

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 2016/06

A G E N D A

Tuesday, May 24, 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>					
Demers, Linda: <i>Coordinator of Business Services</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>					

PART I: Regular Board Meeting

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

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Tuesday, May 24, 2016 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2016/06 Regular Board Meeting, May 24, 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**

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

1. Regular Board Meeting 2016/05: April 18, 2016 (To follow on May 19, 2016)
2. Special Board Meeting 01-2016: May 9, 2016 (To follow on May 19, 2016)

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

- 7.1 Excellence in Education: George O'Neill Public School Mindset and Mathematics (Presenter: Principal Kelly Wrigley)
- 7.2 Excellence in Education Technology Programming and Opportunities (Presenters: OYAP Co-ord. Shawna Grouette & and OYAP Technology Teacher Mike Leclair)
- 7.3 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

11.3 No Reports

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

10.1 2016-2017 Student Trustee Appointment

(D. Tamblyn)

✓ *That, the Superior-Greenstone DSB accept the appointment of _____ from _____ High School to serve as the 2016-2017 Student Trustee, effective for the period August 1, 2016 to July 31, 2017*

10.2 Report No. 31

Director's Monthly Report- May 2016

(Attached – D. Tamblyn)

10.3 Report No. 32

2015-2016 Director's Performance Review

(Attached - D. Tamblyn)

10.4 Update: Report No. 33

2016 School Graduation Dates

(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. 34:

2016 – 2017 Secondary Staffing

(Attached – S. Eddy)

✓ *That, the Superior-Greenstone DSB having received Report No. 34: 2016—2017 Secondary Staffing approves the report as presented.*

12.0 New Business

Board Chair: P. McRae

12.1 Board Chair

12.1.1 Board Self-Assessment: Governance Performance

See embedded link <http://modules.ontarioschooltrustees.org/en/board-self-assessment-governance-performance.html>

12.1.2 Report No 35

Request Report re Addition of Student Trustee Position

(Attached – Aaron MacGregor)

12.2 Trustee Associations and Other Boards

12.3 Future Board Meeting Agenda Items

13.0 Notice of Motion

14.0 Observer Comments

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

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

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

- 16.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:
1. Regular Board 2016/05: April 18, 2016

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 2016/06 Regular Board Meeting, Tuesday, May 24, 2016 adjourn at _____, p.m.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2016/06

Committee of the Whole Board: Closed Session.

Tuesday, May 24, 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 Report No. IC-05-16
Positive Behaviour Support Lead Proposal for 12-month Employment (Attached – D. Tamblyn)
- 4.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2016-05: April 18, 2016 (To follow on May 19, 2016)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No: 31

Date: May 24, 2016

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Monthly Report – May 24, 2016

STRATEGIC

PRIORITY: Student Achievement, Building Relationships, Stewardship of Resources

1. Pic Mobert

On Wednesday April 27th I joined a delegation of staff from Marathon High School who were invited to a dinner in Pic Mobert to celebrate, recognize and honour their high school students. The dinner was organized by Nicole Simpson, Student Success Coordinator, Pic Mobert First Nation and was intended not only to celebrate the accomplishments of the students but to encourage them complete their schooling and attend classes regularly. Nicole works tirelessly to ensure students from the Pic River are attending school regularly and completing their assignments. Staff from the high school presented the students with awards recognizing student success and Principal Jennifer Oussoren spoke of the unique character attributes of each student. The dinner was attended by Chief and council, First Nation Trustee Stanley Sabourin, parents and students.

2. Restoration of Jurisdiction – Anishinabek Nation Education Conference

In August 2015, the Anishinabek Nation, as represented by the Union of Ontario Indians (UOI) and Canada completed negotiations of an education self-government agreement to establish an Anishinabek Education System (AES) under First Nation control and jurisdiction.

As part of their shared commitment to collaborate on common educational objectives and issues related to the development and implementation of the AES, on November 19, 2015 the Anishinabek Nation and the Government of Ontario signed a Master Education Framework Agreement (MEFA) committing the parties to enter into formal negotiations on a Master Education Agreement (MEA) that would:

- Enhance collaboration among First Nations that ratify Anishinabek Education Agreement, Ontario, and School Boards;
- Establish a shared vision for student success and well-being that addresses physical, mental, emotional, and spiritual well-being;
- Increase knowledge and understanding of Anishinabek First Nation histories, culture, perspectives, languages and;
- Facilitate the alignment of standards and the transition of students between Anishinabek Education System schools and provincially-funded schools.

On May 4-5 I attended the Anishinabek Nation Education Conference. The conference is intended to advance the MEA process by bringing together representatives from Anishinabek Nation communities and the AES, district school board representatives, and Ministry of Education staff to:

- Raise awareness and knowledge of the First Nation education landscape in Canada, including key learnings regarding the development and implementation of education self-government agreements.

- Build relationships that foster collaboration among Anishinabek Nation communities, the AES, ministry representatives, and district school boards to support Anishinabek student success and well-being.

