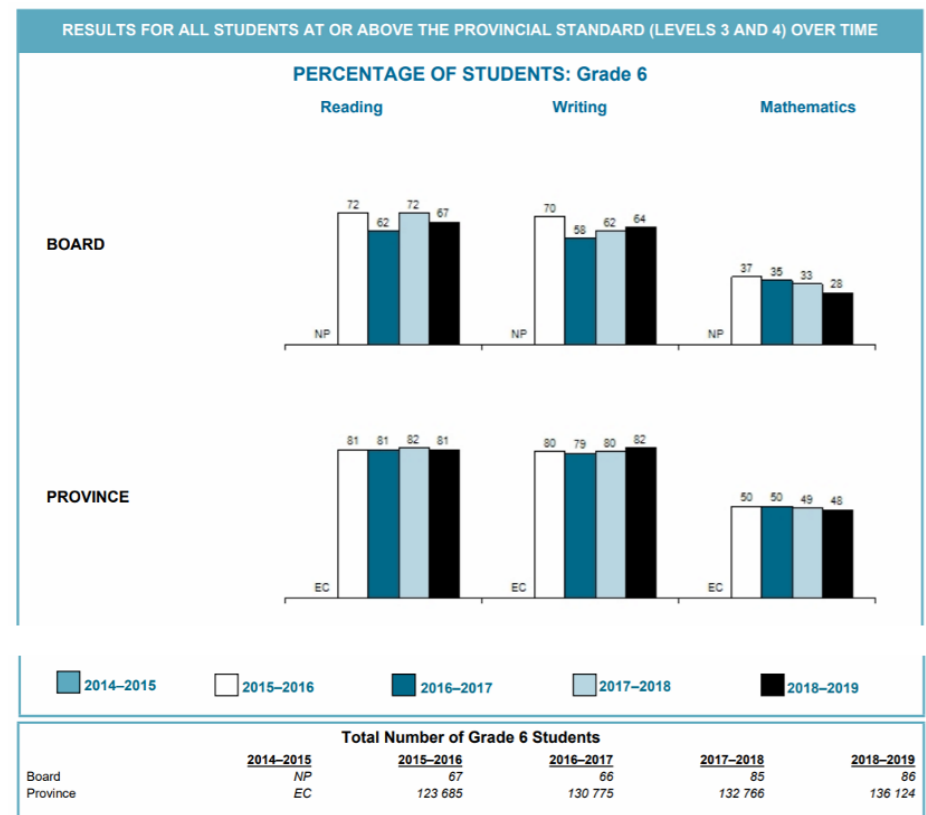
TABLE ONE**Primary Division Achievement Results Over Past 5 Years****A Focus on Achievement in the Junior Division**

Table Two provides an overview from the public site (87 vs 86 students), of the provincial and board Junior Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time.

- Board results have shown a 5% decrease in reading, a 2% increase in writing and a 5% decrease in mathematics.
- Provincial results have shown a 1% decrease in reading, a 2% increase in writing, and a 1% decrease in mathematics.

TABLE TWO**Junior Division Achievement Results Over Past 5 Years**

It is important to note that with such a small number of students writing every year, a fluctuation of 10% is reflective of less than 10 students as each student counts for more than 1% of the data.

Percentage Results for All Participating Primary Division Students at Each Provincial Level

TABLE THREE shows a breakdown of student results for our participating students of the Primary Division.

Participating Students (includes 2 out of prov)	Reading (78)		Writing (78)		Math (79)	
≥ L3 B- to B+ (L4: A- to A+)	45 (2 at L4)	58%	26 (0 at L4)	33%	29 (5 at L4)	37%
2.7 - 2.9	13	17%	29	37%	15	19%
2.1 - 2.5 L2: C- to C+	13	17%	19	24%	20	25%
< 2.0 L1: D- to D+	7	9%	4	5%	15	19%

(Because percentages in tables and graphs are rounded, percentages may not add up to 100.)

It is important to note that while achieving in the range of level 2 is not yet at provincial standard, the co-related report card mark is within the C range, which is still an accomplishment for many students. We also like to analyze this data more closely looking at the number of students that fall within the higher range. We understand that EQAO writes questions that fall into varying difficulty levels and that being unable to answer just a few of these questions could result in not reaching provincial standard.

Students with special education needs: 26

- 12 are students with formal identifications. 6 of whom were exempted. Of the other 6; 3 were successful in Reading, 2 in Writing, 0 in Math. 1 of them used assistive technology to support their success (Google Read/Write).
- 14 have no formal identifications - 9 of those students were supported with assistive technology (Google Read/Write); 4 of whom were successful in Reading and 3 in Writing, 0 in Math.

Number of Students who entered the current the school the year of the assessment: 13, of those:

- 9/13 reached provincial average in Reading
- 2/13 reached provincial average in Writing
- 4/13 reached provincial average in Math

Percentage Results for All Participating Junior Division Students at Each Provincial Level

TABLE FOUR shows a breakdown of student results for all 87 of our participating students of the Junior Division.

Participating Students (includes 1 out of prov)	Reading (82)		Writing (82)		Math (84)	
≥ L3 B- to B+ (L4: A- to A+)	59 (7 at L4)	72%	56 (12 at L4)	68%	24 (5 at L4)	29%
2.7 - 2.9	10	12%	11	13%	8	10%
2.1 - 2.5 L2: C- to C+	12	15%	13	16%	23	27%
< 2.0 L1: D- to D+	1	1%	2	2%	20	24%

Students with special education needs: 16

- 8 are students with formal identifications. 1 of whom was exempted. Of the other 7 students; 5 engaged in the use of assistive technology (Google Read/Write) with 2 being successful in Reading, 2 in Writing, 0 in Math.
- 8 have no formal identifications – 6 of those students were supported with assistive technology (Google Read/Write) with 1 being successful in Reading, 2 in Writing, 1 in Math.

