

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

Trustee Professional Development: 6:00-6:30 p.m.

- Director's slide presentation re SGDSB release of the Aboriginal Handbook.
- Director continues presentation on SGDSB Strategic Plans, Priorities and Board Governance.
- Board Members may join on-site, by video-conference, or by teleconference.
- Please mark your calendar for 6:00 p.m. on Monday, March 30, 2015.

Regular Board Meeting 2015/04

A G E N D A

Monday, March 30, 2015 – 6:30 p.m.

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

Board Chair: P. McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: _____

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>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Figliomeni, Kim						McIntyre, Margaret					
Fisher, Matthew						McRae, Pauline (Pinky)					
Houston, Cassidy (Student)						Pelletier, Allison					
MacGregor, Aaron						Pitre, Tara					
Mannisto, Mark						Sabourin, Stanley					

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

PART I: <i>Regular Board Meeting</i>	Section (A): – (open to public): 6:30 p.m.
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2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, March 30, 2015 be called to order at _____ p.m.*

3.0 Appointment of Stanley Sabourin as First Nation Trustee

✓ *That, the Superior-Greenstone DSB appoints Stanley Sabourin as the First Nation Trustee, effective March 6, 2015.*

4.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2015/04 Regular Board Meeting, March 30, 2015 be accepted and approved.*

5.0 Disclosures of Interest re: Open Session

6.0 Minutes: Board Meetings and Board Committee Meetings

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

- 1. *Regular Board Meeting 2015/03: February 23, 2015* (Attached)

7.0 Business Arising Out of the Minutes

8.0 Delegations and/or Presentations

8.1 Excellence in Education: George O’Neill Public School- Building Relationships: Native Language Program

*(Principal Kellie Wrigley &)
Native Language Teacher: Shy-Anne Hovorka)*

8.2 Student Trustee Cassidy Houston

(Attached – C. Houston)

9.0 Reports and Matters for Decision

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

- 9.1.1 Board Audit Committee *(M. Mannisto)*
- 9.1.2 Board Policy Review Committee *(D. Tamblyn)*
- 9.1.3 Native Education Advisory Committee *(D. Tamblyn)*
- 9.1.4 Occupational Health & Safety Committee *(W. Chiupka / M. Paris)*
- 9.1.5 Parental Involvement Committee *(D. Tamblyn)*
- 9.1.6 Special Education Advisory Committee *(K. Figliomeni)*

11.0 Reports of the Business / Negotiations Committee *(Business/Negotiations Chair: Mark Mannisto)*
Superintendent of Business: C. Tsubouchi

10.1 No Reports

11.0 Reports of the Director of Education
Director of Education: David Tamblyn

11.1 Report No. 24
Director's Monthly Report-March 2015 *(Attached – D. Tamblyn)*

11.2 Correspondence OSTA-AECO *(Attached – D. Tamblyn)*

12.0 Reports of the Education Committee *(Education Chair: Kimberley Figliomeni)*

- *Superintendent of Education: N. Petrick*
- *Superintendent of Education: N. Morden-Cormier*

12.1 Report No. 25:
Graduation Rate *(Attached – S. Eddy)*

12.2 Report No. 26
Mathematics as a Focus: Update *(Attached: N. Morden- Cormier)*

12.3 Report No. 27
Aboriginal Educational Opportunities-SGDSB Action Plan Update *(Attached: N. Petrick)*

13.0 New Business

- *Board Chair: P. McRae*

13.1 Board Chair

13.2 Trustees' Reports: Constituent Concerns

13.3 Future Board Meeting Agenda Items

13.4 Trustee Associations and Other Boards

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 Meeting 2015/03, February 23, 2015

17.2 **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 2015/04 Regular Board Meeting,
Monday, March 30, 2015 adjourn at _____, p.m.*

2015 Regular Board Meetings (Time 6:30 p.m.)				
April 27/15 @ Manitowadge HS	May 25/15 @ Geraldton Composite HS	June 22/15 @ Lake Superior HS	July 27/15 @ Board Office	August 24/15 @ Board Office
	September 28/15 @ Nipigon-Red Rock DHS	October 26/15 @ Board Office	November 23/15 @ Board Office	
December 7/15 @ Board Office: Organizational & Regular Meeting (Time 11:00 a.m.)				

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2015/04

Committee of the Whole Board: Closed Session.

Monday, March 30, 2015

Designated Site: Superior-Greenstone DSB Meeting 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: _____

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 2015/03, February 23, 2015 (Attached)
- 4.0 Grievance Report (B. Draper)
- 5.0 Update: Negotiations (C. Tsubouchi)
- 6.0 Personnel
 - 6.1 Report IC-03 (Attached - C. Tsubouchi)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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Videoconference Site Locations

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 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 2015/03

MINUTES

Monday, February 23, 2015 – 6:30 p.m.

Designated Site: Superior-Greenstone DSB Meeting Room 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): 6:33 p.m.
 Section (B) In-Camera : – (closed to public) 7:41 p.m.

1.0 Roll Call

<u>Trustees</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Figliomeni, Kim		X				Mannisto, Mark			X		
First Nation (Vacant)						McIntyre, Margaret	X				
Fisher, Matthew		X				McRae, Pauline (Pinky)	X				
Houston, Cassidy (Student)					X	Pelletier, Allison		X			
MacGregor, Aaron	X					Pitre, Tara				X	

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

2.0 Regular Meeting Call to Order**30/15**

Moved by: Trustee K. Figliomeni

Second: Trustee A. MacGregor

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, February 23, 2015 be called to order at 6:33 p.m.

(Carried)

3.0 Approval of Agenda**31/15**

Moved by: Trustee M. McIntyre

Second: Trustee A. MacGregor

✓ **That**, the agenda for the Superior-Greenstone DSB 2015/03 Regular Board Meeting, February 23, 2015 be accepted and approved as amended to add Item 10.3 Board Meeting Date Change.

(Carried)

4.0 Disclosures of Interest re: Open Session

There were no disclosures offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 32/15**

Moved by: Trustee A. MacGregor

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2015/02: January 26, 2015
2. Parent Involvement Committee: November 4, 2014
2. Board Policy Review Committee – February 2, 2015, and

That, the Board accepts the recommendations outlined in the BRPC minutes of February 2, 2015 and approves as reviewed:

- P-306 Corporate Credit Cards
- P-541 Pediculosis Control (Head Lice)
- P-714 Criminal Background Check

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

(Carried)

6.0 Business Arising Out of the Minutes**6.1 Board Appointments to 2015 Occupational Health and Safety Committee**

The Terms and Reference for the Occupational Health and Safety Committee as presented on January 26, 2015 calls for a change in the number of Trustee seats, from two seats to one. Trustee McIntyre agreed to stand down as one of the two board members resulting in the composition as per the motion below.

33/15

Moved by: Trustee K. Figliomeni

Second: Trustee A. MacGregor

✓ **That**, Superior-Greenstone DSB having received and accepted Board Report No. 11:

Occupational Health and Safety Committee Terms of Reference, dated January 26, 2015 makes

the following change to the number of Board member appointees on the OH&S Committee and that the appointments be effective to December 2015.

1. *Matthew Fisher Appointee*
2. *Mark Mannisto Alternate Appointee*

(Carried)

6.2 Correspondence

6.2.1 Bluewater DSB

Board Chair P. McRae advised that since the last meeting and distribution of the Bluewater DSB letter, there has been no trustee feedback; therefore no further action will be taken.

7.0 Delegations and/or Presentations

7.1 Excellence in Education: Dorion Public School: Community Building from Dorion to Kenya
Principal Will Goodman provided an in-depth account of how the Dorion Public School students have developed and sustained a relationship with a school in Kenya. They maintain a social connection via the internet and the students work hard to help support the Kenyan school by organizing a variety of fund-raising events.

7.2 Student Trustee Cassidy Houston
No report.

8.0 Reports and Matters for Decision

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

8.1.1 Board Audit Committee

8.1.1.1 Report No. 19: Report of Audit Committee– 2013/2014 Financial Statements
Superintendent of Business Cathy Tsubouchi reported that the 2013-2014 audit of financial statement were approved with one qualification regarding school fund-raising, with regard to ability to verify cash box receipts. She reported there is a compliance report surplus of \$886,319. There were savings realized in legal costs and consulting and some planned expenditures did not transpire as expected.

34/15

Moved by: Trustee K. Figliomeni Second: Trustee M. Mannisto

✓ That, having received Report No. 19: Report of the Audit Committee – 2013/2014 Financial Statements, the Superior-Greenstone DSB accepts the 2013/2014 audited Financial Statements and makes the following reserve transfer:

- *From Winning Teams/Championship Fund\$12,420.00*

(Carried)

8.1.1.2 Report No. 20: Report of the Audit Committee – Treasurer Report on Investments

35/15

Moved by: Trustee M. Mannisto Second: Trustee K. Figliomeni

✓ That, having received Report No. 20: Report of the Audit Committee – Treasurer Report on Investments, the Superior Greenstone DSB accepts the Treasurer Report on Investments at August 31, 2014.

(Carried)

- 8.1.2 Board Policy Review Committee
The next meeting is scheduled on April 13, 2015.
- 8.1.3 Native Education Advisory Committee
There is no report at this time.
- 8.1.4 Occupational Health & Safety Committee
There is no report at this time.
- 8.1.5 Parental Involvement Committee
The next meeting is scheduled on February 24, 2015
- 8.1.6 Special Education Advisory Committee
SEAC Chair (Trustee) Kim Figliomeni reported that on May 2, 2015 there is a provincial SEAC conference featuring an open dialogue for enhancing SEAC performance across the province.

9.0 Reports of the Business / Negotiations Committee *(Business /Negotiations Chair: Mark Mannisto)*

Superintendent of Business: C. Tsubouchi

- 9.1 Audit Committee External Member Appointment
C. Tsubouchi advised that the appointment of Mr. Kris Mauro would bring the Audit Committee up to its full complement of external auditor members.

36/15

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ That the Superior-Greenstone District School Board appoint Kris Mauro to the Audit Committee for the period effective, February 23, 2015 to February 22, 2018.

(Carried)

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 Report No. 21: Director's Monthly Report-February 2015
Director David Tamblyn reviewed his report topics with Trustees. He also spoke briefly in regard to the current release of the Ontario Health and Physical Education Document. He noted there is controversy about the sexual education component; however the Toronto Star article accompanying the release does much to dispel the hysteria around the subject.

- 10.2 Report No. 22: 2015-2016 School Year Calendar Proposal

Director Tamblyn advised that the calendar has been out for public feedback since January. Due to the configuration of the calendar, the ministry considers it to be a "modified" arrangement because the school year begins on August 31, 2015 with a PA Day. The early year start provides from the year end on June 24 rather than June 30.

37/15

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

✓ That, having received Report No. 22: 2015-2016 School Year Calendar, the Superior-Greenstone DSB accepts the proposal as presented.

(Carried)

- 10.3 Board Meeting Date Change
There is a conflict with the board meeting date on March 23, 2015. Director Tamblyn requested a date change to March 30.

38/15

Moved by: Trustee A. MacGregor

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone District School Board reschedules the Regular Board meeting on March 23, 2015 to be held on Monday, March 30, 2015 at 6:30 p.m.

(Carried)

11.0 Reports of the Education Committee

(Education Chair: Kimberley Figliomeni)

- Superintendent of Education: N. Petrick
- Superintendent of Education: N. Morden-Cormier

11.1 Report No. 23: Home Instruction and Safe Schools Strategy – Programs and Support Component

Superintendent of Education Nancy Petrick noted that numerous times throughout the school year, students are hospitalized or unable to traverse to/from school. Other times, expulsions or extended suspension arise. These times make it difficult for some students to keep up their academic studies. Home instruction could alleviate some of the problems.

39/15

Moved by: Trustee M. McIntyre

Second: Trustee M. Mannisto

✓ **That**, the Superior-Greenstone DSB having received Report No: 23: Home Instruction & Safe Schools Strategy-Programs and Support Component approves the recommended Rate of Pay, \$37.50/hour for the Home Instruction Teacher position.

(Carried)

12.0 New Business

Board Chair: P. McRae

12.1 Board Chair

P. McRae received a letter from the Education Minister regarding the release of the provinces new Health and Physical Education and will forward this to all members.

12.2 P. McRae: Report-January 2015 OPSBA Public Education Symposium

P. McRae referred to her report with her account of the PES experience. She noted that ministry official, Jim Grieve was invited to visit SGDSB and coincidentally word was received that he will be travelling up on April 8-9, 2015 in Nipigon, while on April 10 he will visit Pic Mobert.

12.3 Trustees' Reports: Constituent Concerns

Nil

12.4 Future Board Meeting Agenda Items

Nil

12.5 Trustee Associations and Other Boards

Trustee Mark Mannisto reported that discussion is taking place about a possible OPSBA fee structure change. He also gave a brief overview of the subjects covered during the Public Education Symposium

13.0 Notice of Motion

Nil

14.0 Observer Comments

Nil

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 7:41 p.m..

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

15.1 Agenda: Committee of the Whole Board – Closed

40/15

Moved by: Trustee K. Figliomeni Second: Trustee M. McIntyre

✓ **That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:41 p.m. and that this portion be closed to the public.** 15.2

(Carried)

15.2 Rise and Report from Closed Session

41/15

Moved by: Trustee A. Pelletier Second: Trustee K. Figliomeni

✓ **That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:00 p.m. and that this portion be open to the public.**

(Carried)

16.0 Report of the Committee of the Whole Closed Section B

16.1 **42/15**

Moved by: Trustee M. Mannisto Second: Trustee M. McIntyre

✓ **That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as**
 1. Regular Board Meeting 2015/02, January 26, 2015

(Carried)

16.2 Recommendations from Committee of the Whole Closed Session

43/15

Moved by: Trustee K. Figliomeni Second: Trustee A. Pelletier

✓ **That, the Superior-Greenstone DSB having received Report No. IC-02: Administrative Grid establishes a grid for the Officer position as indicated in the report effective February 23, 2015.**

(Carried)

17.0 Adjournment

44/15

Moved by: Trustee A. MacGregor Second: Trustee M. McIntyre

✓ **That, the Superior-Greenstone DSB 2015/03 Regular Board Meeting, Monday, February 23, 2015 adjourn at 8:01 p.m.**

(Carried)

2015 Regular Board Meetings (Time 6:30 p.m.)				
April 27/15 @ Manitowadge HS	May 25/15 @ Geraldton Composite HS	June 22/15 @ Lake Superior HS	July 27/15 @ Board Office	August 24/15 @ Board Office
	September 28/15 @ Nipigon-Red Rock DHS	October 26/15 @ Board Office	November 23/15 @ Board Office	
December 7/15 @ Board Office: Organizational & Regular Meeting (Time 11:00 a.m.)				

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2015/03

Committee of the Whole Board: Closed Session.

Monday, February 23, 2015

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

TOPICS

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

- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)

- 3.0 Personnel
 - 3.1 Report IC-02
 - 3.2 Personnel Issue

- 4.0 Update: Negotiations

- 5.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2015/02 January 26, 2015

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

FROM: Cassidy Houston, Student Trustee

SUBJECT: Student Trustee Report

STRATEGIC PRIORITY: Building Relationships

Student Senate Meeting: Senator Reports

Lake Superior High School hosted a Pasta lunch on Friday February 20, 2015 to support Alex Halonen's trip to Kenya with the Charity organization Me-to-We.

Geraldton Composite High School has been involved in a number of fund raising activities for a school sponsored hockey trip to Reykjavik, Iceland April 26-May 1. The trip includes a tour all around the Island to visit all Iceland's geographic wonders including Thingvellir National Park (to visit the location of the American/Eurasian Tectonic Plates)

Marathon High School is hosting a dance on February 27. After surveying students there have been a number of clubs that have started up including a Gay Straight Alliance and a music club. The drama class has started work on their spring production of Alice in Wonderland.

Manitouwadge High School was recently involved in the community winter carnival, Frosty Days, which included skiing and a cardboard box race at the local ski hill. All of their sports teams qualified for the NSSSAA Finals to be hosted in Wawa.

Nipigon-Red Rock District High School is organizing a wake-a-thon and a dance during April and May. Also a Students as Researchers team is working on increasing positive feelings within the school by doing activities once a week until the end of school.

Nakina Public School students are engaged in fund raising for a ski trip in March. Schreiber Public School will be taking part in a Winter Play Day with Terrace Bay Public School on February 26.

Margaret Twomey Public Schools had a Valentine's Day Bake Sale. A number of students have been involved in either cross-country skiing or snow shoeing at the Marathon Ski Club. The school has also started a book club that meets once a week.

Terrace Bay Public School Grade 7/8's as a fundraiser sold candy grams for Valentine's Day to support their class trip to Camp ABK at the end of June.

B.A. Parker Public School took part in the community pajama day in celebration of Moosecalac Winter Carnival. BA Parker is also hosting a basketball tournament.

Manitouwadge Public School hosted a bake sale with all proceeds going to support Epilepsy Ontario. The students also would like to extend a warm welcome to two new members of the teaching staff at MNPS!

George O'Neill Public School recently started a drama club at the school. Parent volunteers now serve a hot lunch every Thursday, this in addition to the breakfast program that is offered daily. Every Friday students take part in a downhill skiing program at Loch Lomond Ski Resort.

Ontario Student Trustees' Association

From February 26 to March 1, the Ontario Student Trustees' Association held its Board Council Conferences (BCC), which I had the opportunity to attend. The conference was well attended, with representation from 69 Student trustee's from across Ontario including both English and French first language boards. Several keynote speakers, professional development sessions and board council breakouts occurred at the meeting.

The first keynote was from Tony Clement, an MP with the PC party and the President of the Treasury Board. He gave Trustees the information about the importance of being involved in many different aspects of your life; not just with your work as a student trustee. He explained how if you stay involved with many different programs or activities throughout your life you will be in a better position to help those around you. He also told Trustees about the importance of fighting for what you believe in and doing what needs to be done for what you believe in/feel.

The second keynote was from Sylvie Lamoureux, an Associate Professor in the Languages and Bilingualism Institute at the University of Ottawa. Previously OSTA-AECO was made up of English as a first language or French Immersion school boards but recently it has connected with the French as a first language boards and they have become members of OSTA-AECO. Because of this new transition that OSTA-AECO is going through right now making the Association bilingual, Sylvie's presentation was very informative, resourceful and helped many students see the importance of bilingualism. She informed Trustees of the gaps between francophone and Anglophone students and the transfer from secondary to post-secondary education. It can be difficult for francophone students in an English as a first language post-secondary institute.

Other keynote speakers included different OSTA-AECO Alumni who shared how OSTA-AECO and their time as a Student Trustee helped them in many different aspects of their life.

The Purpose of the Board Council Conference is to break into your designated board council and focus on your annual initiatives. With the Public Board Council, we focused on two main initiatives: creating a standard for innovative classrooms across Ontario, revising, and suggesting changes of certain aspects of the Mental Health portion of the grade nine Health and Physical Education curriculum. For these two initiatives, position papers were written and sent to the Ministry of Education. Public board president, Jesse Waugh, discussed our views with members of the ministry directly.

Within the OSTA-AECO First Nation, Metis and Inuit Committee we discussed the direction we are heading in and what has happened so far this year. We found that many people we reached out to did not want to or have the time to talk to us so we decided upon a different route. We are in the process of an outreach program to FNMI students directly across Ontario and posters will be available shortly. We discussed the long term goals for the committee; that eventually there will in some capacity be a FNMI Student Trustee position.

This OSTA-AECO conference was a remarkable experience that I am grateful I got to take part in. Meeting with the other Student Trustees from across Ontario and continuing planning our initiatives and plans face to face rather than electronically was extremely beneficial. Talking with other Trustees I was provided with new ideas that they have done within their board.

Administrative Summary

The report entitled Student Trustee Report is to be received by the board for information.

Respectfully submitted by:

Cassidy Houston,
Student Trustee

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No: 24

Date: March 30, 2015

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Monthly Report – March 30, 2015

STRATEGIC

PRIORITY: Student Achievement, Building Relationships, Stewardship of Resources

1. *District Support Visit*

This past week I had the pleasure of taking part in a District Support Visit at Manitowadge Public School. The goal of the District Support process is to provide feedback to the School Improvement Team on possible next steps as teams endeavor to reach their student achievement goals. The visit provides an opportunity for both staff and students to showcase what they have accomplished and to celebrate their many achievements.

Following a recent District Support Visit to Nakina teacher Kevin Fitzgerald responded, "It was clearly evident that the support team's fundamental objective was to function in the capacity of a support unit. The review was a mechanism that facilitated encouragement, strong support, as well as the promotion of both individual and collective growth. The team radiated a dynamic positive energy. The day was rich with dialogue, collaboration, and clearly exemplified professional cohesiveness".

The focus of Manitowadge Public School's Learning Plan is to support the board wide numeracy goals through collaborative inquiry. The staff is also focused on creating a safe and welcoming environment through the modelling of a growth mindset and taking the opportunity to explicitly teach the benefits of approaching new learning with a growth mindset.

2. *Faceoff in Iceland*

Riding on the success of last year's "Happiness is Hockey" tournament which brought together a rag tag team of youths from Whale Cove Nunavut with a team from Geraldton Composite High School (GCHS), Tim Griffin and Andy McFarland have made arrangements for students from GCHS to take part in a tournament in Iceland.

The team is scheduled to depart from Thunder Bay on April 24 and will return May 1st. Arrangements have been made for the team to stay in an apartment block in Reykjavik where the team will be competing against teams from Iceland and Scandinavia. Besides playing hockey plans have also been made to visit several of Iceland's geophysical wonders including geysers, hot springs and volcanoes. Arrangements are being made for those of us not fortunate enough to travel with the team to Iceland to follow their progress through social media.

3. *Our Summer Learning Program is Back!*

We are pleased to announce that this year Superior-Greenstone District School Board will be hosting three Summer Learning programs (SLP), formerly known as Summer Literacy program. Marathon and Geraldton will continue as program sites, while Terrace Bay will be the location of our third program site.

This year there are a few changes to the program. In the past only students currently registered in Year 2 of the kindergarten program (SK) through to grades 3 were able to participate. This year we will be able to accept students currently registered in senior kindergarten, grades 1, 2, 3, 4 and 5 (as of June 30, 2015). As we will only be able to accommodate 30 – 35 students per program, preference will be given to students experiencing achievement gaps and/or those who may have social and economic challenges to school achievement.

Although our previous programs included a cross-curricular focus on literacy skills, this summer our programs will also focus on numeracy, nutrition, health and well-being while acquiring a solid connection to the environment through guest speakers and field trips.

4. *Students at NRHS Participate in International Intercultural Mural Exchange (IIME)*

IIME presented by Japan Art Mile is a project of international collaborative learning implemented with a school in Japan as a part of school education. Students of each class research on a global theme, share respective learning using internet, and finally express what they have collaboratively learned in a visible way of creating one mural (a big picture of 5-12 feet) together, but with each drawing half of the mural. The finished size of the mural is 5 by 12 foot creation.

Japan Art Mile is a wonderful way to create and collaborate while fostering healthy relationships among students across international borders. Students in Colleen Rose's art class at Nipigon-Red Rock District High School helped to create a beautiful mural; half of which was painted in Japan.

Speaking about the project Colleen says, "When we received our package from Seisa Kokusai High School at the beginning of January, we were very excited... and then a bit nervous! Their mural painting was absolutely beautiful, and we wanted to make sure that our painting would complement their design. We snacked on some tasty Japanese treats students in Japan had provided while we started to plan our composition".

Colleen says that the students began to notice some similar themes amongst all of the ideas in her class. "Once we made these observations, we started to refine our thoughts with a new round of sketches. This process taught us so much about collaboration within our class, and helped us to develop sensitivity to the thoughts and concerns of other people".

Once the composition was planned, it was time to get to work. A proper layout was essential for adding details throughout the mural's creation. After moving past the hurdle of beginning to paint, students were encouraged by the pace of the progress that they were making. Students selected colours and designs that reflected our culture and traditions, so a sense of ownership developed over the weeks that were spent painting the mural.

Speaking with a sense of pride for what her students had accomplished Colleen says, "I am so proud of these students. This was not an easy task, but they were up for the challenge; their work will represent our school when these murals are exhibited at Japan Art Mile's next display".

To see the mural and a series of photos showing the progress of the students' work visit <https://northernartteacher.wordpress.com>

Administrative Recommendation:

The report entitled, Director's Monthly Report – March 2015 is presented to the Board for information.

Respectfully submitted:

David Tamblyn
Director of Education

Dear Director of Education and Chair of School Board,

It is with immense pride that I thank you and congratulate you on becoming a member board of the Ontario Student Trustees' Association (OSTA-AECO). Your contribution will allow us to effectively educate student trustees, helping them to channel their passion into initiatives that drive positive change in their respective school board and throughout the province of Ontario.

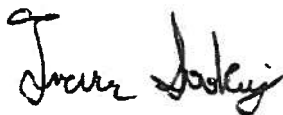
Our work in promoting the student voice to education stakeholders, advocating from a seat at the boardroom table, and connecting student trustees to new opportunities creates numerous operational costs that can be difficult to cover as a student-run organization. With the financial support from your school board, OSTA-AECO will have the necessary resources to leverage our network of student trustees, overcoming a gap in the communication gap that silences the student voice.

Your support as a member board of OSTA-AECO is also crucial to the success of our organization, and your own student trustees. OSTA-AECO promotes various province-wide initiatives, championed by student trustees, targeting topics such as mental health, First Nations, Métis, and Inuit education, physical education, and financial literacy. As a member board, you are reaffirming your commitment to supporting these initiatives, sparking the love your student trustees have for civic engagement, and making them proud to be representing their constituents in the boardroom.

I look forward to communicating with you throughout the year, keeping you updated on OSTA-AECO's projects and ensuring you are in tune with the student voice movement across the province. Keep an eye out for our *Pulse Checks* and our other communications that give you a glimpse at the great work student trustees are doing. Should you have any questions, or simply wish to chat, do not hesitate to reach out to me.

Enclosed you will find a token of appreciation from OSTA-AECO that you can proudly display in your boardroom or wherever is most convenient. I truly cannot express my full gratitude for your actions in becoming a member board of OSTA-AECO, and I look forward to developing our relationship and working alongside your school board to improve the lives of students in your school board, and throughout Ontario.

Yours in Education,



Trevor Sookraj
President
Ontario Student Trustees' Association (OSTA-AECO)



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FEB 25 2015

Dear Director of Education and Chair of the Board,

On behalf of the Public Board Council (PBC) of the Ontario Student Trustees' Association ~~l'Association des élèves conseillers et conseillères de l'Ontario~~, I would like to thank you for your ongoing support of the student trustees. The valuable perspectives and leadership they bring to public education is one that not only benefits the education system but also empowers and engages students across the province.

The Public Board Council is a non-partisan and independent assembly comprised of every student trustee who represents the students' in their public school board. The Public Board Council proposes and promotes solutions to educational issues affecting public school students. We advocate on behalf of the students when discussing educational policies or changes, and provide student trustees with the ability to professionally develop through constructive workshops, keynotes and group sessions.

This year, the Public Board Council works to make ground-breaking changes in education. The Public Board Council will be holding the first ever student consultation with the ministry of education on the collective bargaining process. The council wrote a position paper (can be found at osta-aeco.org) expressing their concerns for the lack of student input in a process which directly affects students wellbeing and achievement. We were contacted by the ministry to further discuss how student voice can be integrated into the collective bargaining process and look forward to working with the ministry to ensure that student needs are reflected in the collective agreements. The Public Board Council also has been working with the ministry on the new Health and Physical Education (HPE) curriculum raising important points that must be addressed in order to maximize the effectiveness of the new curriculum once implemented. Since August 1st, 2014, the beginning of our terms as student trustees, the Public Board Council has had biweekly online meetings where we not only discuss our projects and initiatives but also discuss how we can help support fellow members with issues they are facing at their boards. These meetings have been very productive and have kept student trustees engaged and active in the council.

Student trustees in the Public Board Council are consistently consulting with students (student councils, senates, organizations etc.) in order to ensure they are truly representing student voice at their board. This diligence and passion from all of our members is what allows us to represent the united student voice throughout Ontario and we are extremely proud of this.

The Public Board Council is a community for student trustees to grow as leaders and to be inspired to serve their constituency in new, creative and innovative ways. As a group consisting of Ontario's most passionate student leaders, the Public Board Council unites these passions and channels that passion into positive change for students. Each student trustee will develop and refine vital skills enabling them to serve Ontario's students to the best of their ability. Our meetings and conferences throughout the year provide student trustees with incredible resources and professional development. We are focused on supporting student trustees in any way possible to ensure their successful both when working on projects within the PBC and when serving students at their board. We ensure to bring in leading educational experts as resources for student trustees. They provide students with a unique insight into certain issues thus strengthening student trustees' ability to advocate for the students of their Board.

On behalf of the Public Board Council, I would like to thank you for your support and encourage you to continue to promote student leadership and student voice. The Public Board Council will continue to serve Ontario's students exceptionally well.

Yours in education,



Jesse Waugh
Public Board Council President
Ontario Student Trustees' Association (OSTA-AECO)





Pulse Check

Continued

New Position

We are proud to announce the successful election of our 2014-2015 French Relations Officer, Yasmina Male. She will be the direct liaison between RECFO and OSTA-AECO, by contact and involvement with the executive.

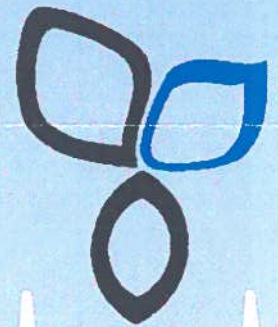
Upcoming Partnership

It is a pleasure to announce that our partnership with OVCN is taking its first steps in collaborating with the student trustees of Ontario. In compliance with this, they will all be receiving information regarding nearby volunteer centers and the connections to help make an easier transition. This is an exciting opportunity! We hope all student trustees will take advantage of this to understand the importance of student community involvement. They are sure to benefit within their personal and professional development.

OSTA-AECO Website

The Webmaster is currently working on the revamping of the OSTA-AECO Website, which will improve the progress made from the past years. It will feature photos and videos of our past conferences, executive contact information, committee updates, Board Council Updates and links to our various communications outlets! The release date for the website has yet to be confirmed.

If you are looking to follow updates on Ontario Education from the student's perspective, you can follow us on Twitter or like our Facebook page!





Pulse Check

December Issue

By: Communications Officer, Izabella Balcerzak

FGM Conference Recap

OSTA-AECO's Fall General Meeting was a huge success! Held at the Eaton Centre Marriot Hotel in downtown Toronto from October 2nd to the 5th, student trustees from across Ontario were invited to attend the conference to learn more about partnerships, professional development and student voice representation. The student trustees were thrilled throughout the entire course of the conference, using #FGM 2014 to connect with OSTA-AECO and their followers on twitter.

Currently, the Executive is working towards finalizing details for the Board Council Conference, held annually in Ottawa in the month of February.

Committees

Committees were introduced to the General Assembly at the FGM Conference. It was a great opportunity for student trustees to learn and connect with everything OSTA has to offer. We also provided specific committees within the organization to run different initiatives in light of their chosen focus. The First Nation, Inuit and Metis committee was added to OSTA-AECO this year. Throughout the year, these committees will work together to accomplish their set goals. We are excited with the results thus far!

The Committees are as follows:

- OSPES (Ontario Student, Parent and Educator Survey)
- Progress
- Policy
- Communications
- OSVA
- FNMI (First Nation, Inuit and Metis)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No.:** 25
Date: March 30, 2015**TO:** Chair and Members of the
Superior-Greenstone District School Board**FROM:** Suzanne Eddy, Student Success Lead**SUBJECT:** Graduation Rate**STRATEGIC
PRIORITY:** Student Achievement and Well-Being**Background**

The Ministry of Education will be publishing the graduation rates for every publically funded school board in Ontario within the next few months. This rate will be based on the cohort of students who started Grade 9 five years prior, in 2009-10. Boards are currently given the information upon which to calculate both a five year and a four year graduation rate. However, only the five year rate will be published publically.

Ontario's high school graduation rate remains strong, with an increasing number of students graduating in four years. The five –year graduation rate is stable at 83 percent, which is 15 percentage points higher than the 2003-04 rate of 68%

Method for Calculating Graduation Rates:

Students are counted in a board based on the main school of their earliest enrolment count date in OnSIS during the 2009-10 academic 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.

Examples – What happens in each of the following situations?

1. A student enrolls in Semester 1 in grade 9 in a school in Superior-Greenstone. That student graduates from the same school, or another school within the board.
 - The student is counted as a graduate from Superior Greenstone DSB.
2. A student enrolls in Semester 1 in grade 9 in a school in Superior-Greenstone. That student moves to a different board (i.e. Lakehead DSB) at the end of grade 9. That student then graduates from the Lakehead DSB within 5 years.
 - The student is counted as a graduate from Superior Greenstone DSB.
3. A student enrolls in Semester 1 in grade 9 in a school in Superior-Greenstone. That student moves to a different province at the end of grade 9. That student then graduates from a school in a different province.
 - The student is not counted as a graduate from Superior Greenstone DSB.
4. A student enrolls in semester 1 in grade 9 in a school at another Ontario school board (i.e. Lakehead). That student moves to Superior Greenstone and registers at a school here at the end of grade 9. That student then graduates from Superior Greenstone with 5 years.
 - The student is counted as a graduate from Lakehead DSB, not Superior Greenstone.

5. A student enrolls in Semester 1 in an inspected First Nations School and then transfers to the Superior-Greenstone DSB in Semester 2.
 - The student is not included in the graduation rate for any board.
6. A student enrolls in semester 1 in a high school within the Superior-Greenstone DSB and enrolls in a program which will result in an Ontario Secondary School Certificate or a Certificate of Accomplishment.
 - The student is not included in the graduation rate because he/she did not receive an Ontario Secondary School Diploma.

Current Situation

Although the Superior Greenstone District School Board has not yet seen the calculated 5 year rate, boards are given the data in order to do their own calculations. By this formula, the 5 year graduation rate that will be published will be approximately 70%. This is significantly below the provincial graduation rate.

One factor that contributes heavily to a reduced graduation rate is mobility. The original cohort for Superior Greenstone is 228 students. In this group, 42 students left our board during the 5 year period. This decline in enrollment does have a negative impact on our graduation rate.

Early calculations for the graduation rate which will be published during the 2015-16 school year, show a continued decline in numbers and hence rate.

Next Steps

The Student Success Initiatives at the provincial and board level target students who are at risk of not graduating within the five years. By providing programs such as dual credits, Specialist High Skills Major, credit rescue and credit recovery, student success teachers, etc., the Ministry and board provide schools with supports and options to ensure students accumulate credits, pass their OSSLT and graduate within the five years. Student success indicators such as credit accumulation, pass/fail rates in compulsory courses and EQAO rates help us target supports to the areas of greatest need.

The data provided by the province shows specifically the number of students who left early and how many credits they had when they left school. The Re-engagement initiative will target these school leavers. Funds will be given to the secondary schools to contact these early leavers who are still within the board and attempt to re-engage them with their school.

Administrative Recommendation

The report entitled Graduation Rate is to be received by the Board as information.

Respectfully submitted by:

Suzanne Eddy
Student Success Lead

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No.:** 26
Date: March 30, 2015

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

FROM: Nicole Morden-Cormier, Superintendent of Education,
Nancy Petrick, Superintendent of Education,
Kathleen Schram, Curriculum/Special Education Coordinator,
Suzanne Eddy, Student Success Lead.

SUBJECT: Mathematics as a Focus: Update

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

Background

Effective math teaching and learning continues to be a priority at Superior-Greenstone DSB. To accomplish this goal, many structures have been put into place to ensure that teachers, principals, early childhood educators and senior administration are able to engage in building their content knowledge and pedagogical repertoire, to “practice” this new learning, and to measure its impact upon student learning. As a learning community, we are striving to move our culture to one that requires all learners to think critically, as we know that thinking is the vehicle to understanding and hence, to learning. We know that learners of the 21st century require the ability to critically think and apply skills through problem solving. This shift away from our previous culture of “doing” tasks that require rote memorization will take significant time, however it is our commitment to model it in all of our professional learning, to make decisions based upon this culture and to ensure that we are valuing deep thinking in all areas

Current Situation

To date, many educators have been involved in numeracy learning, as the focus from Kindergarten (and with our Early Years Partners) to grade 10 has been on the continued enhancement of math conceptual understanding and procedural fluency; and how to ensure that these pieces are embedded in a balanced numeracy program. A balanced numeracy program involves students engaged in many different types of math learning including that which is modelled by the teacher, done in groups (both whole group and small group), completed independently, reinforced through the playing of games, involving exploration, wondering, questioning, trial and error, the use of literature to contextualize some problems, etc. We have not only focused on enhancing our repertoire for instruction, but also on the students’ ability to communicate their thinking both in writing and orally.

The area of greatest learning need, and thus our focus for content development, has been on proportional reasoning which is “the consideration of number in relative terms, rather than absolute terms” (*Paying Attention to Proportional Reasoning*, Ministry of Education, 2012). “It involves the deliberate use of multiplicative relationships to compare quantities and to predict the value of one quantity based on the value of another...Students use proportional reasoning in early math learning, for example, when they think of 8 as two fours or four twos rather than thinking of it as one more than seven. They use proportional reasoning later in learning when they think of how a speed of 50 km/h is the same as a speed of 25 km/30 min. Students continue to use proportional reasoning when they think about slopes of lines and rates of change” (Edugains, Proportional Reasoning, pg. 3). Thus, this area of math development supports educators in number sense (e.g. ratios, fractions, operations involving addition, subtraction, multiplication and division, measurement and algebra).

Alongside with the building of content knowledge in mathematics, we are also supporting the Growth Mindset in our teachers and in our students. Research tells us that the belief that we can improve our

intelligence and through determination and support, all can learn complex mathematics is highly important in our learning. Assumptions are challenged and the focus becomes responsive instruction and the creation of rich questions which all students can access, rather than whether one is “good at math.”

Next Steps

It is important that we continue to respond to the learning needs of our students, as identified by the common assessment tasks that they complete and through the anecdotal information shared with us by the educators. We know that student learning needs are a proxy for adult learning needs (Katz and Dack, *Intentional Interruptions*, 2013); thus it is our role to continue to closely monitor the available data and to respond accordingly. We recognize that this implementation will take time; we are in phases two and three of implementation which means that educator knowledge and thus confidence is growing and we are seeing some impact upon student learning. Numeracy will continue to be a focus and will be embedded as a significant portion of our learning at all levels.

Another important consideration is the creation and sustainability of a learning culture in mathematics within our schools. Teachers and administrators are building capacity in the facilitation of collaborative inquiries which will ensure that the learning will continue beyond this year. By inviting our co-terminus board and First Nation partners to the learning, we are building capacity in ensuring the transition to the secondary panel is seamless and supported.

The enhancement of parental engagement is an area for attention in mathematics. To date, resources have been populated in our virtual learning environment for schools to utilize when responding to parental interest in math. Our goal in this work is not to ‘tell’ parents how to teach math, but to ensure that parents and caregivers understand and are able to support high expectations in the area of math (and all curricular areas), work to reflect positive attitudes towards math and a growth mindset that believes that everyone can be successful at math, and finally, to see math throughout the world in which we all live. This approach is not only reflective of the current parental engagement work in this province, but also of the belief that parents are “capable and competent” ([How Does Learning Happen?](#), Ministry of Education, 2013). This area has been recognized as requiring a greater focus.

Administrative Recommendation

The report entitled Mathematics as a Focus: Update is to be received by the Board as information.

Respectfully submitted by:

Nicole Morden-Cormier
Superintendent of Education

Nancy Petrick
Superintendent of Education

Kathleen Schram
Curriculum Coordinator

Suzanne Eddy
Student Success Lead

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 27
Date: March 30, 2015

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

FROM: Nancy Petrick, Superintendent of Education

SUBJECT: Aboriginal Educational Opportunities – Superior-Greenstone District School Board’s
Action Plan Update

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

Background

In 2007 the Ministry of Education through the Aboriginal Education Office developed two documents; *Ontario First Nation, Metis, and Inuit Education Policy Framework* and *Building Bridges to Success for First Nation, Metis and Inuit Students*. Both documents have provided guidelines and information that we have used as we developed our own policies and create our First Nation, Metis and Inuit Action Plan. In March 2014 a third document was released, *Implementation Plan; Ontario First Nation, Metis, and Inuit Education Policy* this document provides further strategies and actions that will assist us in implementation of the Framework. In support of our Board’s goals in implementing the *Ontario First Nation, Metis and Inuit Education Policy Framework*, the Aboriginal Education Office (AEO) has provided funding in addition to the Grants for Student Needs (GSN) for the 2014 – 2015 school year.

Current Situation

As we developed our implementation plan for the First Nation, Metis and Inuit Framework we continue to align our focus with the two Ministry of Education priorities;

1. To improve student achievement and well-being among First Nation, Metis and Inuit students
2. To close the achievement gap between Aboriginal students and “all students”.

Our Board Action Plan is aligned with the Ministry’s Implementation plan which is divided into four areas, each having performance measures that we are to use as guidelines to monitor and track our implementation progress. Below is an overview of where we have allotted the additional \$30,000.00 to assist with the implementation of the FNMI Framework.

Using Data to Support Students Achievement (\$5,000.00)

Since the revisions of the Voluntary Self-Identification policy (2013) we are now able to collect, analyze and report on our data. To ensure we have an accurate collection of data all frontline staff as well as administrators received in-service on the revised policy and the collection and input of data. With the assistance of our Principals and our relationships with our community Education councilors we are continuing to build further understanding of our Voluntary Self-Identification policy. As this understanding continues to grow we will be able to share our data (percentage of students meeting the provincial standards in reading, writing, and math, graduation rates, student achievement) providing individual students are not identified.

Supporting Students (\$17,000.00)

Our Board Learning Plan outlines our “*conditions for learning*” and states;

If we foster learner centered environments and pedagogy that is responsive and inclusive, promotes the academic, behavioural, cognitive and psychological engagement of all learners, and reflect learners’ strengths, needs, learning preferences and cultural perspectives, then learners will possess an increased sense of belonging and be motivated to learn.

In aligning our actions with this statement we have introduced five new Native Language programs within our board and are providing resources and supports for these teachers and programs. Our teachers and staff are also more aware of encouraging and engaging our FNMI students in leadership opportunities within our schools. In April there will be a group of 6 – 8 students attending a leadership conference in Parry Sound, other schools have students taking on a lead role in student council and being part of peer helping peer programs. As we continue to work with our communities on First Nation Education Service Agreements we are building relationships that will also support our students.

Supporting Educators (\$8,000.00)

As a board we continue to support teachers in *professional* development opportunities to increase their knowledge and awareness of Aboriginal cultures, histories, traditions and perspectives. Over the course of this year we will be introducing the Cultural Handbook that was developed last year as well as provide ongoing in-service for teachers and administrators on the FNMI Framework. As literacy and numeracy are priorities throughout our board, we also trying to embed Aboriginal resources into our language and math programs.

Engagement and Awareness Building (funded through other initiatives)

We continue to engage with our local communities at both the board and school level through various board and school initiatives; parent/teacher interviews, special presentations (Dallas Arcand and Chad Solomon), education councilors, and First Nation Service Agreements.

Administrative Recommendation

That, the report entitled Aboriginal Educational Opportunities – Superior-Greenstone District School Board's Action Plan Update is to be received as information.

Respectfully submitted by:

Nancy Petrick
Superintendent of Education