

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**



**Mission Statement**

*In partnership with the students, the home and the community,  
Superior-Greenstone District School Board will address  
individual students' needs by providing:  
a diverse education that prepares for and honours their chosen path for success,  
avenues that foster a love of learning, and  
the means to honour varied learning styles.*



**First Nation's Advisory Committee**

Thursday, May 18, 2006 — 10:30 a.m. to 4:00 p.m.

**MINUTES**

Designated Site: Red Rock Inn, Fireside Meeting Room, Red Rock ON

Chair: Cindy Fisher

Director: Patti Pella

**1.0 Roll Call**

<b>Name</b>	<b>Position</b>	<b>Organization</b>
Cindy Fisher	Native Trustee	Superior-Greenstone DSB
Valda Lesparance	Alternative Adult Ed. Worker	Biinjitiwaabik Zaaging Anishinaabek
Edna Panamick	Education Counsellor	Biinjitiwaabik Zaaging Anishinaabek
Valerie Auger	Education Counsellor	Pays Plat First Nation
Xavier Thompson	Band Councillor	Pays Plat First Nation
Rachel Taggart	Director of Education	Red Rock First Nation
Celine Belleau	Education/Membership Clerk	Animibi'igoo Zaagi'igan
Earle Wilson	Principal	Aroland First Nation
Kathie Notwell	Trustee	Superior-Greenstone DSB
John Robart	Student Success Leader	Superior-Greenstone DSB
Andy Graham	V. Principal – Manitouswadge HS	Superior-Greenstone DSB
Nicole Morden-Cormier	Vice Principal – Dorion PS	Superior-Greenstone DSB
Melanie Chaboyer	Teacher – George O'Neill PS	Superior-Greenstone DSB

**2.0 Welcome & Introductions** ..... Cindy Fisher

**3.0 Purpose of the Meeting**

- What the board is doing
- Provide advice to the board
- Keep First Nation advised of what is happening in the board

**4.0 Minutes: February 28, 2006**

4.1 Minutes reviewed and adopted.  
Motion: R. Taggart      Seconded: X. Thompson

**5.0 Presentation**

5.1 [NOEL Project Update](#) ..... Andy Graham

- 5.2 [Later Literacy](#) ..... John Robart
- ↳ All participants invited to attend the Grade 8 to 9 Transition Training sessions at SGDSB high schools on May 24, 25, 26 and 29<sup>th</sup>.
  - ↳ An invitation was extended for one participant from each of the five federal elementary schools to attend the Joyce MacDonald Later Literacy Workshop on September 12 and 13<sup>th</sup>. The cost of their participation will be prorated amongst all the participants.

5.3 Oral Language Project .....Nicole Morden Cormier/  
Melanie Chaboyer

- ↳ The Superior-Greenstone District School Board, as a partner in NOEL, has been engaged in an Oral Communications Project for the past two years. We are therefore, now concluding Phase Two of the project. Oral Language was identified as a need within the board as it is foundational to the development of strong literacy skills.

**Key Purpose of Initiative**

- To achieve equity of outcome with regards to literacy (oral language focus) and to close the achievement gap with particular emphasis on the needs of our Aboriginal learners.
- To continue to improve literacy with particular emphasis on oral language skill development and the needs of our aboriginal learners. Ultimately, any measures taken to improve literacy skills of Aboriginal learners will benefit all students: what is necessary for some is good for all.
- Provide training for teachers and E.A.s (in some cases) to ensure that oral language instruction is enhanced in every school.
- Aligns with the board policy on Voluntary Aboriginal Student Self-Identification – we will now be able to collect data on students who voluntarily identify so that we can really plan strategically to meet the needs of our students.
- ↳ This year we have provided training for numerous teachers in each school based upon the First Steps: Oral Language program. Each school has received multiple copies of this document and have reported found it to be an extremely useful document. The document divides Oral Language into three distinct parts: the Language of Social Interaction, the Language of Literacy, and the Language of Classification. Examples of each of these parts were provided for the group. We have seen significant improvement in the oral language skills of students; however we are just beginning to collect the data. It is our hope that funds from Phase Three of the project will be approved. Continued focus needs to be on educating parents as partners in this area.