Number of Students who entered the current the school the year of the assessment: 19, of those:

- 2/19 reached provincial average in Reading
- 8/19 reached provincial average in Writing
- 4/19 reached provincial average in Math

TABLE SEVEN: Grade 3 Attitudes towards Math

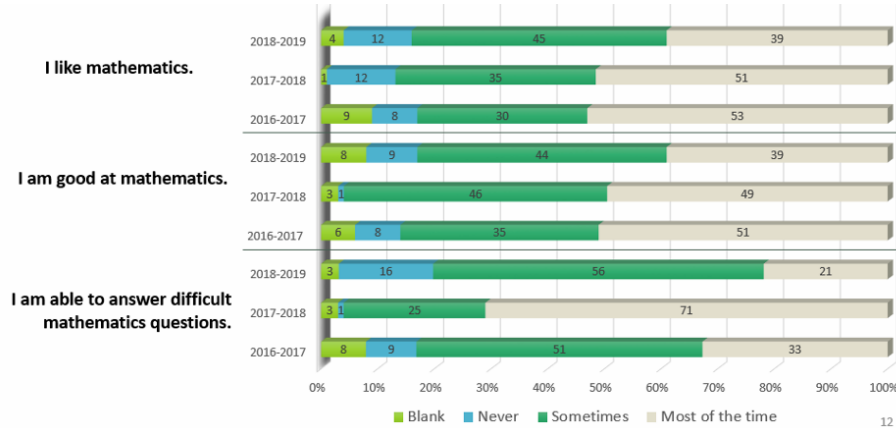


TABLE NINE: Grade 3 Math Strategy

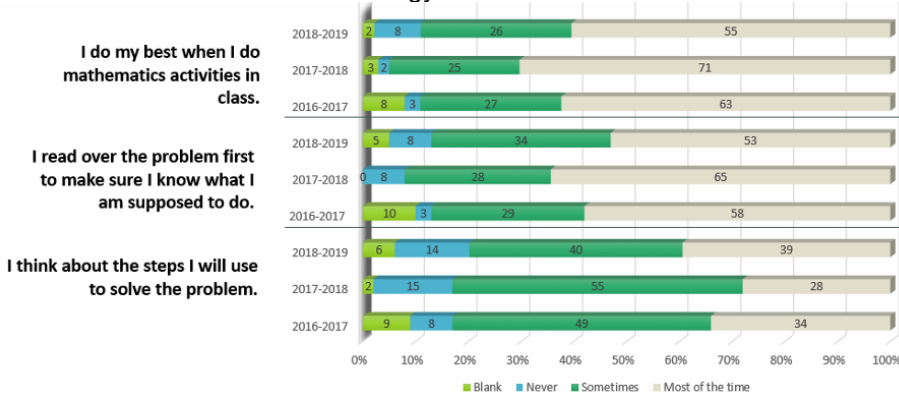


TABLE EIGHT: Grade 6 Attitudes towards Math

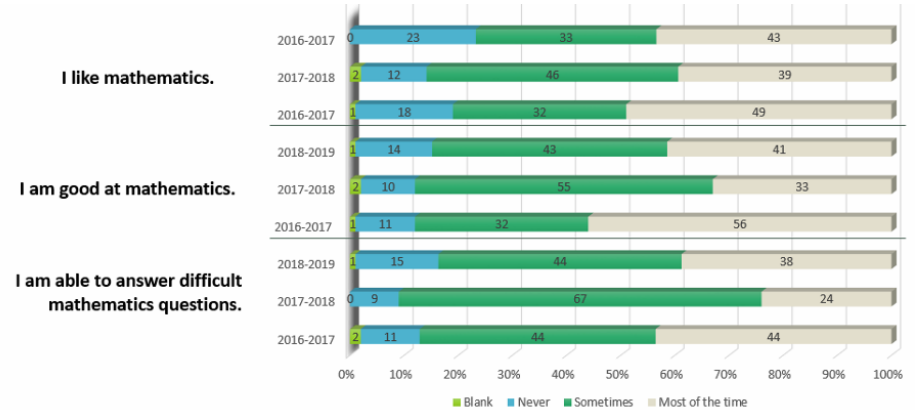
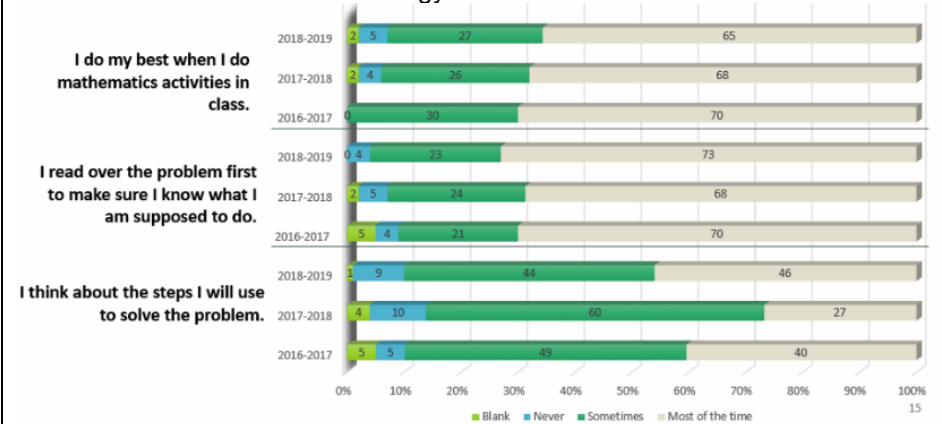
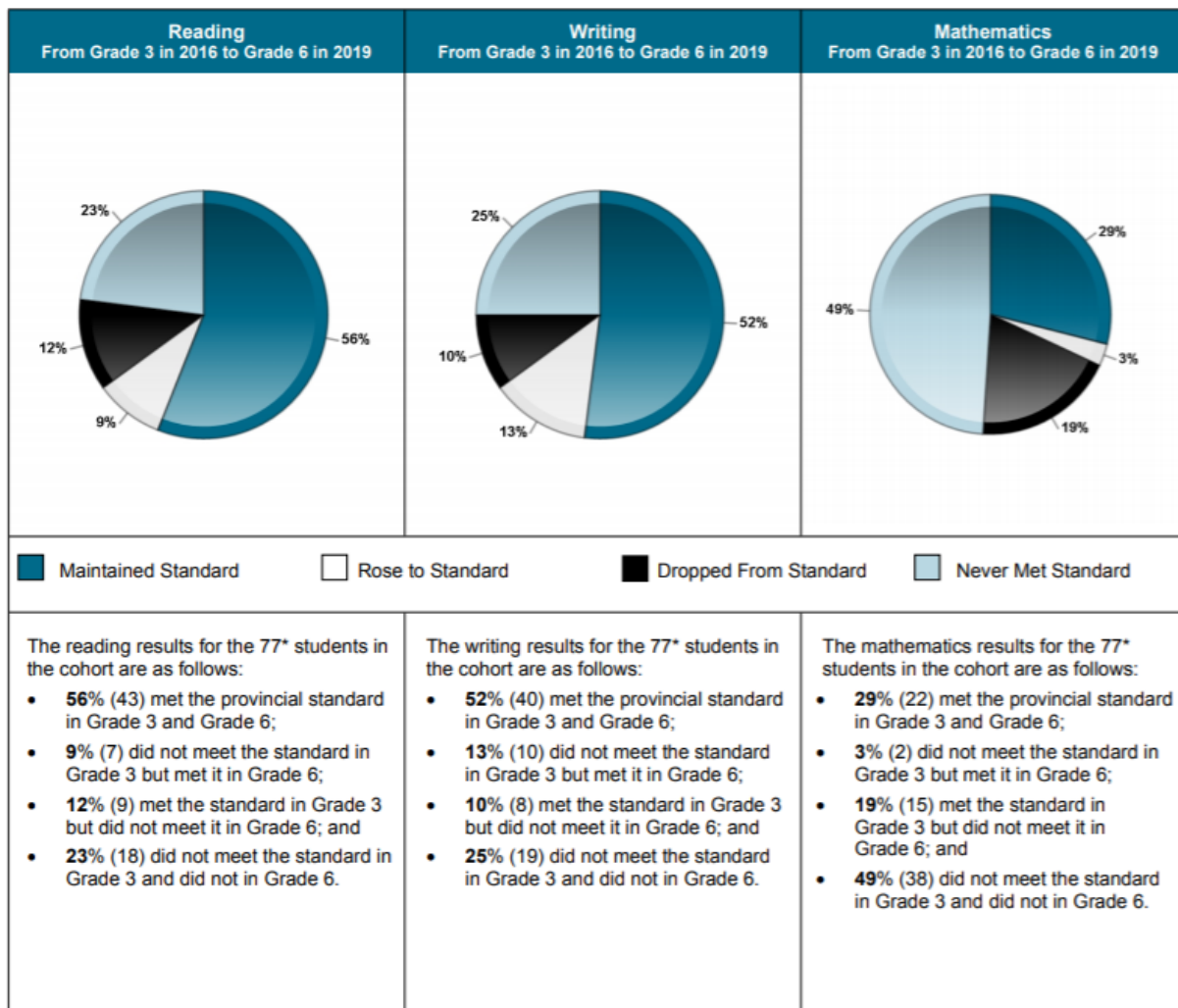


