

## ***Regular Board Meeting***

Tuesday, November 22, 2016

Education Centre

St. Catharines

5:15 – 6:00 p.m. [Information Session]

6:15 - 7:00 p.m. [Private Session]

7:00 - 10:00 p.m. [Public Session]

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

### **A. COMMENCEMENT OF THE MEETING OF THE BOARD**

1. Acknowledgement of Traditional Territory
2. Call to Order and Noting of Members Absent
3. Declaration of Conflict of Interest

### **B. COMMITTEE OF THE WHOLE**

1. Motion to Move to Committee of the Whole (Private Session)
2. Motion to Return to Open Board (Public Meeting)

### **C. SINGING OF 'O CANADA'**

Prince Philip Public School (Niagara Falls) choir will sing 'O Canada', via video

### **D. REFLECTIVE READING**

By Trustee Lora Campbell

**E. BUSINESS OF THE BOARD**

**1. Adoption of the Agenda**

**Recommended Motion:**

“That the Agenda be adopted.”

**2. Approval of Board Minutes**

Pages 6-19

**Recommended Motion:**

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated October 25, 2016 be confirmed as submitted.”

**3. Business Arising from the Minutes**

**4. Ratification of Business Conducted in Committee of the Whole**

**Recommended Motion:**

“That the business transacted in Committee of the Whole be now ratified by the Board.”

**F. EDUCATIONAL SHOWCASING OR PRESENTATIONS**

**1. Director’s Report and Recognition**

W Hoshizaki  
Pages 20-24

Update from Provincial, Regional and Local Perspective

- a) Director’s Recognition – Jack McPherson, Student, Harriet Tubman PS
- b) Director’s Recognition – Bob Dunn, Manager of Projects and Maintenance, Facility Services
- c) Director’s Recognition – Elizabeth Freeman-Shaw, Teacher, A.N. Myer SS and Sarah Murdoch, Teacher, Westlane SS
- d) Director’s Update to Trustees

**2. Educational Showcases**

- a) Leadership Matters at Port Weller P.S.

M Reimer Friesen

**G. STUDENT ACHIEVEMENT REPORT**

**1. 2016/2017 Board Improvement Plan for Student Achievement (BIPSA) Report**

H McGregor/J Roberto  
Pages 25-36

**Recommended Motion:**

“That the Board receive the 2016/2017 Board Improvement Plan for Student Achievement (BIPSA) Report.”

**H. DELEGATIONS**

**I. BOARD RECESS (Optional)**

**J. OLD BUSINESS**

**1. ACCOUNTS**

S Veld  
Page 37

**Recommended Motion:**

“That the Summary of Accounts paid in Batch Numbers 1794 to 1814, for the month of September, 2016 totalling \$20,884,923.25 be received.”

**2. REPORT OF THE PROGRAM AND PLANNING COMMITTEE**

D Schaubel  
Pages 38-71

**Recommended Motion:**

“That the report of the Program and Planning Committee dated November 1, 2016 be received; and

That the report of the Educational Research Committee of September 15, 2016 be received; and

That the First Nations, Métis and Inuit (FNMI) report be received.”

**3. REPORT OF THE PARENT INVOLVEMENT COMMITTEE (Verbal report)**

M Reimer Friesen

**Recommended Motion:**

“That the report of the Parent Involvement Committee dated November 2, 2016 be received.”

**4. REPORT OF THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE**

S Barnett  
Pages 72-76

**Recommended Motion:**

“That the report of the Supervised Alternative Learning Committee dated November 8, 2016 be received.”

**5. REPORT OF THE STUDENT TRUSTEE SENATE**

S Alazzam / K Luciani  
Pages 77-80

**Recommended Motion:**

“That the report of the Student Trustee Senate dated November 15, 2016 be received.”

**6. REPORT OF THE FINANCE COMMITTEE (Handout)**

K Maves

**Recommended Motion:**

“That the report of the Finance Committee dated November 21, 2016 be received.”

**7. REPORT OF THE AUDIT COMMITTEE (Handout)**

J Fast

**Recommended Motion:**

“That the report of the Audit Committee dated November 21, 2016 be received.”

**K. QUESTIONS ASKED OF AND BY BOARD MEMBERS**

**L. NEW BUSINESS**

**1. Organization Meeting of the Board**

The Organization Meeting of the Board will be held on **Tuesday, December 6, 2016**, in accordance with Board By-Law F-6.