3. **Ontario's Renewed Math Strategy: SGDSB Impact**

Since the release of the Renewed Math Strategy, we have been engaged in fully understanding the implications of the changes to our board. To date, we have recognized that the strategy will mean the following:

- Additional funding to support professional learning in applied level mathematics instruction for Nipigon Red Rock District High School, Geraldton Composite High School, Lake Superior High School and Manitouwadge High School. We recognize the need to ensure that Marathon High School staff are also provided with these learning opportunities, and thus, they will be included as well.
- The requirement to focus previous funding for the Early Years Kindergarten to Grade 3 Program and System Implementation and Monitoring initiatives on mathematics.
- The elimination of the previous funding for Student Work Study Teacher and the Small and Northern Boards Numeracy Facilitator (combined roles in our board), and the incorporation of new funding for a K-12 System Principal of Mathematics and a K-8 Numeracy Facilitator.
- Designated funding to support professional learning in math for principals and teachers. This includes five days of release time for one Lead Teacher of mathematics in every elementary school.
- Designated funding to support professional learning in the area of teaching mathematics to students who possess a learning disability.
- The requirement to ensure that Mental Health and FNMI improvement strategies support mathematics learning and development for students.

A team of leaders will attend a provincial meeting in Toronto on May 18th to gather further information and to get further clarification to outstanding questions. Our planning for next year has started and will continue as System Leads and Principals meet over the next month.

4. **Dr Jean Clinton**

"We all learn through play!" this was the message Dr. Jean Clinton delivered in a whirl wind tour of the district which included presentations in Marathon, Terrace Bay, Geraldton and Nipigon. In partnership with the Ontario Ministry of Education, Brass Bell Family Resource Centre, Superior-Greenstone District School Board, and the Superior North District Catholic School Board, Dr. Jean Clinton presented in communities across the district during the week of May 9 – 13 on the topic of Learning through Play. Organizers of the event were very pleased with the number of participants at each presentation. Nicole Morden-Cormier representing SGDSB credits the efforts of our school principals in getting parents out to this important event. "This is the philosophy that is the foundation of our early years program...I am so pleased Dr. Clinton's message reached such a wide audience".

5. **Administrative Appointments**

I am pleased to announce the following administrative appointments for 2016-2017;

Kathleen Schram is appointed System Principal Numeracy Lead K-12
 Cameron Craig is appointed Interim Principal Margaret Twomey Public School
 Chris Martin is appointed Principal of Marjorie Mills Public School and Nakina Public School
 Michelle Keats is appointed Vice-Principal of Nakina Public School

6. Student Leadership

In the past month a number of our students have been recognized for their leadership including;

- Mia Audia-Gagnon, Grade 11 GCHS was acclaimed by the Student Senate to take the position of Student Trustee for the 2016-2017 School year.
- Maresa Gauvin, Grade 10 NRHS has been appointed to the Minister's Student Advisory Council (MSAC)
- Alex Halonen, Grade 11 LSHS, has been appointed to the Minister's Student Advisory Council (MSAC)

7. Specialist High Skill Major (SHSM) Program

We are extremely pleased to announce that our Specialist High Skills Major Program will be doubling its footprint in our region for the 2016/17 school year. GCHS, LSHS and MRHS each applied for a new program that would relate to the unique economic sector that contributes significantly to the heart of each community. Each was successful with their applications and as a result we have begun to recruit students for an Environmental SHSM at GCHS, an Environmental SHSM at LSHS and a Mining SHSM at MRHS. Each of these new programs will be supported with significant funding to purchase capital equipment, provide training for teachers and to offer experiential learning opportunities and sector related certifications to participating students. The SHSM program offers sector specific learning to all pathways of students which helps them to develop 21st century skills to increase their success in the quickly changing world around us.

Administrative Recommendation:

The report entitled, Director's Monthly Report – May 24, 2016 is presented to the board for information.

Respectfully submitted:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 32
Date: May 24, 2016

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Performance Review

**STRATEGIC
PRIORITIES:** Student Achievement and Well Being / Building Relationships /
Responsible Stewardship of Resources

Background

Under the terms of the Director of Education's Employment Agreement the Board is to conduct an annual performance appraisal. The appraisal process begins in October when the Director shall establish for himself, a set of performance objectives acceptable to the Board, which he shall be expected to accomplish during each year of the term of his contract. The Board shall conduct a performance appraisal of the Director annually in June.

Current Situation

Attached trustees will find a copy of the Director's Performance Objectives 2015-2016 as well as a Performance Appraisal Rubric with which to conduct the assessment. Trustees may wish to refer to reports cited in the rubric as well as other documentation including, but not limited to; the Director's Annual Report, the Director's Monthly Report and the Director's Monthly Newsletter. Trustees may write comments in the space provided, or on the additional sheet if required.

Once trustees have completed the rubric they are asked to sign the document and return it to the Chair of the Board by June 16th. The Chair will present a compilation of the assessment results during the in-camera session of the Regular Board Meeting on June 20th.

Administrative Recommendation

That, the Report entitled, "Director's Performance Review", be received by the Board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

Attachments: Director Performance Objective 2015-16
Performance Appraisal Rubric

Report No.