TABLE TEN: Grade 6 Math Strategy



EQAO research suggests that positive attitudes and strategies support success. They note that mathematics achievement is not just about the math, but that students can advance their math achievement by empowering themselves as math students (#DataInAction – Math Superpowers, April 2019).

Tracking of our Cohort Data



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

Deeper Analysis

- As we can see in both the Primary and Junior divisions, there continues to be a discrepancy between literacy scores and numeracy scores. In the Primary division we continue to have many students achieving within the level 2 range, and although a decrease of 2.7 – 2.9 scores in the junior division, we see too many students achieving below 2.7. Through a deeper analysis using Item Information Reports, our students continue to struggle with THINKING and APPLICATION multiple choice questions.
- With the higher reading and lower math scores, reading does not seem to be the barrier to answering the questions. We will continue to link instruction practices from literacy to the ways we are teaching numeracy.
- With 13 and 19 students entering our system, respectively, during the year of the assessment, it doesn't allow for the necessary time for our educators to have direct impact on their learning.
- We are encouraged by the continued increase support for our students with special education needs through the use of assistive technology to support independence. We understand the need for our students to reach provincial standard, however the impact that accommodations and focused interventions are having on supporting students with special education needs demonstrates a sense of accomplishment for all of those involved.
- Attitudes towards mathematics have decreased in both divisions. We should see a co-relation between the math strategy question, yet students report doing their best, and reading over the problem, yet not THINKING about the steps they will use.

- We are seeing an increase in the coding of the responses of our Open Response Questions, showing that our students are getting better at making their thinking visible. There continues to be a need to support our students with answering of Thinking and Application type questions, especially in the area of multiple-choice. Some wonderings we have:
 - Are our students recognizing the THINKING that is needed to engage in multiple-choice questions?
 - Are they putting pencil to paper, accessing appropriate tools, to come up with THEIR answer before looking at the options?
 - Is exposure to multiple-choice questions, where students try to dissect the reasoning behind the other answers (the distractors), part of our practice?
 - Within our gradual release approach, are we providing enough time for our students to persevere independently?
- Although we continue to have students dropping from standard as they move from primary through to junior, it is important to note that these students do often return to provincial standard for their grade 9 math assessment. This continues to mirror the provincial trend and may be due to students requiring more time as the concepts become more abstract. In tracking of students from within our SGDSB elementary schools through the Grade 9 Math Assessment results. 2018 -2019 data shows:
 - for Applied level grade 9 math, 66 students wrote with 58% achieving provincial standard. Of those 66 students, 17 were from within our elementary schools where 12/17 (71%) achieved provincial standard.
 - For Academic level grade 9 math, 65 students wrote with 62% achieving provincial standard. Of those 65 students, 26 were from within our elementary schools where 20/26 (77%) achieved provincial standard.

Next Steps

As a district, although SGDSB continues to engage in focused work around mathematics, we recognize that we need to continue to pay attention to literacy. Thus, our work this year will focus more deeply on nurturing quality thinking environments for all learners.

We will be returning to important conversations through intentional data collection. Important to us is the number of students who achieved within each of the levels. We will be working with schools and educators within the primary and junior divisions to increasingly understand the types of multiple-choice questions that are causing our students to struggle. Additional support will be provided to new teachers through the New Teacher Induction Program.