**M. INFORMATION AND PROPOSALS**

**1. Staff Reports**

**2. Trustee Information Session**

Information session: Q & A with the Director

**3. Correspondence and Communications**

a) Correspondence to the Education Quality and Accountability Office  
re: Ontario Secondary School Literacy Test Page 81

b) Correspondence to the Regional Municipality of Niagara Police  
Services Board re: School Resource Officer Program Page 82

**4. Trustee Communications and School Liaison**

**5. Ontario Public School Boards' Association Report** J Ajandi

**Recommended Motion:**

“That Trustee Diane Chase be appointed to serve as OPSBA Director for the 2016-2017 term and to hold the position of voting delegate for the annual general meeting and regional council meetings for the 2016-2017 term; and

That Trustee Jennifer Ajandi be appointed to serve as OPSBA Alternate Director for the 2016-2017 term and to hold the position of alternate voting delegate for the annual general meeting and regional council meetings for the 2016-2017 term.”

**6. Future Meetings**

Page 83

The December calendar is attached.

**N. ADJOURNMENT**

**Recommended Motion:**

“That this meeting of the District School Board of Niagara be now adjourned.”

**November 22, 2016 Board Meeting  
Director's Update to Trustees**

**Director's Recognition for Extraordinary Contributions – Jack McPherson, Student, Harriet Tubman Public School**

Jack McPherson is a grade three student at Harriet Tubman Public School in St. Catharines and the Director of the Give Kids a Chance Disc Golf Tournament. Yes - that is right - the Director of a major community fundraiser! Upon discovering that he wasn't old enough to participate in Mayor Walter Sendzik's charity golf tournament, Jack decided to organize his own golf tournament to raise money for the United Way's After School Matters and for Community Care of St. Catharines & Thorold. Jack presented his idea to Mayor Sendzik and suddenly, it was a go! Jack's Give Kids and Chance tournament was born. It was scheduled in the morning on the same day as Mayor Sendzik's tournament.

Instead of golf, it was a disc golf tournament held at the brand new St. Catharines Disc Golf Club in Centennial Gardens. The club has just built a full 18-hole course with t-decks, fairways and holes. The tournament was for kids aged 8 to 12.

Jack did not stop there. He learned from his first employee, his mom, that golf tournaments have sponsors. Jack started making presentations to a variety of local businesses and soon had 26 sponsors for holes, t-shirts and lunch! His sponsors included Niagara College, Harriet Tubman Public School, The Niagara Ice Dogs, and even three major banks.

His second employee, his aunt, created a website to promote the tournament and the sponsors. Jack also learned that he needed to promote his tournament. He was featured in a number of newspaper articles and had a lengthy interview on CKTB.

Jack wanted to make sure that every kid could afford to play, so the entry fee was \$5.00. Jack also has special thanks for his talented cousin Zoe Dougherty, a Harriet Tubman graduate, for designing the Give Kids a Chance logo!



The day was a big success! Jack had over 50 participants and raised \$1600 for United Way and \$600 for Community Care. He already has plans for next year!

Harriet Tubman Public School staff and students as well as the DSBN could not be more proud of Jack's accomplishments. Jack, you are a most deserving recipient of the Director's Recognition for Extraordinary Contributions. Congratulations!

## **Director's Recognition for Extraordinary Contributions – Bob Dunn, Manager of Projects and Maintenance, Facility Services Department**

To say that the Facility Services Department has been busy is an understatement.

In the past few years, the DSBN has embarked on an unprecedented renewal of our system. This has included everything from replacing old windows and boilers in schools, to major renovations and even brand new school builds.

The responsibility of shepherding these projects from start to finish has largely fallen on one person's shoulders: the DSBN's very own Bob the Builder.

Bob Dunn came to the DSBN in May of 2013, bringing with him over 25 years of experience in the construction industry. It's experience that has served him well in his current role of Manager of Projects and Maintenance.

Since 2013, Bob has been an integral member of the DSBN team, helping to develop the business cases to secure over \$56 million dollars of funding from the Ontario Government. As Bob knows too well, receiving funding is only the starting point. Taking these projects from the drafting table through completion is where the real challenge lies. It's a challenge that Bob has taken on time and time again, with great success.

Bob has completed the design, applications and construction for:

- Three brand new elementary schools (Harriet Tubman, Twenty Valley and John Brant Public Schools)
- The first secondary school built by the DSBN in over 40 years (Greater Fort Erie Secondary School)
- Three major additions at Crossroads, Forestview, and Wellington Heights Public Schools

Under Bob's careful watch, the DSBN has also completed over \$18 million dollars of full day kindergarten renovations at 39 schools, giving our youngest learners bright and engaging spaces to learn, share and grow.