Date: October 26, 2015

Performance Objectives

David Tamblyn
Director of Education

Superior-Greenstone District School Board
2015-2016

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The Institute for Education Leadership has provided Directors of Education a Guide for School and System Leaders called *Putting Ontario's Leadership Framework into Action, From Purpose to Practice*.

This guide is based on current research about effective leadership and is connected intricately with the priorities of education in Ontario. We know that a system is only as effective as its leader. The guide outlines the key practices of successful educational leaders.

Purposes of the Leadership Framework

- Inspire a shared vision of leadership in schools and boards
- Promote a common language that fosters and understanding of leadership and what it means to be a system leader
- Identify the practices and competencies that describe effective leadership
- Guide the design and implementation of professional learning and development for school and system leaders

This goal package has been prepared using the Ontario Leadership Framework 2012, K-12 School Effectiveness Framework, Superior-Greenstone District School, and the Board Strategic Plan.

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System Leadership / Level Leadership

Practices and Competencies

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

Core Processes	Supporting Conditions	Leadership Development	Relationships
<p><i>Setting Directions and Accomplishing Goals</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> ensure that the mission vision goals of the system are widely known, understood and shared by all members of their organization encourage participation of the elected board in setting board goals for the board to use in fulfilling its responsibilities for setting and monitoring policy regularly report to the board the progress made towards achieving these board goals use the systems directions as fundamental criteria for virtually all decisions, keeping in mind that system leaders are the chief stewards of these directions use the best available research and other systematically collected evidence to inform decisions wherever possible. 	<p><i>Networking and Aligning</i></p> <p>Systems Leaders:</p> <ul style="list-style-type: none"> create structures and norms within the system to ensure regular reciprocal an extended deliberations about progress within and across schools, as well as across the system as a whole with the aim of creating deeply interconnected networks of school and system leaders working together on achieve being the desired directions for the system use the networks that are created as a central mechanism for the professional development of school-level leaders regularly monitor the alignment of the systems policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes. 	<p><i>System leaders supporting professional leaders:</i></p> <p>System Leaders:</p> <ul style="list-style-type: none"> Use the best available evidence about successful leadership as a key source of the criteria used for recruiting selecting developing an appraising professional leaders regularly implement well-developed leadership appraisal processes that serve both the formative and summative purposes allow competent school leaders to remain in their schools for significant periods of time provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities Develop realistic plans for leadership succession model the practices, dispositions and work habits that are desired for professional leaders in the system. 	<p>Systems Leaders:</p> <ul style="list-style-type: none"> encourage and model relationships between system and school level leaders that are reciprocal, collaborative and highly interactive stimulate high levels of interaction among school leaders driven by shared sense of responsibility among school leaders for system improvement provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents and to supplement local efforts work toward relationships between the system and the Ministry of Education that feature a high-level reciprocity in the interest of achieving both province wide and system-level goals in the context of circumstances specific to the system.

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Core Processes	Supporting Conditions	Leadership Development	Relationships
<p><i>Setting Directions and Accomplishing Goals</i></p> <ul style="list-style-type: none"> • Build the system's capacity and disposition for using systematically collected data to inform as many decisions as possible. This includes training Principals, Vice Principal's and staff on the use of data and research literature to sustain decision-making • articulate demonstrate and model the systems goals, priorities and values to staff when visiting schools • develop and implement board and school improvement plans interactively and collaboratively with school leaders • Make flexible adaptive use a provincial initiatives and framework ensuring that they contribute to rather than distract from accomplishing system goals and priorities. 	<p><i>Networking and Aligning</i></p>	<p><i>System leaders supporting professional leaders:</i></p> <p>System leaders supporting elected leaders:</p> <ul style="list-style-type: none"> • communicate the systems vision and goals for students to the wider community • keep the learning and well-being of students at the core of the elected board decision-making • align the system's policies and financial resources around achieving the system's vision and goals for students • encourage elected leaders' respect for the role of the director and senior staff and responsibilities for school system administration • established collegial working relationships • Ensure access to professional development for the board members. 	

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Specific Actions for August 2015 through June		
Strategic Priority	Strategic Priority	Strategic Priority
<i>Student Achievement and Well Being</i>	<i>Responsible Stewardship of Resources</i>	<i>Building Relationships</i>
<ol style="list-style-type: none"> 1. In partnership with Pearson Learning Services members of senior administration will conduct an Efficacy Review using the Efficacy Framework to ensure that over time any educational intervention, invention, or innovation can be reviewed against the criteria in the Efficacy Framework so that the capacity of the school board is strengthened to drive learning outcomes in context of the board's strategic plan. The purpose of this exercise is to determine those areas of effective practice as well as those areas that need greater attention. The review will also lay the foundation for the next strategic review process. 2. August 17-19, 2015: Principal and Vice-Principal Development – Focus on the Core Priorities of the Board Strategic Plan. The Principal – Three Keys to Maximizing Impact 2. September 2015: Work with SIM Team in developing Board Improvement Plan for Student Achievement and Well Being (BIPSA) with a particular focus on Numeracy. 3. Continue to use EQAO, Tell Them From Me and attendance data from Trillium to make decisions about Board and School Improvement. 4. September 25, 2015: Professional 	<ol style="list-style-type: none"> 1. The 2015-2016 Education Consulting Guide outlines the Ministry of Education's ongoing approach to School Board Efficiencies and Modernization. The guide calls for the efficient use of resources and provides funding for school boards to build planning capacity where there is a need to address underutilized schools. SGDSB will access this funding to have a consultant prepare a report on the use of our facilities with recommendations. 2. Report to board on: EQAO Grade 9 Assessment results as well as OSSLT and Student Success Data. 3. Meet with team from the Regional office of MOE to review the BIPSA. 4. Report to Board highlights of the Tell Them From Me Survey and address areas of concern in BIPSA 5. Create efficient administrative routines 6. Work with senior administration and board managers in developing the board budget to align with the strategic priorities. 7. Participate on the audit committee 8. Chair the Technology in Education Committee – the work plan of this committee is to hire an outside consultant to determine the integrated technology needs of the school board 9. Survey of school administrators, system 	<ol style="list-style-type: none"> 1. In the wake of the labour dispute that has dominated the headlines for the last several months restoring confidence in public education is a priority. SGDSB also needs to "step up" its public relations in light of aggressive recruitment campaigns launched by our coterminous boards. To undertake this drive the Sussex Strategy Group has been employed to conduct an audit of the school board's use of social media, website and other collateral material (i.e. press releases) with recommendations. Based on the recommendations a plan will be developed to improve content and develop strategies to restore public confidence, recruit students and improve public relations. Produce a multi-media video that promotes SGDSB, its staff, students, achievements, and successes. Utilize the video on multiple social media platforms and integrate targeted advertising as a primary component of a recruitment drive. 2. August 17-19, 2015: Principal and Vice-Principal Professional Development. In response to the findings of the Tell Them From Me survey and current research supporting student achievement the focus will be on creating a sense of belonging through positive relations.

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<p>Development – Schools will work on School Improvement Plan for Student Achievement and Well Being (SIPSA) aligning their goals with the Strategic Plan.</p> <p>November 6th 2015: Professional Development: the focus will be on Numeracy across the curriculum.</p> <p>Support Board Learning Plan Theory of Action: If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn.</p> <p>Learner centered environments and pedagogy are:</p> <ul style="list-style-type: none"> *Responsive *Inclusive, *Promotes the academic, behavioural, cognitive and psychological engagement of all learners, and, *Reflects learners' strengths, needs, learning preferences and cultural perspectives <p>April 22, 2016: Professional Development Day – Data Analysis</p> <ol style="list-style-type: none"> 5. Ensure the Board Strategic Plan is the touchstone for Board, System and school decision-making. 6. November 2015: Progress Report to Board – Strategic Plan. 7. Bi-Monthly Senior Administrative meetings to align vision with budget, Board Improvement Plan, School Improvement Plans, initiatives, actions and activities and to deal with feedback and data (e.g. what is the impact on student achievement of principal, vice-principal and teacher participation training). 8. Weekly Teleconferences and/or face-to-face with Academic Council to build, communicate and implement the shared vision and ensure alignment of initiatives/inquiries. 	<p>leads, board office managers, as well as Trustees to determine Gap Analysis of Nine Critical Features of Strong Districts (Resource: Strong Districts and Their Leadership by Ken Leithwood). Develop strategy both with Trustees and school administrators to address gaps identified in the survey results.</p> <ol style="list-style-type: none"> 10. Work in developing the instructional leadership capacity of principals and system leads through a close analysis of their problem of practice. 11. Further develop the succession plan through the aspiring leaders initiative and recruitment campaigns 	<ol style="list-style-type: none"> 3. October 9, 2015: NTIP Orientation for new teachers...Sense of belonging among our new employees 4. Fall 2015: Participate in Problem of Practice process with principals, vice-principals and system leads. 5. Continue Mentorship Program for newly appointed administrators. 6. Continue to build positive relations through the Director's participation in the PIC, SEAC and NEAC committees as well through community involvement. Continue to visit First Nation Communities to foster positive relations. Encourage a greater sense of involvement and ownership among representatives of our First Nations on the NEAC 7. Listen and act on community feedback. 8. Engage parents and students. 9. Regularly communicate Board Strategic Plan through the media press releases. 10. Participate in OPSBA PD with Trustees 11. Work with chair to provide professional development for newly elected trustees 12. Meet with Ministry staff in the fall and in the spring to update them on progress in attaining the goals in the BIPSA. 13. Participate with school and system leaders in the Leadership Learning Team, SIM, and SEF district support visits. 14. Follow up with the launch the Aboriginal Cultural Handbook as a staff resource to develop greater culture sensitivity around the needs of our First Nation students. 15. Work with the Student Senate and student trustee to organize events around the Bullying Prevention Strategy, Building Connections and strengthening Student Voice.
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Specific Actions for August 2015 through June 2016

