

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



**Our Mission:** "Inspiring our students to succeed and make a difference"  
**Our Vision:** "We are leaders in providing quality learning experiences in our small school communities"  
**Our Values:** "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"  
**Our Motto:** "Small schools make a difference"

### 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  
 Nipigon-Red Rock District High School ..... (NRHS) ..... 20 Frost Street, Red Rock, ON  
 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

### Regular Board Meeting 2016/04

### A G E N D A

Monday, March 21, 2016 – 6:30 p.m.

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

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM. Joannette

PART I: Regular Board Meeting  
 PART II: Committee of the Whole Board

Section (A): : – (open to public): 6:30 p.m.  
 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
Figliomeni, Kim						McIntyre, Margaret					
Fisher, Matthew						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Zeleny, Olivia (Student)					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Morden-Cormier, Nicole: <i>Superintendent of Education</i>					
Eddy, Suzanne: <i>Assistant to the Director</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					
Paris, Marc: <i>Coordinator of Plant Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Joannette, Rose-Marie: <i>Administrative Assistant to Director</i>					

**2.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 21, 2016 be called to order at \_\_\_\_\_ p.m.*

**3.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2016/03 Regular Board Meeting, March 21, 2016 be accepted and approved.*

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

**5.0 Minutes: Board Meetings and Board Committee Meetings**

5.1 Board Meetings

*The minutes from the February 22, 2016 will be brought forward in April*

**6.0 Business Arising Out of the Minutes**

**7.0 Delegations and/or Presentations**

7.1 Excellence in Education: Red Rock Public School  
Kindness Matters at Red Rock Public School

*Principal: Hillary Freeburn  
Teacher: Linda Stansell  
Student: Chloe Belisle-Crider*

7.2 Update: Student Trustee Olivia Zeleny

## **8.0 Reports and Matters for Decision**

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

- 8.1.1 Board Audit Committee (M. Mannisto)
- 8.1.2 Board Policy Review Committee (D. Tamblyn / M. McIntyre)
- 8.1.3 Native Education Advisory Committee (D. Tamblyn)
- 8.1.4 Occupational Health & Safety Committee (W. Chiupka / M. Paris)
- 8.1.5 Parental Involvement Committee (D. Tamblyn)
- 8.1.6 Special Education Advisory Committee (K. Figliomeni)

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

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

### **9.1 No Reports**

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

Director of Education: David Tamblyn

### **10.1 Report No. 16 Director's Monthly Report- March 2016**

(Attached – D. Tamblyn)

## **11.0 Reports of the Education Committee**

Superintendent of Education: N. Morden-Cormier  
Suzanne Eddy: Assistant to Director  
Education Chair: Mark Mannisto

### **11.1 Report No. 17 A Focus on Student Attendance - March 2016**

(Attached – N. Morden-Cormier)

### **11.2 Report No. 18 Graduation Rate 2016**

(Attached – S. Eddy)

## **12.0 New Business**

Board Chair: P. McRae

### **12.1 Board Chair**

### **12.2 Trustee Associations and Other Boards**

### **12.3 Future Board Meeting Agenda Items**

### **13.0 Notice of Motion**

#### **13.1 Notice of Amendment to Superior-Greenstone DSB Procedural Bylaw**

In accordance with Superior-Greenstone DSB Procedural Bylaws, wherein amendments made to appendices of the Board's Bylaws must be preceded by notice, notice is given to amend Appendix A, (Page 9) Special Rules of Order as follows:

Notice along with supporting materials shall be forwarded to the Director/Chair a minimum of five (5) days whenever possible.

### **14.0 Observer Comments**

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

PART II: Committee of the Whole Board	Section (B) In-Camera: – (closed to public) TBA.
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### **15.0 Committee of the Whole Board** *(In-Camera Closed)*

*(Attached)*

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

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

#### **15.2 Rise and Report from Closed Session**

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

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

#### **16.1** ✓ ***That***, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted.

#### **16.2 Other Recommendations from Committee of the Whole Closed Session** *(This section may be used as required coming out of closed session)*

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

- *(list motions here which may apply)*

### **17.0 Adjournment**

✓ ***That***, the Superior-Greenstone DSB 2016/04 Regular Board Meeting, Monday, March 21, 2016 adjourn at \_\_\_\_\_, p.m.

2016 - Board Meetings		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, April 18	Monday, July 18	Monday, October 17
Monday, May 16	Monday, August 22	Monday, November 21
Monday, June 20	Monday, September 26	Monday, December 5 (1:00 p.m.)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### **Regular Board Meeting 2016/04**

Committee of the Whole Board: Closed Session.