Bob was also instrumental in supporting the completion of the Walker Living Campus at Woodend. In particular, he worked closely with our Specialist High Skills Major students and other partners on the design and construction of the project. The Living Campus is a tremendous achievement for this Board and the region as a whole. It will give generations of students the opportunity to reconnect with nature and learn about the ecosystem in a beautiful setting.

Having Bob's leadership has helped ensure that DSBN students will continue to benefit from buildings that are safe, attractive and designed to support the needs of all learners. For these and many other reasons, congratulations to Bob Dunn for receiving the Director's Recognition for Extraordinary Contributions Award.

**Director's Recognition for Extraordinary Contributions – Elizabeth Freeman-Shaw, Teacher, A.N. Myer Secondary School and Sarah Murdoch, Teacher, Westlane Secondary School**

I am pleased to recognize Elizabeth Freeman-Shaw, teacher and program leader at A. N. Myer Secondary School, and Sarah Murdoch, teacher and program leader at Westlane Secondary School.

This month both Elizabeth and Sarah have been awarded the most prestigious Governor General's History Award for Excellence in Teaching for their work with students who are both engaged and challenged to examine Canada's decisions and policies regarding indigenous peoples. They have successfully brought this very complex and difficult issue alive in the classroom with the goal of supporting reconciliation with Canada's Aboriginal peoples.

Knowing that teacher collaboration enhances student success in the classroom, Sarah and Elizabeth created a partnership to share ideas and create meaningful lessons for the grade 10 Canadian history course with a focus on active history while embedding the historical thinking concepts. In the process of restructuring the entire history course around essential inquiry questions, they decided to focus on engaging students and inspiring active citizenship by exploring indigenous issues in Canada.

In order to connect students with indigenous issues and culture, they both have worked with DSBN support staff such as Georgie Groat and Sheila Maracle to bring authentic experiences to the classroom such as medicine circles, participation in smudges, creating dream catchers, and taking class trips to the Residential School in Brantford. Students used this new learning to create a stained glass window to encapsulate the symbols and new directions needed to achieve a more fair and equitable relationship with Canada's First Nations.

Sarah and Elizabeth have presented their unit and course structure at DSBN PD events, secondary learning communities, and a provincial conference allowing them to reach wide audiences of educators.

Elizabeth Freeman-Shaw is an integral part of A.N. Myer Secondary School as an instructional leader and a staff advisor. Over the past two years, she has led the staff in the establishment of 'thinking' classrooms. Elizabeth is also the staff advisor for the Myer debating team, the LBGTQ group and later this year, she is planning a student trip to Washington to learn about the history of the United States.

Sarah Murdoch is a well-respected program leader of Canadian and World Studies at Westlane. In this role, she has shared her passion and expertise for her subject area in part by being on the curriculum writing team for the grade 10 academic "Creating Canada" textbook, the grade 10 applied course for e-Learning for Canadian History and presents yearly at the Ontario social sciences conferences. Sarah's passion for learning also extends beyond the classroom as she challenges her students to put into practice what they have learned in class as the staff coordinator for Westlane's "What About Me" club along with being the staff advisor for Westlane's student council.



Congratulations to both Elizabeth and Sarah for receiving the Governor General's History Award for Excellence and for all that you do for our students. You are both deserving recipients of the Director's Recognition For Extraordinary Contributions.

## Local

### **Community Matters at Simcoe Street P.S.**

This summer, Simcoe Street Public School turned an unused storage area into a Community Family Room. The bright, welcoming room has a computer area for parents, a child play area, comfy couches and seating and even a small coffee counter.

All fall, parents have been dropping in to take parenting classes, learn about nutrition, and make use of the computers, all while developing a great sense of community.

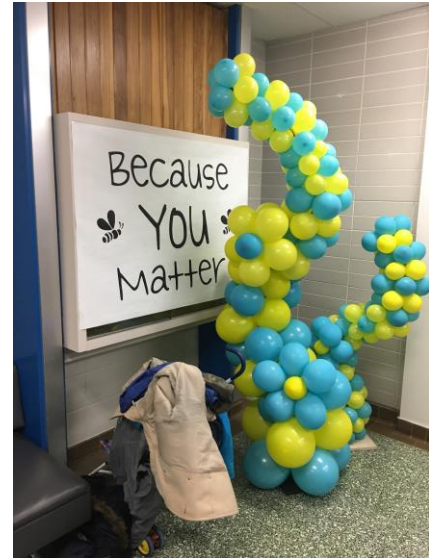
Simcoe Street Public School had their official "Community Family Room" opening on November 15 and the community came out to celebrate. Attendees filled out cards to share their thoughts of how they felt they mattered - and their answers showed that the community was engaged:

"I feel accepted, even with my piercings and tattoos. I appreciate being accepted."