Strategic Priority	Strategic Priority	Strategic Priority
<p><i>Student Achievement and Well Being</i></p> <ol style="list-style-type: none"> 9. Participate in monthly meetings with board office managers; principals; build, communicate and implement shared vision. 10. School Administrators will be asked to demonstrate how the Strategic Plan is being implemented in their school when they present at the Regular Board meeting under Excellence in Education. 11. Participate in School Effectiveness Framework District Support visits as a means to articulate, demonstrate, model and monitor the system's goals, priorities and values to staff when visiting schools. 12. Ensure SIM, SSI and other Ministry initiatives are aligned and contribute to the system priorities rather than create a distraction. 13. Build on the success of the Mental Health Strategy and communicate by a variety of means the benefits of this initiative. 14. Work with the Student Senate to organize events around Students as Researchers and Student Voice. 	<p><i>Responsible Stewardship of Resources</i></p> <ol style="list-style-type: none"> 12. Actively monitor the goals outlined in the board and school improvement plans by participating in the District Support Visits and meeting with school principals to review priorities and determine progress towards Achieving these goals. 	<p><i>Building Relationships</i></p> <ol style="list-style-type: none"> 16. Continue to regularly visit schools and meet with students, staff and parents. 17. September 2015: Aboriginal Education Funding proposal to finalize implementation Of voluntary Self-Identification and train staff on the use of this data to understand and improve achievement of our First Nation students. 18. Continue as Chair the Northern Ontario Education Leaders (NOEL). The NOEL Directors represent school boards from across Northwestern Ontario and collectively have a strong voice in advocating for the needs of the students in our region. 19. Represent the northern Directors on the Executive of the Council of Ontario Directors of Education

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Core Leadership Capacities

PERSONAL LEADERSHIP RESOURCES Leaders draw upon the personal leadership resources to effectively enact leadership practices.		
Cognitive Resources <ul style="list-style-type: none"> • Problem solving expertise • Knowledge of effective school and classroom practices that directly affect student learning • Systems thinking • Results from the SigmaRadius 360 feedback tool that provides ratings for leaders, colleagues, and direct/indirect reports based on observed performance on a set of leadership competencies. This information is summarized in the Leadership Effectiveness Report which provides the data to create a Personal Development Plan that enables me to leverage my personal strengths and build his development opportunities. <p>Areas of focus: Monitoring and Controlling, Emphasizing Excellence, Conflict Management</p>	Social Resources, including the ability to: <ul style="list-style-type: none"> • Perceive emotions • Manage emotions • Act in emotionally appropriate ways <p>Area of Focus: Manage emotions</p>	Psychological Resources <ul style="list-style-type: none"> • Optimism • Self-efficacy • Resilience • Proactivity

Our Values: "Caring, Fairness, Empathy, Honesty, Responsibility, Resiliency, Respect, Perseverance, Innovation."

Performance Appraisal for Director

Adopted from Ontario's Leadership Framework: A Guide for School & System Leaders

Ontario Education Services Corporation: Professional Development Program for School Board Trustees - The Role of the Director

Name of Director: David Tamblyn

Date: June 20, 2016

<i>Strategic Priority: Student Achievement and Well Being</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
<i>Setting Directions And Accomplishing Goals</i>	<p>The Director builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.</p> <ul style="list-style-type: none"> ❖ Ensures the vision is clearly articulate, shared understood and acted upon by all ❖ Works with the Board and across school communities to translate the vision into agreed upon objectives and operational plans which promote and sustain school improvement ❖ Provides on-going and effective communication with schools and communities ❖ Ensure that strategic planning takes account of the diversity, values, and experience of the Board and school communities 	<ul style="list-style-type: none"> ✓ Year four Implementation of the Board Strategic Plan ✓ Director's Annual Report 2014-2015 ✓ Board Learning Plan for Student Achievement and Well Being – Theory of Action - 2015-2016 ✓ Pearson Efficacy Review – conducted review to gauge the effectiveness over time of educational intervention(s), invention, or innovation as reviewed against the criteria in the Efficacy Framework so that the capacity of the school board is strengthen to drive learning outcomes in context of the board's strategic plan. The purpose of this exercise was to determine those areas of effective practice as well as those areas that need greater attention. The review will also lay the foundation for the next strategic review process. ✓ School Effectiveness District Review and Support ✓ Created positive impact through media. Guest spot on CFNO. Press releases on a wide range of activities. Regularly report to; Parent Involvement Committee, Student Senate, Native Education Advisory Committee and Special Education Advisory Committee ✓ Worked with Indigenous Liaison to build a better understanding of our First Nation communities through the rollout of the cultural awareness resource book for staff. Followed up on the recommendations 	

Performance Appraisal for Director

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Date: June 22, 2015

(Low 1 / High 4)

		<p>of the Truth and Reconciliation Commission to develop curriculum to reflect the historical perspective of our indigenous population. Furthered the knowledge and understanding of staff of indigenous culture, traditions and language.</p> <ul style="list-style-type: none"> ✓ In collaboration with Student Success Lead, Student Trustee and Student Senate to build capacity within our secondary schools, in fostering and sustaining safe, inclusive and accepting learning environments for all students. In partnership with EGALÉ Canada to offer leadership opportunities for our existing Gay Straight Alliances (GSA), creating and increasing awareness through school wide presentations, and conducting teacher learning sessions to support curriculum connections and safe classroom environments. ✓ Chair of Northern Ontario Educational Leaders (NOEL) ✓ Vice-Chair Lakehead University Board Of Governors ✓ Member of the Executive Council of Ontario Directors of Education (CODE) 	
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Performance Appraisal for Director

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Name of Director: David Tamblyn

Date: June 22, 2015

(Low 1 / High 4)

Strategic Priority: Building Relationships	Indicators	Concrete Indicators (Evidence / Examples)	Evaluation 1 - 2 - 3 - 4
Building Relationships and Developing People	<p>The Director strives to foster genuine trusting relationships with and among students, staff, parents, Trustees and communities guided by a sense of mutual respect. The Director affirms and empowers others to work in the best interests of all students.</p> <ul style="list-style-type: none"> ❖ Establishes and maintains positive working relations with the Board of Trustees ❖ Communicates effectively with the governing Board and individual Trustees ❖ Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy ❖ Demonstrates positive and proactive leadership that has support of the staff with whom the Director works most closely ❖ Maintains high visibility in the Board and in schools associated with quality interactions with staff and students ❖ Support policy development ❖ Provide Trustees with a sense of purpose and direction ❖ Make Trustees aware of progress, problems, concerns 	<ul style="list-style-type: none"> ✓ Director's Monthly Board Report – provides summary of monthly events ✓ Director's Monthly Newsletter ✓ Produced a multi-media video that promotes SGDSB, its staff, students, achievements, and successes. Utilized the video on multiple social media platforms and integrate targeted advertising as a primary component of a recruitment drive. ✓ Increased board profile through use of social media including Facebook and Twitter ✓ Weekly teleconferences with School Administrators and System Leads ✓ Monthly meetings with Student Senate ✓ Reached agreements with ETFO, OSSTF and OSSTF Support Staff. Maintained positive working relationships with federations through monthly labour management meetings. ✓ Professional Development Plan for newly elected acclaimed School Board Trustees ✓ Regular visits to schools, taking part in special events, Parent Engagement Nights, and recognizing staff and student achievement ✓ Regular meetings with Board chair. 	

Performance Appraisal for Director

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(Low 1 / High 4)

	<ul style="list-style-type: none"> ❖ Inform Trustees of current trends, legislation, forces, provincial policies ❖ Be accessible to Trustees 	<ul style="list-style-type: none"> ✓ Contacted, or spoke with Trustees directly about issues or concerns pertinent to their constituents 	
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Performance Appraisal for Director

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Name of Director: David Tamblyn

Date: June 22, 2015

(Low 1 / High 4)

Strategic Priority: Building Relationships	Indicators	Concrete Indicators (Evidence / Examples	Evaluation 1 - 2 - 3 - 4
Developing the Organization	<p>The Director builds collaborative cultures, structures the organization for success, and connects the Board and schools to their wider environments.</p> <ul style="list-style-type: none"> ❖ Builds a collaborative learning culture within the Board and fosters the same in schools ❖ Fosters engagement across schools to build effective learning communities ❖ Uses performance appraisal to foster professional growth ❖ Develops a Board culture which promotes shared knowledge and shared responsibility for outcomes 	<ul style="list-style-type: none"> ✓ Took part in System Implementation and Monitoring (SIM) offered through the Literacy Numeracy Secretariat ✓ Took part in Board Learning Plan and Leadership Learning Team professional Development ✓ Met with Student Senate to follow up on findings of the Tell Them From Me Survey ✓ Through the Director's Newsletter promoted examples of exemplary teaching, professional development opportunities and professional learning communities. ✓ Through the District Support visits met with school staff to discuss goals and objectives of the school learning plan ✓ Oversaw Financial Audit and sat on Audit Committee ✓ Continued to support "Live the Pledge" campaign to Prevent Bullying ✓ Conducted School Climate Survey including staff, students and parents to determine student safety and well being ✓ Implemented and revised School Board Policies 	

Performance Appraisal for Director

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(Low 1 / High 4)

		✓ Successfully lobbied Ministry officials for the addition of an Environmental Specialist High Skills Major program at LSHS and GCHS	
<i>Strategic Priority: Student Achievement and Well Being</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
<i>Leading the Instructional Program</i>	<p>The Director sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The Director manages the system effectively so that everyone can focus on teaching and learning.</p> <ul style="list-style-type: none"> ❖ Ensures a consistent and continuous Board wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools ❖ Buffers staff from distractions that detract from student achievement ❖ Provides resources in support of curriculum and differentiated instruction ❖ Develops professional learning communities to support school improvement ❖ Supervise staff in an effective manner to ensure success for all students ❖ Create and encourage development of proven and new strategies 	<ul style="list-style-type: none"> ✓ Worked with System Implementation and Monitoring (SIM) team to develop Board Learning Plan based on data collected from EQAO, DRA, CASI and OCA ✓ In response to the EQAO score members of senior administration and system leads developed an action plan to address the learning needs of the students in mathematics. The plan included professional development for staff. ✓ Met with Ministry personal to provide a detailed account of progress towards meeting the goals set out in the Board Learning Plan for Student Achievement and Well Being ✓ Continued to focus on closing the achievement gap among aboriginal students by fulfilling our pledge to create a welcoming learning environment, leadership opportunities, and a mentorship program in affiliation with Lakehead University to encourage aboriginal students to pursue a post-secondary education. 	