Monday, March 21, 2016

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

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

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM Joannette

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 IC Report No. 03-16 (C. Tsubouchi)
- 4.0 Negotiations Update (C. Tsubouchi)
- 5.0 In-Camera (closed) Meeting Minutes  
The in-camera minutes from the February 22 Board Meeting will be brought forward in April for approval.

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

**Report No: 16**  
**Date: March 21<sup>st</sup>. 2016**

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Director's Monthly Report – March 21st. 2016

**STRATEGIC PRIORITY:** Student Achievement, Building Relationships, Stewardship of Resources

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**1. NOEL**

On Wednesday February 24<sup>th</sup> & 25<sup>th</sup> the NOEL Directors met in Thunder Bay. The Directors felt it was important to include Superintendents of Education in this meeting as there were a number of items on the agenda pertaining to their portfolios. Assistant Deputy Minister Cathy Montreuil and a delegation of Ministry officials also joined the meeting.

Tony DiLena, Provincial School Attendance Counsellor presented data on persistent absenteeism rates across the province broken down by region. For 2013-14 North-Western Ontario had the highest absenteeism rate in the province at 21.6% compared to the provincial average of 12.8%. Among the provinces 72 school boards SGDSB posted the second highest rate at 26.7% in the province. Students are considered to be persistently absent if they are absent atleast 10% of the days they are expected to be in school. Student absenteeism has a profound impact on student achievement.

Lorraine Otoide, International Education Officer with the Field Services Branch spoke to the group about Global Citizenship. Unfortunately very few of our students have the opportunity to study overseas, nor are they exposed to the ethnic diversity found in larger urban centers in Ontario. But we do have opportunities to explore global issues and build our students understanding of what it means to live in a multi-cultural society. Otoide provided many examples of how to internationalize the curriculum and bring global perspectives into the classroom.

ADM Cathy Montreuil discussed with the group the provinces renewed Math Strategy and some of the work that is being done in an effort to improve student achievement results in Mathematics. She spoke of some of the promising practices as well as some of the pitfalls to avoid.

Shirley Carder, Aboriginal Education Division provided an update on the Anishnabek Nation Education Self-Government Negotiations. This will remove those First Nation communities who are members of NAN from the Indian Act and will have implications on school boards who hold tuition agreements with these First Nations.

**2. Minister's Principal Reference Group**

Kellie Wrigley, principal at George O'Neill Public School, has been selected to join the Minister's Principal Reference Group (MPRG). Established in 2006 principals and vice principals serving on the MPRG have provided invaluable advice to the ministry on a wide range of policy and program matters. Leadership is second only to teaching in its impact on student outcomes. The MPRG is comprised of only 20 principals and vice principals from school boards across the province which will provide Kellie the privileged opportunity to share her individual perspective at the provincial table. The first MPRG meeting is scheduled for March 30th, 2016.

### 3. **Student Voice - Speak-Up Projects**

The Ministry of Education recently released the list of successful applicants for Speak-up Grants and five SGDSB schools were among the total of 737 project grants that were approved for funding. Below is a list of the schools, the approved dollar amount and project description;

Dorion Public School	\$600	Promote First Nation, Métis and Inuit Perspectives
Lake Superior High School	\$1000	Promote the Development of 21st Century Skills and Knowledge
Marjorie Mills Public School	\$2500	Promote First Nation, Métis and Inuit Perspectives
Schreiber Public School	\$1000	Promote Healthy Schools
Terrace Bay Public School	\$1000	Support Ontario's Renewed Vision for Education

### 4. **System Implementation and Monitoring**

On March 2<sup>nd</sup> staff from SGDSB participated via WebEx in the provincial System Implementation and Monitoring (SIM) winter session. The focus of the workshop was on effective instruction in mathematics, the role of representation in developing mathematical understanding and the politics of collaborative expertise.

### 5. **A Responsive Tool for Students: Levelled Literacy Intervention Training**

The Board Learning Plan for Student Achievement and Well-Being Theory of Action is comprised of four focus areas, one of which is Our Conditions for Learning. This focus area pays specific attention to developing educator awareness of the need to engage in Responsive Instruction, whereby educators collect a continuum of data that shows the progression towards an identified student goal, and to ensure that they are responding to this data throughout the teaching-learning cycle. To support this improvement work, Levelled Literacy Intervention system training engaged a passionate group of sixty educators from both our secondary and elementary panels on March 8th and 9th. The program is one tool that exemplifies this type of responsive instruction for students whose achievement is below grade level in reading and/or writing as it ensures that learning is personalized, precise and specific to the needs of individual students.