"Creating a community room for the school family as well as supplying resources, makes me feel like I Matter."

"The school keeps the students and parents involved by asking our opinions about what we like about the school as well as our ideas for change."

"The room looks like it would be fun for kids to do activities with their parents. Having computer access is great for those of us who don't have a PC."



### **DSBN's Field of Dreams**

On Tuesday, November 15, 2016, DSBN staff and students celebrated the official launch of DSBN's Synthetic Turf Field & Track Initiative.

Students from schools across the region and dressed in full athletic gear, walked the red carpet onto the recently installed turf field at Greater Fort Erie Secondary School. They listened and cheered as they learned that the Board is making a significant investment in the success of our students and is moving forward with the installation of four more turf fields at schools across the board.



Thank you to everyone involved in making this a great event!

### **A Day of Learning**

Over 900 secondary teachers, educational assistants, library technicians, principals and vice principals participated in a system PD day on Friday, November 18th.

Over 140 different learning opportunities were facilitated by DSBN teachers and support staff. They had a chance to choose from a wide variety of different sessions including: Indigenous Ways of Knowing in Science, STEAM Up Your Classroom, Spiralling Your Math Class, Creating a Thinking Classroom, Embedding LGBTQ perspectives, Learning Disabilities in the Classroom - just to name a few! Staff learning also took place at both Niagara College sites, Brock University, Niagara Health Sciences and while visiting a wide variety of local employers.

What a great day of learning!

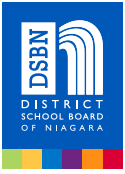


**2016/2017**

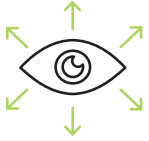
**Board Improvement Plan  
For Student Achievement**



**I Matter  
At DSBN**



# MISSION & CORE VALUES



## Our Mission:

The DSBN is committed to student success by working together to inspire, empower and support all learners to achieve their full potential.



## Our Core Values:

### Responsibilities

#### WE WILL:

- ▶ Provide a caring, inclusive, safe and healthy learning and working environment
- ▶ Model good citizenship and promote global awareness
- ▶ Utilize our resources wisely and efficiently
- ▶ Promote creative and critical thinking for life-long learners
- ▶ Share and implement best practices and innovative approaches that enhance student achievement

### Relationships

#### WE WILL:

- ▶ Build a culture of co-operation, collaboration, trust and respect
- ▶ Expand our educational community by fostering partnerships among students, staff, family and community
- ▶ Implement a healthy, balanced lifestyle and foster wellness
- ▶ Strengthen a culture that supports and celebrates success and innovation

### Respect

#### WE WILL:

- ▶ Value everyone's contribution toward student success
- ▶ Acknowledge and celebrate the diversity, dignity, success and worth of all individuals
- ▶ Embrace environmental stewardship





## From the Director's Desk

In the spring of 2016, the District School Board of Niagara adopted a new strategic plan. Entitled "I Matter," the plan recognizes the need for all students and staff at the DSBN to be treated as individuals, each with their own unique perspectives, strengths and talents. While the strategic plan outlines our core beliefs and guiding principles, the Board Improvement Plan for Student Achievement (BIPSA) is a crucial roadmap showing how our Board will bring the strategic plan to life.

Within the strategic plan, our Board celebrates three aspects of individuality. We recognize that everyone matters as individuals, as learners, and as part of the larger community. To a large degree, the strategies and actions contained in the BIPSA outline how this Board will honour those commitments in its effort to further increase student success.

As can be seen through students' performance on the EQAO evaluations, our Board continues to experience strong gains in both learning and achievement. In 2015/16, elementary students outperformed the provincial success rates in reading, writing and mathematics. Secondary students experienced similar success, outperforming the province on the Ontario Secondary School Literacy Test (OSSLT).

This evidence, considered alongside other important data collected by schools, demonstrates that our Board is on the right track. Thanks to the tremendous efforts of all staff, we can say with confidence that our plan is working. This is why this document reaffirms our commitment to both literacy and numeracy. It expands and elaborates on certain strategies and initiatives, but our overall focus remains consistent.