Performance Appraisal for Director

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(Low 1 / High 4)

<i>Strategic Priority: Responsible Stewardship of Resources</i>	<i>Indicators</i>	<i>Concrete Indicators (Evidence / Examples</i>	<i>Evaluation 1 - 2 - 3 - 4</i>
<i>Securing Accountability</i>	<p>The Director is responsible for creating conditions for students, the community and the Board for ensuring that students benefit from high quality education.</p> <ul style="list-style-type: none"> ❖ Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation ❖ Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the Education Act and Regulations ❖ Ensures that the fiscal management of the district is in alignment with the elected Board's multi-year strategic plan ❖ Develops and presents a coherent, understandable, accurate and transparent account of Board and school performance to a range of audiences; e.g., ministry, Board, parents, community ❖ Establishes liaisons with ministry to influence ministry direction in ways that support Board plans ❖ Makes connections to ministry goals to strengthen commitment to Board initiatives 	<ul style="list-style-type: none"> ✓ Have maintained the three core priorities of the Board Strategic Plan as the touchstone for financial decision making ✓ Revised Board Policy 905 Pupil Accommodation in accordance with new provincial legislation ✓ Further Developed Succession Plan through aspiring leaders initiative and recruitment campaigns ✓ Met regularly with Parental Involvement Committee (PIC) ✓ Took part in radio interviews to convey school/Board announcements to the general public ✓ Met with senior officials from both Confederation College and Lakehead University to improve programming for our students ✓ Introduced Eco Schools to staff in schools across the district ✓ Oversaw a number of capital projects at schools throughout the district 	

Performance Appraisal for Director

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<i>Summary Comments: Chair/Trustees of the Board</i>	<i>Summary Comments: Director of Education</i>
	<p>It is privilege to serve a Board with a strong sense of direction and a commitment towards achieving the goals of the Board Strategic Plan. I appreciate the trust bestowed upon me by the Board as we continue collectively strive to enable our students succeed and make a difference.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> ➤ Working with various stakeholders to collect further data and implement measures to address the high rate of absenteeism in SGDSB will continue to be a priority ➤ Increasing our EQAO student achievement results particularly in the area of mathematics will remain a primary focus. ➤ Currently Graduation Rates over 5 years is 69% and 4 years is 59%, we would like to approach the provincial result of 86% ➤ Closing the achievement gap particularly among our aboriginal students will remain a priority ➤ Continue to refine evidenced-based strategic planning at the system and school level in order to impact success for all students. ➤ Move from professional learning at the awareness level to school based practice, e.g. Student Work Study Teacher, Behaviour Specialist, and Math coaches. ➤ Continue to strengthen relationships with partners, e.g. labour, First Nations, and parent community. ➤ Continue to work towards consolidating our resources. ➤ Develop a revised Strategic Plan for 2017-2022 ➤ Continue to provide professional development opportunities for Trustees by offering the core training modules through the Centre for Governance Excellence. ➤ Focus on improving and enriching the student experience in our schools by creating safe learning environments that challenge the intellectual abilities of our students and reward with success.
Trustee Signature: _____	Signature: _____ Date: _____
Date: _____	

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 33
Date: May 24, 2016

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

FROM: David Tamblyn, Director of Education

SUBJECT: 2016 Graduation Dates and Times

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

2016 Graduation Dates and Times

School			
Elementary	2016 Date	Time	Trustee Attending
B. A. Parker Public School	Wednesday, June 22.	6:30 p.m.	
Beardmore Public School	Friday, June 17	1:30 p.m.	
Dorion Public School	Thursday, June 23	6:00 p.m.	
George O'Neill Public School	Thursday, June 23	6:00 p.m.	
Manitouwadge Public School	Tuesday, June 21	7:00 p.m.	
Margaret Twomey Public School	Friday, June 17	4:00 p.m.	P.McRae M. McIntyre
Marjorie Mills Public School	Thursday, June 9	5:30 p.m.	
Schreiber Public School	Tuesday, June 21 5:00 p.m. (Combined Ceremony)		
Terrace Bay Public School			
Nakina Public School	(No Graduating Class)		
Red Rock Public School	(No grade 8's)		
Secondary			
Geraldton Composite High School	Friday, June 10	7:00 p.m.	
Lake Superior High School	Thursday, June 23	1:00 p.m.	
Manitouwadge High School	Thursday, June 23	7:00 p.m.	
Marathon High School	Friday, June 24	1:00 p.m.	P.McRae M. McIntyre S. Sabourin
Nipigon-Red Rock District High School	Thursday, June 9	6:30 p.m.	

Administrative Summary

That, the report entitled, 2016 Graduation Dates and Times be received by the Board for information.