Our math action plan has goals in place to support the monitoring of this work throughout the year, and involves strategies to support working through the following focus questions:

- How am I going to create a math culture within my school/classroom that supports the 2 'superpowers': attitude towards math and math strategies?
- What does my 300 minutes of planning look like, during a week, that supports the components of a Balanced numeracy program?
- How am I going to further support the understanding of multi-step, multiple choice questions (Thinking & Application) in my numeracy programming?

Through these questions, we will continue to support our educators with deepening their understanding of how 'Focusing on the Fundamentals of Math' underlies the concepts in many of the math strands and how the approach to supporting our student learning of the fundamentals continues to be that of supporting thinking and ensuring conceptual understanding is developed.

We recognize the need to bring our numeracy scores closer to that of our literacy scores. We will continue to make explicit how our focus on communication in mathematics is linked to instruction in reading and writing, to ensure student and educator understanding of the interconnectedness of our approaches to teaching literacy and numeracy.

Administrative Recommendations

That, the Superior-Greenstone DSB receives as information Report No. 65, Elementary EQAO 2018-2019 Achievement: Detailed Report.

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: 66

Date: October 21, 2019

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

FROM: Carole Leroux, Student Success Lead

SUBJECT: EQAO Secondary Achievement: Grade 9 Assessment of Mathematics & Grade 10 OSSLT Results

STRATEGIC

PRIORITY: Learning

Grade 9 Assessment of Mathematics

Background

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

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

EQAO assessments are one measurement that aligns with the work of the Learning pillar of our Strategic Plan. Learning is at the core to achieving our vision and this data informs our intentional planning and implementation of the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formative assessment practices, formal and informal leadership, the learning environment and the culture of learning for all with the goal of empowering individual identity and enabling a sense of belonging.

Current Situation

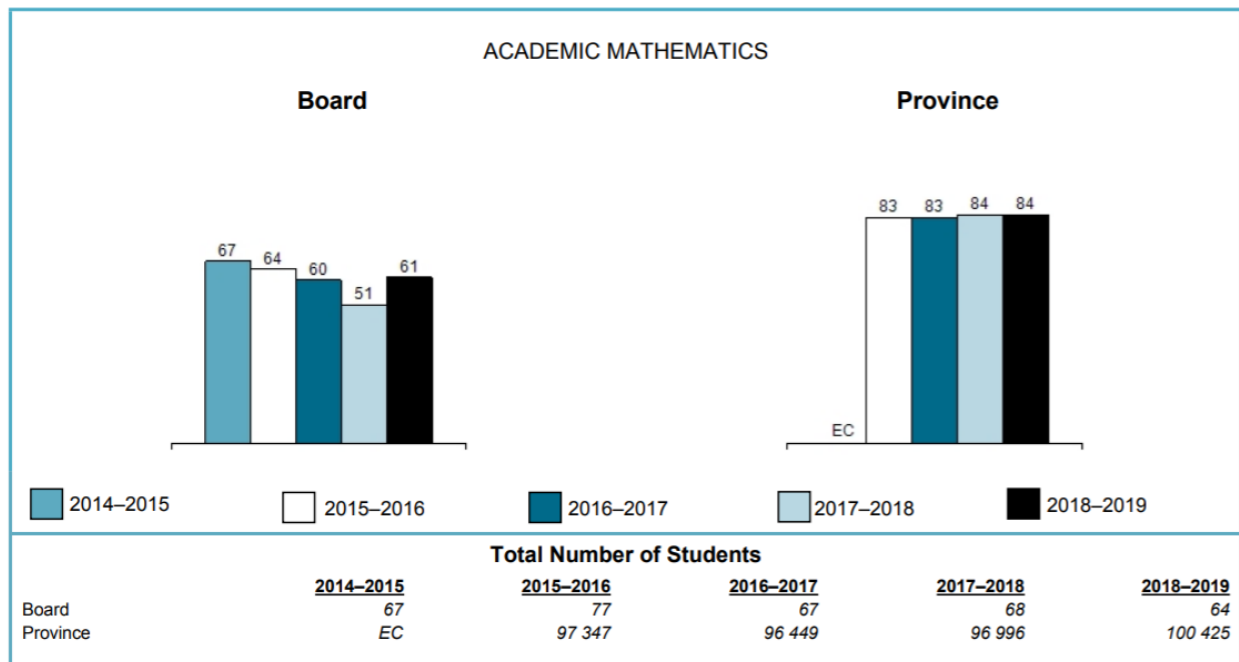
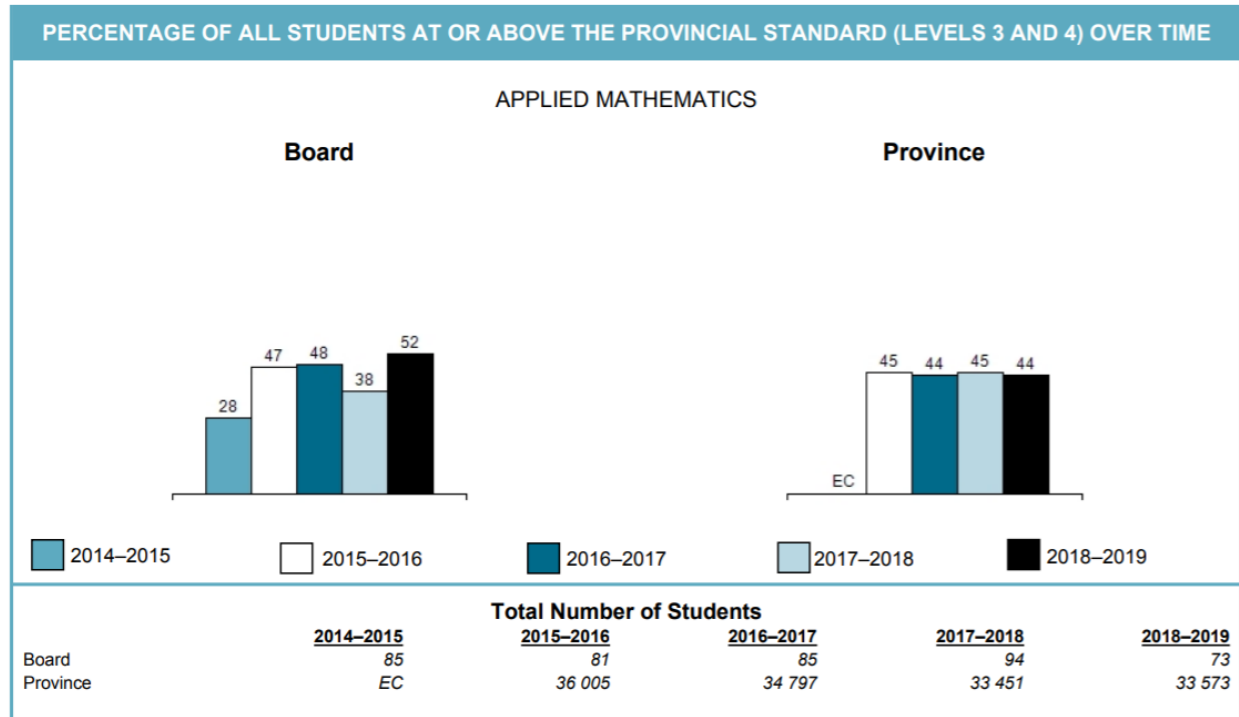
Board Results: Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4)

	Applied Math – Level 3 and 4	Academic Math – Level 3 and 4
Superior-Greenstone DSB	58% (38 out of 66 students)	62% (40 out of 65 students)
Province	44% (33,573 students)	84% (100,425 students)

Results Over Time

The percentage of Applied Math student scores at Level 3 or above increased to 58% in 2018-19 from 38% in 2017-2018.

The percentage of Academic Math student scores at Level 3 or above increased to 62% in 2018-19 from 51% in 2017-2018.



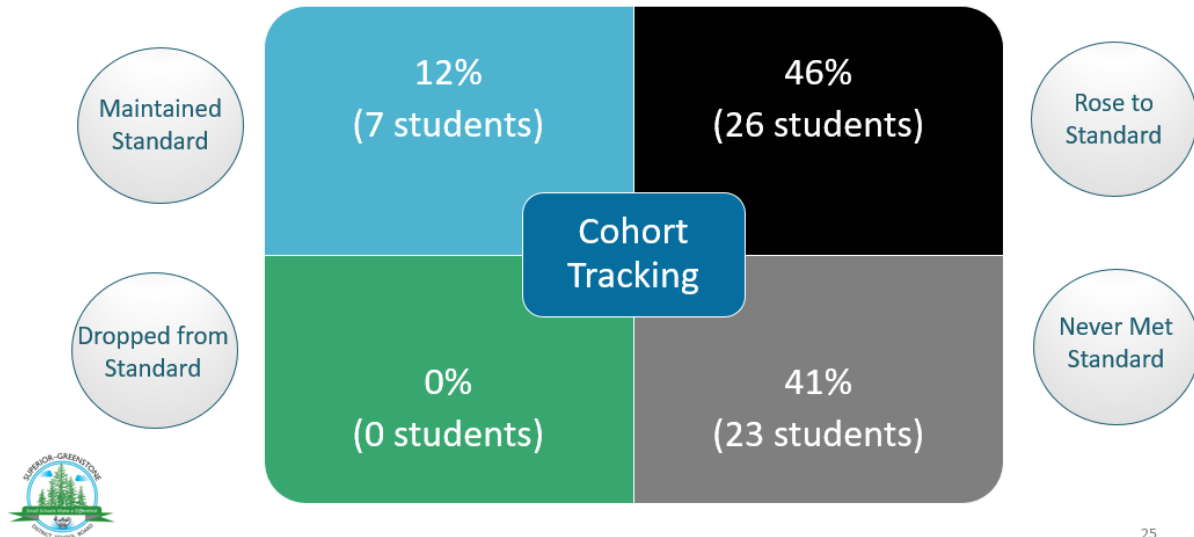
Tracking OUR Student Cohort Data

Within our Renewed Math Strategy (Focusing on the Fundamentals of Math), our goal is to help to see our students maintain and rise to standard.

This graphic shows the Grade 6 data from 56 of our Applied level students. 7 students maintained standard while 26 rose to standard.

25

Grade 6 (2015-16) to Grade 9 APPLIED (2018-19)



25

The graphic below shows that not one student dropped from standard and that students (41% - 23 students), though they may not have met standard, 27% (of the 22 students at level 1 in grade 6) maintained their achievement a level 1, but 41% rose to a level 2 and even more impressive, 23% achieved a level 3 meeting provincial standard.

		Grade 9 in 2018 - 2019						
		Grade 6 in 2015-2016						
		Number of Students in the Cohort = 56						
			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2015-2016	Level 4	0	0%	0%	0%	0%	0%	0%
	Level 3	7	14%	86%	0%	0%	0%	0%
	Level 2	27	37%	41%	19%	0%	0%	4%
	Level 1	22	0%	23%	41%	27%	0%	9%
	NE1	0	0%	0%	0%	0%	0%	0%
	No Data	0	0%	0%	0%	0%	0%	0%
	Exempt	0	0%	0%	0%	0%	0%	0%

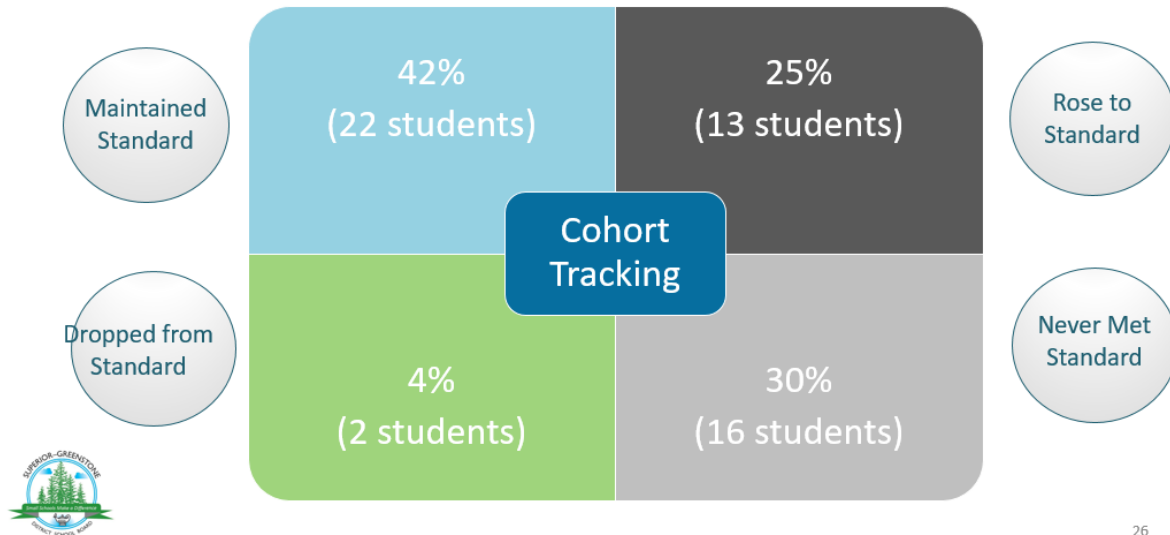
Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