5.4 Early Intervention: Current Impact and Future Steps .....Nicole Morden Cormier/  
Melanie Chaboyer

- ↳ This program is designed to provide intensive support for struggling readers at the primary level; ultimately with the goal of having the students' reading level grade appropriate. Research tells us that if a child is not reading by the end of grade three, they will likely not catch up and become a reader, so we need to provide them with significant support in the primary grades. This program is based on a focused, structured approach to reading that involves students participating in Guided Reading in small groups of no more than four students at a time for a 40 minute period of time daily for 8-12 weeks. Students are tested using formative assessments (Developmental Reading Assessment and DIBELS tests)

throughout the process. We look at these tests to determine the exact areas of weakness; the teacher then focuses on those identified areas.

- ↳ We have seen considerable success from this program.
- ↳ Data collection and analysis continues to be an area of concern. We have hired a Teacher Coach for Literacy and Early Intervention who will assist in guiding schools in this area.

## **6.0 Discussion**

### 6.1 SGDSB Policy 527 - Voluntary Aboriginal Student Self-Identification

- ↳ Plans for the community consultations to introduce and implement this policy have been put on hold until September 2006. By this time there should also be additional information from the Ministry of Education and their plans for aboriginal student self-identification, which will allow us to align our process with Ministry requirements.

### 6.2 Traditional Medicines for Smudging

- ↳ Discussions took place regarding permitting traditional aboriginal medicines for smudging for use in Native Language classroom instruction. This item will be brought forth at the June 19<sup>th</sup> Regular Board Meeting for further discussion and consideration.

## **7.0 Main Meeting Adjournment**

## **8.0 First Nation Representatives Discussion Group**

**NOEL Learning to 18 Project  
2<sup>nd</sup> Semester Update  
(Item 5.1)**

**Summary:**

In late April, all of the boards completed an Interim Report for 2<sup>nd</sup> Semester and a final report of 1<sup>st</sup> Semester. I am very please with the results from the program. They reflect the tremendous strides that the NOEL Learning to 18 Lighthouse project has made in Northwestern Ontario. The following is a breakdown of some of the results for 1<sup>st</sup> Semester:

<i>Indicator</i>	<i>Projected Result on the November Interim Report</i>	<i>Final Result for 1<sup>st</sup> Semester</i>	<i>Difference</i>
Later Literacy Program	Average of 1 Grade Level increase.	1.56 Grade level Increase Males-1.52 Females-1.69	+0.56 above projections
Grade 9-10 Compulsory Credit Accumulation	70% Credit Completion Rate	88.8% Credit Completion Rate  135/152 Credits	+18.8% above Projections
Credit Completion Rate	70% Credit Completion Rate	80.6% Completion rate  400/496 Credits	+10.6% above Projections

For 2<sup>nd</sup> Semester, the program continues to bring students back into school. The following is a breakdown of 2<sup>nd</sup> Semester's program:

- 1) 201 students are involved in the Later Literacy program at the elementary and secondary levels.
- 2) 383 students are involved in the Alternative Education programs in the NOEL project.
- 3) 673.5 credits will be attempted in Alternative Education programs, along with 48 Coop credits.



NORTHERN ONTARIO EDUCATION LEADERS

*LEARNING TO 18 PROJECT*

**1<sup>st</sup> Semester 2005-2006  
Final Report**

**Indicator Summary Form**

**Attendance, Suspensions and Student Engagement**

Item	# of Males Yes	# of Males No	# of Females Yes	# of Females No	Comments and Observations
Improved Behavior (based on number of suspensions and incident reports)	8	4	5	3	
Improved Attendance	11	1	7	1	
Improved Student Engagement in the Class	10	2	6	2	

**Later Literacy Achievement Levels**

Item	# of Female Students in the Program	Average Achievement Level Increase	# of Male Students in the Program	Average Achievement Level Increase	Overall Average Achievement Level Increase
Later Literacy Achievement Levels	8	1.25 Grade Levels	12	1.42 Grade Levels	1.35 Grade Levels

Comments and Observations:

**Community Involvement and Extra-Curricular Activities**

Comments and Observations: