

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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)

Chair: Pinky McRae VC Sites: <i>GCHS / LSHS / MNHS / NRHS</i>	Director: David Tamblyn Recorder: <i>G. Christianson</i>
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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
Audia-Gagnon, Mia (Student)						McIntyre, Margaret					
Figliomeni, Kim						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Sarrasin, Marlane (Marlo)					

<u>Board Administrators</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	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>					
Bishop, Charles: <i>Assistant to the Director</i>					
Eddy, Suzanne: <i>Student Success Lead</i>					

2.0 Regular Meeting Call to Order

6 7 K DMS Superior-Greenstone DSB
Regular Board Meeting on Monday,
March 27, 2017 be called to
order at _____ p.m.

3.0 Approval of Agenda

6 That, the agenda for the Superior-Greenstone DSB
2017/04 Regular Board Meeting, March 27, 2017
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

6 That, the minutes of the following Board meeting be adopted:

1. Regular Board Meeting 2017/0(n)(g)(6)-7(2)(0)(61)JTETQ.0000092 0 612 494 Tf1 0 0 1 324.8 60.8 Tm0 g

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission: *... QVSLULQJ RXU VWXGHQWV WR VXFFHHG DQG PDNH D GLIIHJHGFHJ*
 Our Vision: *... H DUH OHDGHUV LQ SURYLGGLQJ TXDOLW\ OHD SA0 QP e eðO 3133.3133 O*

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 2017/03

MINUTES

Monday, February 27, 2017 ±6:30 p.m.

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

Board Chair: Pinky McRae	Director: David Tamblyn
VC Sites: GCHS / LSHS / MNHS / NRHS	Recorder: G. Christianson

PART I:

Audia-Gagnon, Mia (Student)					X	McIntyre, Margaret			TC	VC	A	R
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2.0 Regular Meeting Call to Order

25/17

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

~~6 7 K D M~~ Superior-Greenstone DSB Regular Board Meeting on Monday, February 27, 2017 be called to order at 6:31 p.m.

Carried

3.0 Approval of Agenda

26/17

Moved by: Trustee M. Mannisto

Second: Trustee M. Sarrasin

~~6~~ That, the agenda for the Superior-Greenstone DSB 2017/03 Regular Board Meeting, February 27, 2017 be accepted and approved as amended.

Carried

4.0 Disclosures of Interest re: Open Session

There were no disclosures of interest offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings

5.1 Board Meetings

27/17

Moved by: Trustee K. Figliomeni

Second: Trustee M. McIntyre

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collaborated. The students highlighted the many ways they are discovering new strengths, knowledge and critical thinking skills.

7.2 WE Day Conference Presentation: Me to We - We Stand Up

Teacher Lindsay Costa along with students Alex Halonen, Maria Fernandez, Hafsa Mercan, Calli Borutsky, Erik Speziale and Morgan Figliomeni provided a video presentation created by the students of the WE Day Conference they were invited to attend in November 2016. The students expressed their thanks to the Board for allowing them to participate in this influential conference. Students described the positive activities they have organized to create positive change in their schools, towns and global community. They shared how they feel motivated to become the change makers of today and not only

12.4 Future Board Meeting Agenda Items

12.5 Board Chair

12.5.1 Correspondence: Durham District School Board

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Anishnabek First Nations: The First Nations that join the education system will work together through . L Q R R P D D G J L Z L Q W R L G H Q W L I \ D Q G P D Q D J H W K H L U H G X F D W L R Q D O S U L will appoint 10 directors to oversee this central body, and 5 of the directors will also be members of a Finance Committee that will monitor the distribution of the education funds. Each First Nation may set up a local education board or committee to manage its educational programs and services at the community level.

In the Superior Greenstone Region, we will be working with the Regional Education Council #1:

- x Long Lake No.58 (K-12)
- x Biingitiwaabik Zaaging Anishinaabek (JK-8, Alternative High School)
- x Red Rock
- x Fort William
- x Biigtong Nishnaabeg (JK-8, Alternative High School)
- x Pic Moberg (JK-8)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 17
Date: March 27, 2017

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

FROM: Suzanne Eddy, Student Success Lead

SUBJECT: Specialist High Skills Major Programs

STRATEGIC
PRIORITY: Student Achievement and Well-Being

Background:

One of the most successful student success initiatives in the past decade has been the introduction of the Specialist High Skills Major program to grade 11 and 12 students in secondary school. A SHSM is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.

The Specialist High Skills Major program focuses on one particular economic sector and provides a bundle of compulsory and elective courses for students interested in that sector. Experiential learning, cooperative education and various industry standard certifications are completed and recorded on the V W X G H Q W T V Students also complete contextualized learning (CLAs) within their core academic subjects such as English, math and science. Upon graduation, an Ontario Secondary School Diploma with an embossed red seal is awarded to the student.

Benefits of a Specialist High Skills Major helps students to:

- x Customize their secondary school education to suit their interests and talents
- x Develop specialized knowledge and skills
- x Earn credits that post-secondary education institutions and the sector recognize
- x Gain sector-recognized certification and career-relevant training
- x Develop essential skills and work habits
- x Identify, explore and refine career goals and make informed decisions about their future
- x Remain flexible, with the option to shift between pathways, should their goals and plans change

Manitouwadge High School was the first secondary school in Superior-Greenstone DSB to offer an SHSM in the environment sector beginning 9 years ago. Currently four of our secondary schools offer six SHSMs in the following sectors: environment, manufacturing, health and wellness and mining.

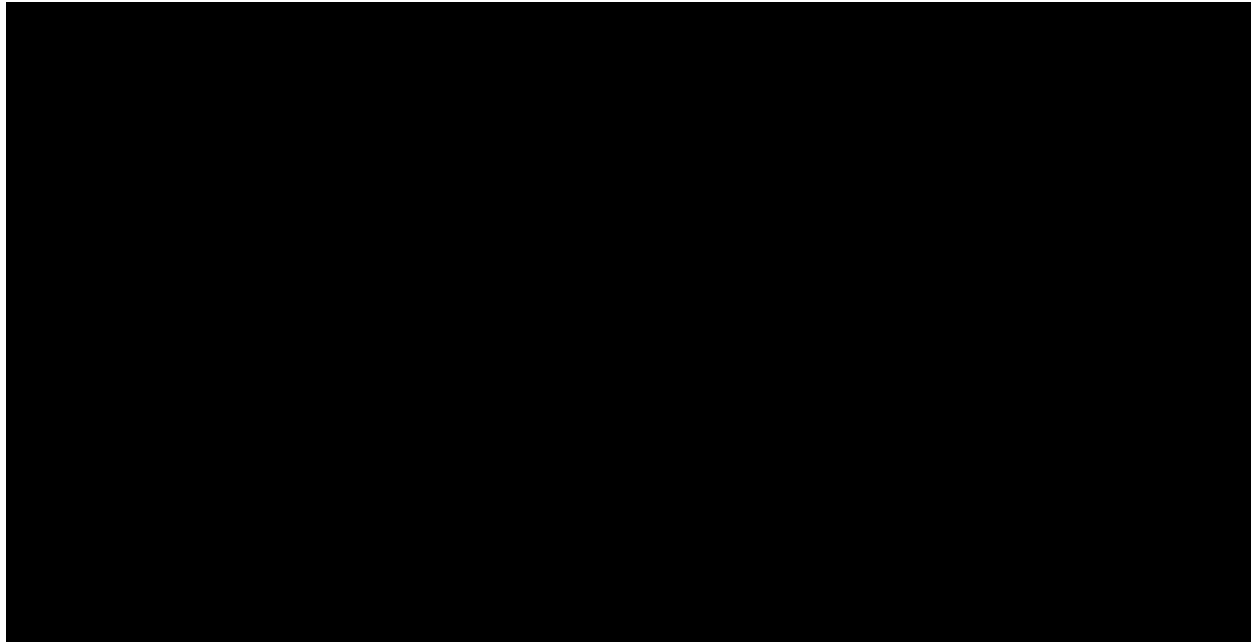
Current Situation

Four of our secondary schools are offering at least one Specialist High Skills Major.

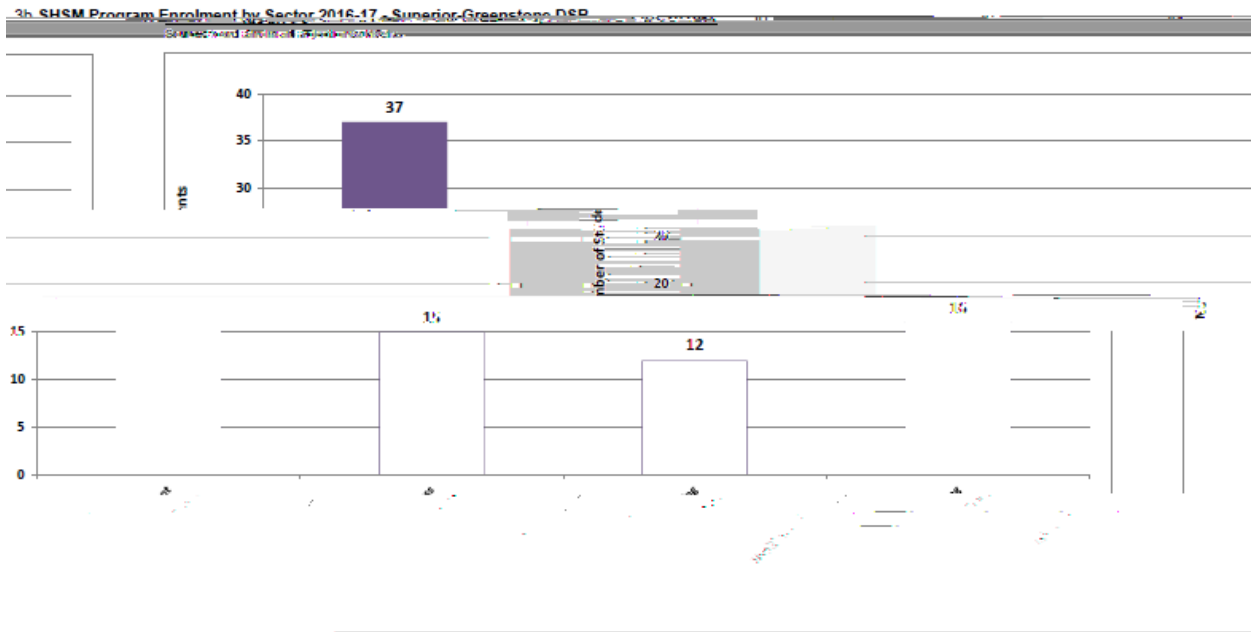
Secondary School	Specialist High Skills Major
Geraldton Composite H.S.	Environment
Lake Superior H. S.	Environment Health and Wellness Manufacturing
Manitouwadge H.S.	Environment

Marathon H.S.	Mining
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Three of the programs are new this school year ±Environment at GCHS and LSHS, and Mining at MRHS. As one of the Ministry goals is to increase the percentage of students graduating with a SHSM red seal diploma, Superior-Greenstone is well on its way in e V W D E O L V K L Q J D O D U J H ³ 6 + 6 0 I R R W S board.



The table below indicates the number of students enrolled in each program.



The Ministry of Education supports the schools with additional funds to build and maintain the programs.
There are si

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 18
Date: March 27, 2017

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

FROM: Charles Bishop, Assistant to the Director, George Drazenovich, Mental Health Lead
David Tamblyn, Director of Education

SUBJECT: School Climate Surveys ±Tell Them From Me

STRATEGIC
PRIORITY: Student Achievement and Well-Being

Background

In the Accepting Schools Act, 2012, section 169.1 (2.1) of the Education Act was amended with /F4 10. W* n BT /F2 10.0

and Board leads by The Learning Bar to help them use the interactive features and better analyze the results.

Survey results were available for viewing at the end of January. Principals are now working with their staffs to consider the data that has been obtained from the surveys.

There are several reports available including an overall report that is available for both elementary and secondary, and specific reports on School Completion, Engagement, and School Safety, at the secondary level only. The reports are quite involved and lengthy, but the following highlights some of the reported data.

There were some very positive results for the most part. Students at elementary in the social/emotional domain indicated high levels of interest and motivation, as well as the willingness to expend effort in their work. Scores for students showing interest and motivation were at 84%, which is well above the national average of 61%. For expending effort, the score of 91% was also above the national average of 88%. However, having a positive sense of belonging, feeling accepted and valued by peers and others at school was 72%, which is below the national average of 83%. Similarly, at secondary 43% of students indicated they were interested and motivated, and that is above a national average of 26%. In expending effort, our students were at 75%, above the national average of 66%. Once again however, 52% of our students indicated a positive sense of belonging, while the score for Canadian students is 70%.

In the classroom, 80% of elementary students have indicated that learning time is effective, which is on par with Canadian students who reported at 81%. They also scored the relevance of what they were learning at 79%, which is above the national average of 74%. At secondary, 69% of students said their learning time was effective, which is 6% better than other Canadian students who score this area at 63%. For relevance our secondary students were at 62%, but the national average is 57%. The average percentage mark for our secondary students in English, Math, and Science was right at the national average, which is in the mid 70%.

The surveys do indicate there are some areas to be mindful. Our elementary students indicate higher levels of moderate to high anxiety than other students in Canada, at 24% compared to 16%. For secondary, students were similar to their elementary counterparts. They reported at 28% for moderate to high levels of anxiety, which is higher than the national average of 18%. For moderate to high levels of depression, 31% of our secondary students were affected, while nationally it is 19%. Also 60% of our secondary students reported having positive self-esteem, lower than the national average of 75%. Furthermore, 26% of secondary students reported using tobacco products, higher than the national number of 20%. Marijuana use was 29% for our students, while it is reported at 20% nationally, and alcohol consumption is at 41%, which is also higher than the 35% reported by other Canadian students.

While the numbers reported in the social/emotional domain are not a majority, the numbers are significant enough that there is still cause for concern. We are enhancing our efforts at social/emotional learning and positive mental health. Schools are working hard to ensure students see themselves, their culture, and community reflected in their schools.

Next Steps

In coming months, there will be many opportunities to promote social/emotional wellness in classes and schools through restorative practices, circles, Behaviour Modification Supports (BMS), and other well-being initiatives, much of which is already occurring. The mental health and well-being strategy is looking at providing training and implementation of course material that will support wellness for our students.

Senior administration, Principals, and Board leads will use this data to help inform portions of the Board and school learning plans for the upcoming year.

We plan to run the survey again in June as a way to measure our implementation of Restorative Practices in the Geraldton hub.

Conclusion

Overall, this particular school climate survey was encouraging in the level of participation and the information provided to us from our students. This form of student voice will assist in the implementation of future interventions.

Respectfully submitted by:

David Tamblyn
Director of Education

Charles Bishop
Assistant to the Director

George Drazenovich
Mental Health Lead



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February 27, 2017