28

This graphic shows the Grade 6 data from 53 of our Academic level students. 22 students maintained standard while 13 rose to standard.

26

Grade 6 (2015-16) to Grade 9 ACADEMIC (2018-19)



The graphic below shows that only 2 students dropped from standard. Of the 25 students who achieved level 2 in grade 6, 8% dropped to level 1, 40% maintained level 2 and 52% rose to standard at level 3.

29

ACADEMIC

Grade 9 in 2018 - 2019

Number of Students in the Cohort = 53		Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data	
Grade 6 in 2015- 2016	Level 4	3	33%	67%	0%	0%	0%	<0%
	Level 3	21	0%	90%	10%	0%	0%	0%
	Level 2	25	0%	52%	40%	8%	0%	0%
	Level 1	4	0%	0%	50%	50%	0%	0%
	NE1	0	0%	0%	0%	0%	0%	0%
	No Data	0	0%	0%	0%	0%	0%	0%
	Exempt	0	0%	0%	0%	0%	0%	0%

Maintained
Standard

Rose to
Standard

Dropped from
Standard

Never Met
Standard

Contextual Information

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

Streams

Of the students writing the assessment in 2018-2019, 50% of students were in the Applied stream and 50% were in the Academic stream. Provincially, 25% of students are in the Applied stream and 75% are in the Academic stream.

Students with Special Education Needs

45% of students in the Applied level course were students with special education needs. This is a little higher than the provincial data where 41% were students with special education needs (excluding gifted).

8% of students in the Academic level course were students with special education needs. This is very close to the provincial average of 9%.

Next Steps

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

Grade 10 Ontario Secondary School Literacy Test, March 2019

Background:

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

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

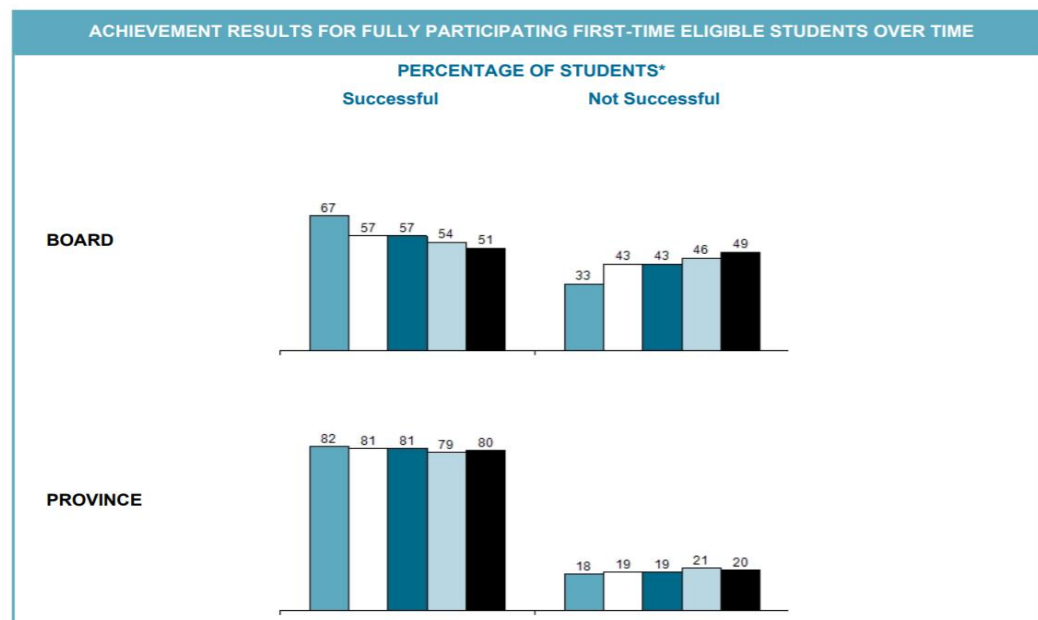
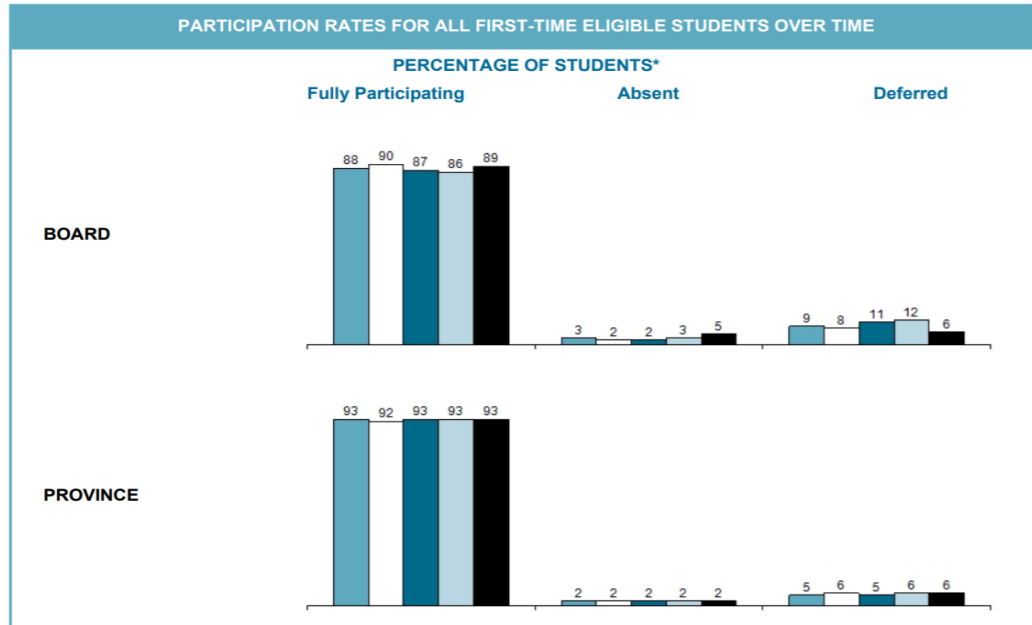
EQAO assessments are one measurement that aligns with the work of the Learning pillar of our Strategic Plan. Learning is at the core to achieving our vision and this data informs our intentional planning and implementation of the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formative assessment practices, formal and informal leadership, the learning environment and the culture of learning for all with the goal of empowering individual identity and enabling a sense of belonging.