Our elementary schools began investing in this program four years ago and have been growing the number of kits in each school since that time. They have been using this intervention program with considerable success. This training was intended to further enhance their practices by offering a deeper understanding of specific strategies and effective delivery methods to offer precise and informed interventions and close learning gaps. The two-day session for the secondary panel was introductory and was designed to give an overview of the system and the benchmark assessment process. Our educators had the opportunity to practice their learning with reading records, discuss lessons and resources and develop plans for implementation within their schools. The training was well received by all participants who recognized the value and importance of this intervention and the potential it has to close the learning gaps of our students. With the support of expert facilitators from Pearson Educational, we hope to continue to refine our skills in using this program to respond to the diverse learning needs of readers who struggle and to increasingly close the achievement gap.

#### **Administrative Recommendation:**

The report entitled, Report No. 16 Director's Monthly Report – March 21st. 2016 is presented to the board for information.  
Respectfully submitted:

David Tamblyn  
Director of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 17  
Date: March 21, 2016

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

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

**SUBJECT:** A Focus on Student Attendance

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

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### **Background**

*"Every school day counts, every school day is important."* This is the message being delivered by the Provincial School Attendance Counsellor as the Ministry of Education is drawing the attention of all school boards in the Ontario to their 2013-2014 Elementary School Attendance Data. They have defined "persistent absenteeism" as "any student/pupil who has missed 10% or more of school days for any reason, including unexcused or excused absences, over an academic year" (Ontario Ministry of Education, NOEL Conference, February 2016). As there are 194 instructional days in a school year, students are considered persistently absent if they are absent for 19.4 days.

According to the Education Act, Section 21(2), students are excused if

- they are receiving satisfactory instruction at home or elsewhere;
- they are ill/seeking medical attention;
- transportation is not provided by the board for the person and there is no school that he or she has a right to attend that is situated nearby (depending upon age and distance from the home);
- have obtained a secondary school graduation diploma;
- are receiving music instruction (half day/week);
- expelled, suspended, excluded; or
- due to a holy day.

A recent study found that students who missed an average of two days per month in elementary school stood a 60% chance of dropping out in grade nine (Every School Day Counts: Persistent Absenteeism in Ontario, 2016). In addition, when absenteeism was correlated to achievement for this particular school year, there is a direct relationship to achievement on the EQAO assessment for students in grades three and six.

### **Current Situation**

Among elementary school students in Ontario in the 2013-14 school year, 12.8% of students were persistently absent. Among elementary students in the northern regions (Sudbury, North Bay and Thunder Bay), students in Northwestern Ontario had the highest rates of persistent absenteeism at 21.6%. In the same year, the persistent absenteeism rate in the Superior-Greenstone District School Board was 26.7%; the second highest among school boards province wide. One in eight students in Ontario were persistently absent in 2013-2014, while in Superior-Greenstone, one in four students were persistently absent.

In Superior-Greenstone District School Board, grade six students who participated in the EQAO Junior Division Assessment had the highest rate of absenteeism at 41%, compared to the provincial average for this grade level of 11.8% (Every School Day Counts: Persistent Absenteeism in Ontario, 2016). In 2013-14 the Superior-Greenstone EQAO assessment results for the Junior Division (Grade 6) were as follows;

Reading - 55% Achieved the Provincial Level 3 or 4 compared to the Provincial Average of 79%  
Writing - 49% Achieved the Provincial Level 3 or 4 compared to the Provincial Average of 78%  
Mathematics - 18% Achieved the Provincial Level 3 or 4 compared to the Provincial Average of 54%



### **Next Steps**

This is a serious issue in our district; as such we need to determine the extent to which absenteeism is a problem. The story behind the elementary (and secondary) school attendance is currently being explored by each school administrator in an effort to determine the nature of the absenteeism over time. Currently this data has to be manually calculated; we are working to find solutions to this so that the information is readily accessible and thus can be used to inform our specific actions. All members of our board leadership team are working together to understand attendance in a deeper way and will be determining an elementary and secondary school improvement strategy for the 2016-2017 academic year. School Attendance Counsellors are engaging in this conversation as well, in an effort to determine best practices around positive attendance.

In the meantime, awareness and education for all staff, parents, students and community partners is the first step to interrupting what may be described as a "culture of persistent absenteeism". In addition to engaging internal stakeholders including the Parent Involvement Committee, the Native Education Advisory Council, and the Student Senate, this information is being shared with multiple community stakeholders, including Ontario Early Years Child and Family Centers through the Best Start Thunder Bay and District Network, our First Nations partners and in the future, local municipalities and recreation departments. At every table, we will discuss how we can ensure that everyone recognizes that "every school day counts, every school day is important". The work on positively impacting attendance has just begun.