Respectfully submitted by:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No:** 34
Date: May 24, 2016**TO:** Chair and Members of the
Superior-Greenstone District School Board**FROM:** Suzanne Eddy, Assistant to the Director**SUBJECT:** 2016 – 2017 Secondary Staffing**STRATEGIC
PRIORITY:** Student Achievement and Well-Being
Responsible Stewardship of Resources**Background**

On May 9, 2016, Special Board Report 30: 2016 -2017 Proposed Secondary Staffing was presented as information to provide Trustees time to review before recommendation would come forward at the May 24, 2016 Board Meeting.

Current Situation

On-going consultation has taken place between the Principals and the Assistant to the Director regarding staffing needs. The Principals understand that staffing their schools for 2015-2016 will be done according to Article 15 of the Collective Agreement and available funding from various Ministry and Board enhancements.

Table 1 identifies the projected enrollment from the schools for the 2016 – 2017 school year.

Table 1: *Projected Enrollment for 2016 – 2017 School Year*

GCHS	LSHS	MNHS	MRHS	NRHS	Total
200.38	85.25	78.87	172.75	176.50	713.25

Table 2A outlines staffing according to contractual agreement.

Table 2**Part A:** *Staffing according to contractual agreement*

	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
October 31, 2015	208.75	94.25	88.50	181.75	181.50	754.75
March 31, 2016	205.75	93.75	98.25	166.50	176.25	740.50
Average	207.25	94.00	93.38	174.13	178.88	747.63
Classroom Teachers	12.95	5.88	5.84	10.88	11.18	
Rounded	13.00	5.83	5.83	10.83	11.17	46.67
Special Education Teachers	1.00	1.00	1.00	1.00	1.00	5.00
Guidance	1.00	1.00	1.00	1.00	1.00	5.00
2016-2017 Contract Teachers	15.00	7.83	7.83	12.83	13.17	56.67

Table 2B outlines additional staffing over and above that prescribed in the collective agreement. These additional sections accommodate the needs of our students across our board and continue to keep our commitment to the four core priorities of the Ministry of Education: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

Part B: Staffing funded over and above the Collective Agreement by Special Initiatives and the Board**

	GCHS	LSHS	MNHS	MRHS	NRHS	Board Information
Student Success (Ministry Base)	0.67	0.33	0.33	0.50	0.50	2.33
Board Enhancement (Student Success)	0.17	0.17	0.17	0.17	0.17	0.83
Board Enhancement (School within a College)				0.33		0.33
Board Enhancement (Small Schools)		3.83	3.83			7.67
Board Enhancement (Student Achievement – bridging gaps for incoming students)	1.00			0.5	0.5	2.0
Board Enhancement (Communication – Student Success)	0.33					0.33
Board Enhancement (FNMI math) Support Applied grade 9 math				0.17	0.17	0.33
Board Enhancement (Native Language/Native Studies courses)	0.50			0.33	0.33	1.17
Teaching Staff for 2016-17	17.67	12.17	12.17	14.83	14.83	71.67
Teaching Staff for 2015-16	17.33	12.17	12.17	14.50	14.83	71.00
Staffing Difference	0.33	0.00	0.00	0.33	0.00	0.67
E-learning						1.00
Total Staffing for 2016-17						72.67

**Note: The decimals represent periods; therefore, columns and rows do not add mathematically.
One period is 0.17, while 6 periods are 1.0

Additional Information:

- It is expected that the allocated Student Success periods will be used to provide alternative education programs in each of our secondary schools, which may be different in each school depending on their need.
- As our enrolment continues to decline and we struggle to provide a variety of courses for senior students, we continue to add 6 e-learning classes to the total staffing compliment.
- FNMI students will be further supported with targeted staffing for native language and native studies courses, as well as additional support in mathematics.

Administrative Recommendation

That the Superior-Greystone DSB having received Report No.34: 2016 – 2017 Secondary Staffing approves the report as presented.

Respectfully submitted by:

Suzanne Eddy
Assistant to the Director

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 35
Date: 24 May 2015

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

FROM: Aaron MacGregor

SUBJECT: Request for Report – Addition of Student Trustee Position

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

Student Voice at SGDSB

Here at Superior-Greenstone District School Board, we care about student voice. As a trustee who has spent three years with SGDSB, one of them as a student trustee, I have seen first-hand what kind of potential exists for student voice in our board. During my term as a student trustee, and based on observations during my term with this board since then, I feel that student representation in our board will be best served by the addition of one student trustee position.

The Potential Benefits of an Additional Student Trustee Position:

- Increased support for student trustee responsibilities including organization of the Student Senate and attendance at OSTA-AECO conferences, with possibilities of expanding the student trustee role to include new student voice initiatives
- A broader, more moderated representation of the student voice at the board table
- Increased legitimacy of the student trustee position and increased confidence of our student trustees to speak up where they may otherwise feel unsure about speaking up on alone

Request for Information

In order for our board to make an informed decision on this matter, we must obtain all of the information necessary: the costs and challenges required to bring about this change, as well as a discussion of the benefits to our board.

With this, I ask that our board consider requesting a report from Senior Administration which will include costs and necessary actions to add a student trustee position to the board so that we may decide whether to pursue this action.

Respectfully submitted,

Aaron MacGregor
Trustee – Manitouwadge Ward