Current Situation

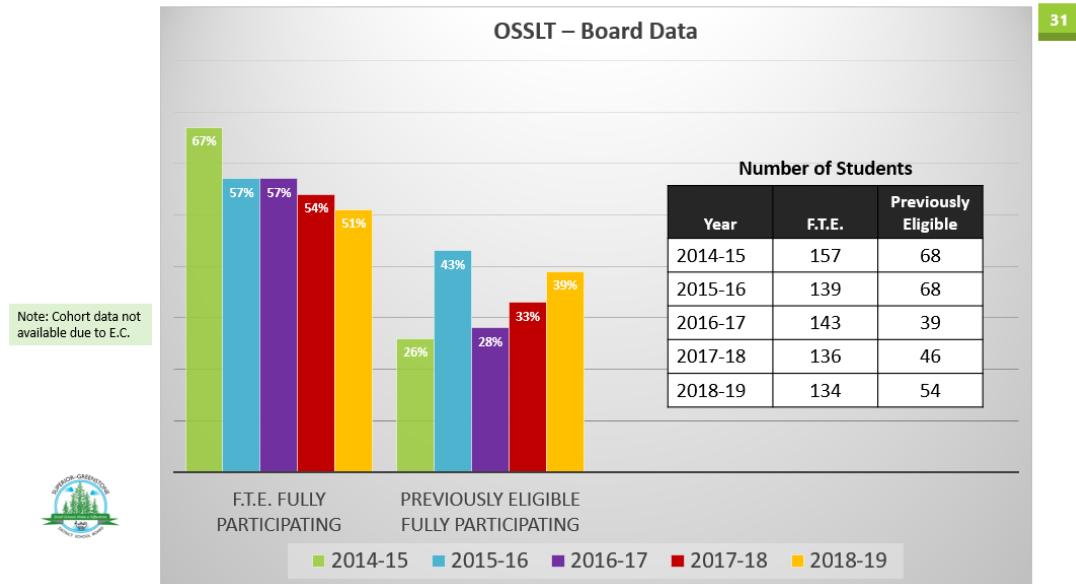
51% of the 150 students who were eligible for the first time were successful in the March 2019 OSSLT. In March 2018, 54% of our first-time eligible students experienced success.

Provincially, 80% of first time eligible students were successful in the March 2018 OSSLT. Statistically, the provincial success rate has remained relatively 'flat lined' since 2011.

Important to note that there is no cohort data available for comparison as this was the cohort that did not write the Grade 6 EQAO Assessment.



Number of Fully Participating First-Time Eligible Students					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Board	157	139	143	136	134
Province	127 867	124 977	127 142	122 721	124 251



The above graphic shows the change in numbers of students over the last five years. Since 2014-2015 our numbers have dropped by 23 students which has a dramatic impact on our percentages.

Contextual Information

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

Students with Special Education Needs

In the March 2019 OSSLT, 37% (55 students) of Superior Greenstone students were identified as having special education needs, excluding gifted. Of that number, 30% (14 students) who were fully participating were successful on the OSSLT.

Provincially, 20% of students were identified as having special education needs, excluding gifted. 50% of students with special education needs were successful.

Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students					
	All			Fully Participating	
	Board # = 55		Province # = 26 504	Board # = 46	Province # = 22 322
Successful	14	25%	42%	30%	50%
Not Successful	32	58%	43%	70%	50%
Fully Participating	46	84%	84%		
Absent	6	11%	3%		
Deferred	3	5%	13%		

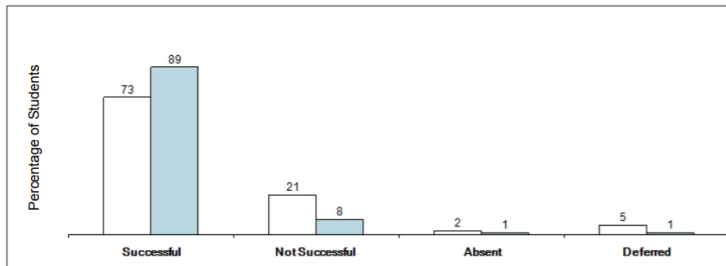
Results by Pathway

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

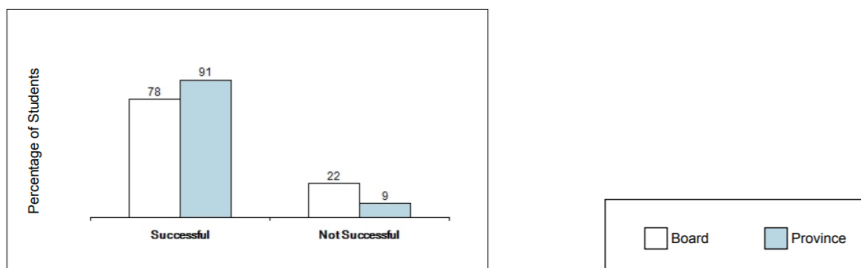
Percentage of Students within each pathway