### **Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 17 A Focus on Student Attendance as information.*

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 18  
**Date:** March 21, 2016

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

**FROM:** Suzanne Eddy, Assistant to the Director

**SUBJECT:** Graduation Rate: 2010-2011 Grade 9 Cohort

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

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### **Background**

The Ministry of Education publishes the graduation rates for every publically funded school board in Ontario. This rate is based on the cohort of students who started Grade 9 five years prior, in 2010-2011.

Provincially the graduation rate for Ontario students has been increasing, from 68% in 2003-04 to last year's rate of 85%.

Superior-Greenstone DSB's five year rate last year was 70%.

### **Method for Calculating Graduation Rates:**

Students are counted in a board based on the school of their enrolment count date during the 2010-2011 school year. Students will be counted as graduates from that board if the graduation occurs within 5 years of the grade 9 year, and that student is a pupil in an Ontario publically funded board, or within an inspected private school in Ontario which submitted the appropriate information through OnSIS.

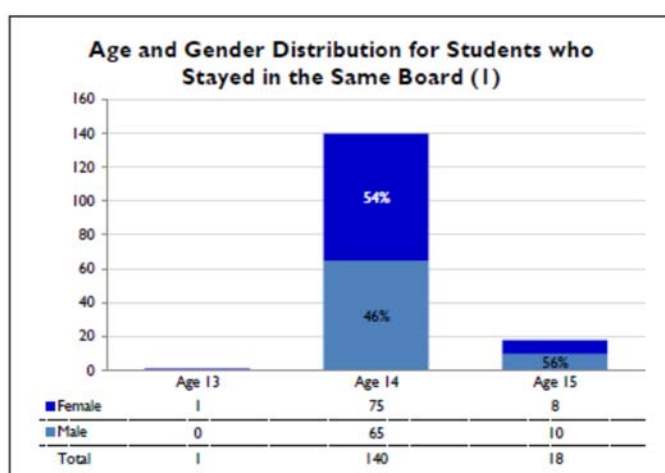
If a student leaves the board after attending one or more semesters in Superior-Greenstone, the student will be counted in the Superior-Greenstone graduation rate.

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

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

## 2010-2011 Cohort Information

Total Cohort Students (1+2)	196
Total 4 Year or earlier Graduates (1a:4Yr)+(2a:4Yr)	113
Total 5 Year or earlier Graduates (1a:5Yr)+(2a:5Yr)	133
Total Non-Graduates, Still enrolled in Year 5 (1b+2b)	25
Total Early School Leavers (1c+2c)	38
Total Non-Graduates with OSSC	2
Total Non-Graduates with Certificate of Accomplishment	0
Total Students Deceased and Left Ontario	4



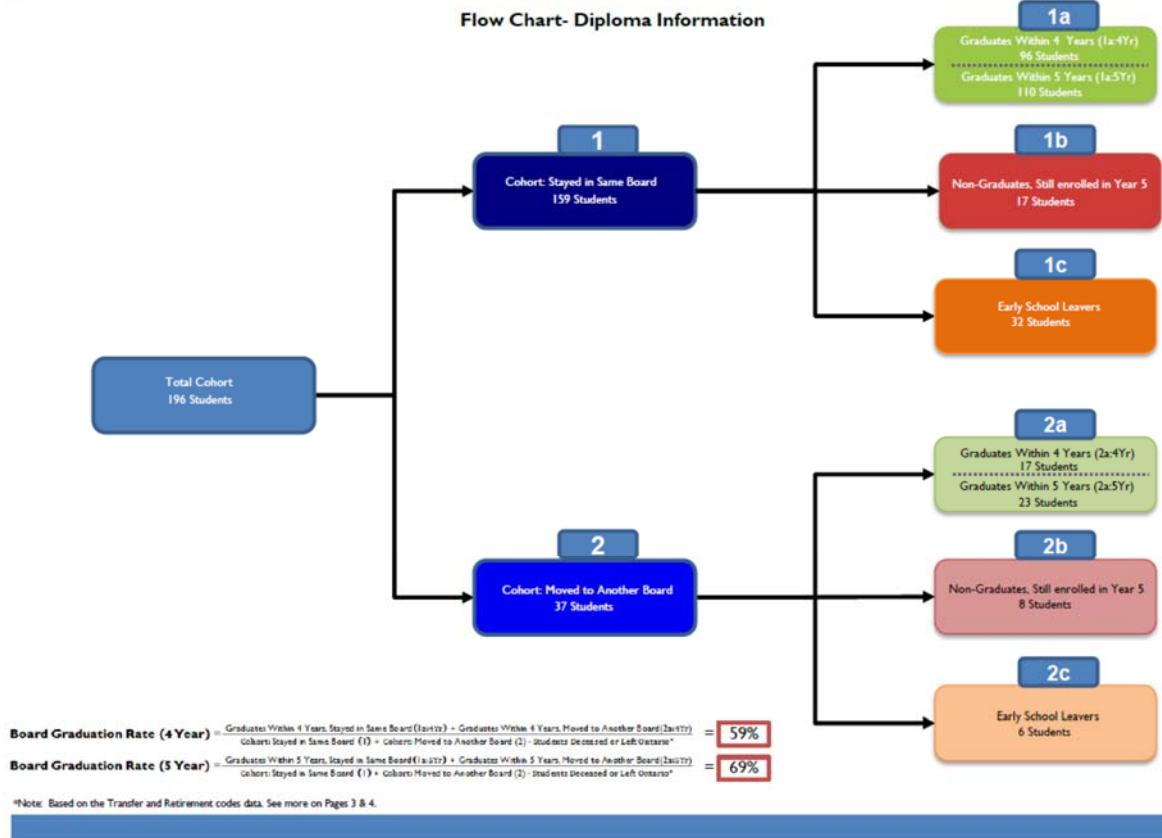
## Current Situation

The five year graduation rate for Superior-Greenstone DSB for this cohort is 69%. This is a one point drop from last year's graduation rate.

The four year graduation rate for Superior-Greenstone DSB for this cohort is 59%. This is a four point drop from 63% last year.

Although this cohort's provincial rate has not yet been published, the provincial rate has remained stable for the past few years at 83%. This highlights the challenges Superior-Greenstone DSB faces with this data. For example, one factor that contributes to a reduced graduation rate is mobility. Almost 20% of the 2010-2011 cohort moved to another school board.

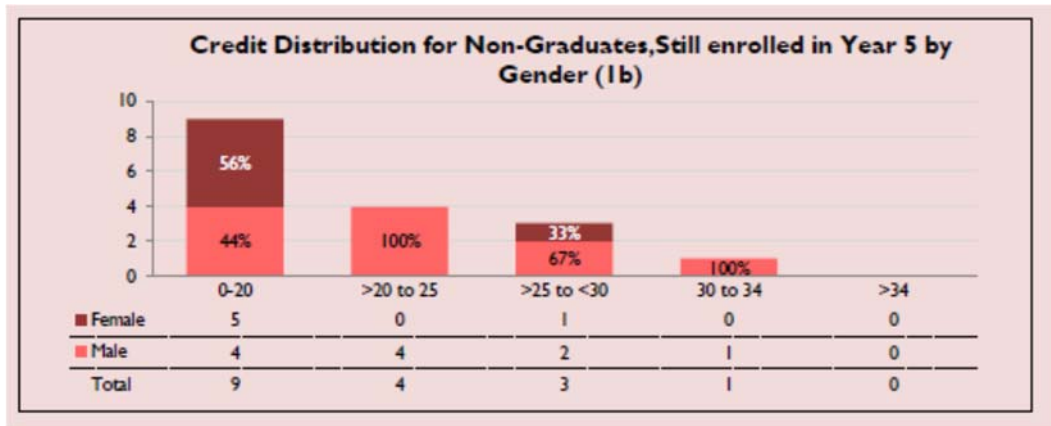
## Superior-Greenstone DSB Diploma Information- 2010-2011 Grade 9 Cohort



### Next Steps

The Student Success Initiatives at the provincial and board level target students who are at risk of not graduating within five years. In addition to our increased Specialist High Skills Major programs, dual credit programs and other supports within the schools, the SSI project, or Student Support Initiative, has been started in each of our five secondary schools. Teams of teachers and administrators, along with a provincial coach, meet to look at the data, implement research based strategies in the classroom, and assess the impact on the students' learning.

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



Administrators, guidance counsellors and student success teachers will examine this data and determine who our early school leavers are, and will contact them to try and re-engage them back into schools. Student success teams will also help target supports for students who are lagging in their credit accumulation.

#### **Administrative Summary**

That the Superior-Greenstone DSB receives Report No. 18 entitled *Graduation Rate: 2010-2011 Grade 9 Cohort* is presented to the board for information.

Respectfully submitted by:

Suzanne Eddy  
Assistant to the Director

David Tamblyn  
Director of Education