Pathway	Academic	Applied	Locally Developed	Other
# of students (%)	63 (42)	74 (49)	10 (7)	3 (2)

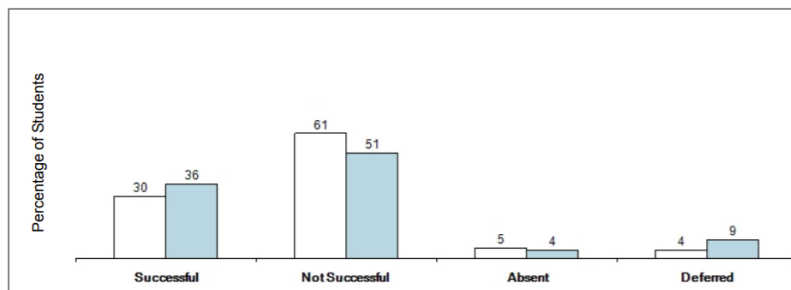
Results for All First-Time Eligible Students Taking Academic English Course*



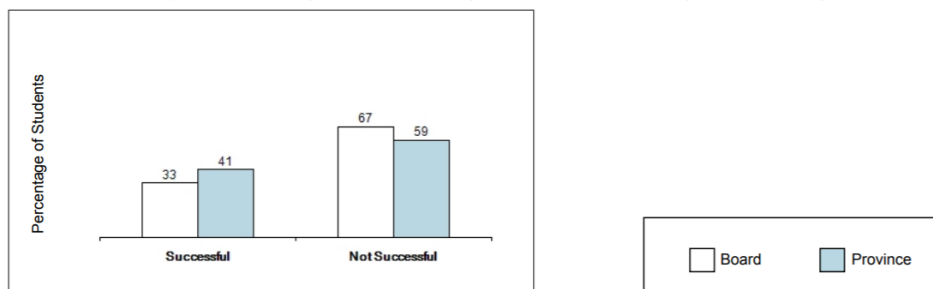
Results for Fully Participating First-Time Eligible Students Taking Academic English Course*



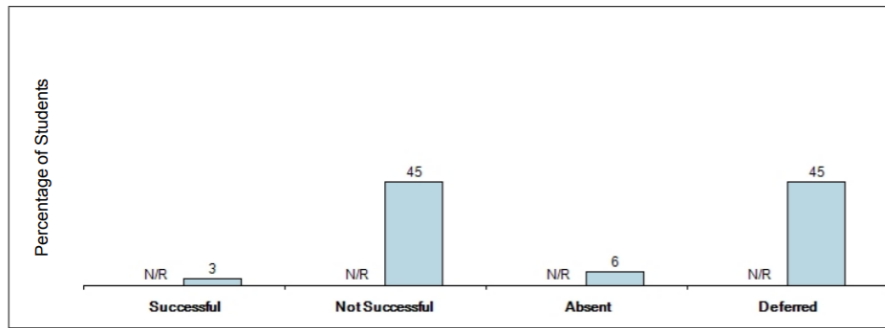
Results for All First-Time Eligible Students Taking Applied English Course*



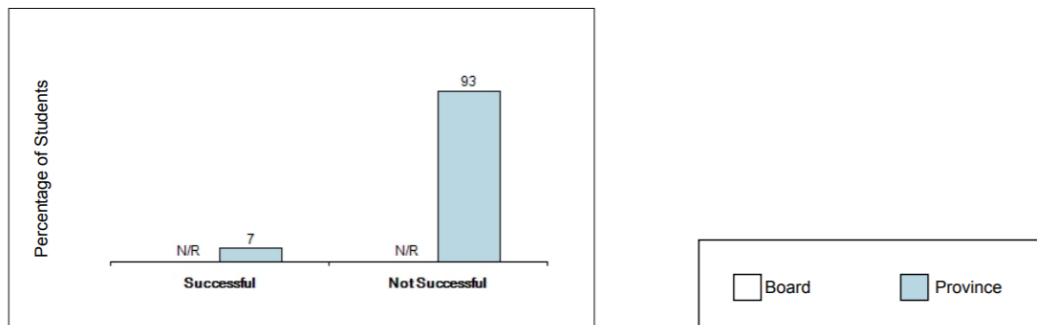
Results for Fully Participating First-Time Eligible Students Taking Applied English Course*



Results for All First-Time Eligible Students Taking Locally Developed English Course*



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



Our success rates in each pathway have stayed relatively the same over the last 5 years.

Next Steps

- Student Success Teams and teachers will focus on identifying students at risk of not being successful on the 2019-2020 OSSLT and provide supports to those students
- Strategic Literacy Plans will be incorporated into each of our high schools School Improvement Plans for the 2019-2020 school year
- OSSLT plans at the school level will be reviewed and enhanced for the 2019-2020 school year
- Supporting administrators and teams to dig further into the analysis of the data uncovering urgent learning needs to support the focus of school learning plans
- Recognizing our higher than provincial number of students receiving special education supports, we continue to work closely with our Special Education and classroom teachers to better know our learners ensuring more personalized interventions and supports are provided in a more timely manner

Administrative Recommendations

That, the Superior-Greenstone DSB receive Report No. 66, EQAO Secondary Achievement: Grade 9 Assessment of Mathematics & Grade 10 OSSLT Results, for information.

Respectfully submitted by:

William 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: 67
Date: October 21, 2019

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

FROM: Will Goodman, Superintendent of Education

SUBJECT: Additional Staff: Educational Assistant Needs

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

Background

Educational Assistant staffing that was proposed in June reflected a comprehensive needs assessment that took into account students entering as well as current students to SGDSB. The approved staffing complement currently meets those needs however we have several new students who have registered who require additional support for health and safety reasons. In order to provide successful and safe outcomes for all students, we require additional staffing to support the updated needs in our schools.

Current Situation

An addition of 2.0 FTE Educational Assistants will allow for safety and academic supports to foster well-being and student success.

It is recommended that for 2019-2020, 2.0 Educational Assistants be funded by Superior-Greenstone District School Board.

Administrative Recommendations:

That, the Superior-Greenstone DSB approves the addition of 2.0 FTE Educational Assistants for the remainder of the 2019-2020 school year.

Respectfully submitted by:

Will Goodman
Superintendent of Education