We have experienced many successes over the years. With the expertise and continued dedication of teachers, administrators, support staff, senior staff and trustees, I am confident we will continue to make gains in student achievement and increase confidence in public education. This plan represents an important framework, but it is your work on a daily basis that breathes life into this document and makes a positive difference in the lives of students.

Thank you for your efforts as we continue to achieve success together.

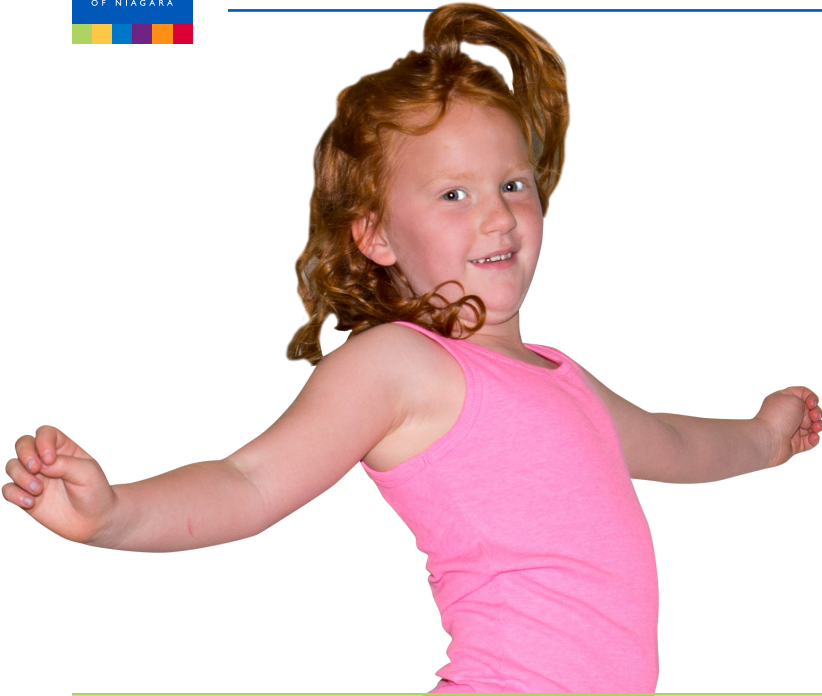


Warren Hoshizaki  
Director of Education

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- 6 BIPSA Goals
- 8 Strategies & Actions
- 10 Strategic Plan 2015-2020





## Informed Decisions

Evidence is the foundation of the decision-making process. Having a clear understanding of students' learning needs allows staff to implement effective supports and programs to ensure student learning.

### Elementary (PRIMARY)

#### EQAO Mathematics Results (2011/12 to 2015/16)

##### PRIMARY MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

MATHEMATICS	Change over 5 years	
All Students	69 - 70%	1% increase
English Language Learners	62 - 51%	11% decrease
Students with special education support	24 - 40%	16% increase

##### PRIMARY LITERACY

Percentage of students achieving or surpassing provincial standard:

READING	Change over 5 years	
All Students	69 - 78%	9% increase
English Language Learners	64 - 59%	5% decrease
Students with special education support	49 - 59%	10% increase
WRITING	Change over 5 years	
All Students	79 - 80%	1% increase
English Language Learners	77 - 72%	5% decrease
Students with special education support	44 - 66%	22% increase

### Elementary (JUNIOR)

#### EQAO Literacy Results (2011/12 to 2015/16)

##### JUNIOR MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

MATHEMATICS	Change over 5 years	
All Students	53 - 59%	6% increase
English Language Learners	50 - 50%	no change
Students with special education support	24 - 29%	5% increase

##### JUNIOR LITERACY

Percentage of students achieving or surpassing provincial standard:

READING	Change over 5 years	
All Students	76 - 84%	8% increase
English Language Learners	62 - 65%	3% increase
Students with special education support	47 - 61%	14% increase
WRITING	Change over 5 years	
All Students	73 - 83%	10% increase
English Language Learners	68 - 76%	8% increase
Students with special education support	44 - 65%	21% increase

## ▶▶ Secondary

### Mathematics Results (2011/12 to 2015/16)

#### GRADE 9 ACADEMIC EQAO

	% of Students at the Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	79%	1% increase	2% increase (from 77 to 79%)
Students with special education support	59%	12% decrease	2% decrease (from 61 to 59%)

#### GRADE 9 APPLIED EQAO

	% of Students at the Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	43%	2% decrease	1% increase (from 42 to 43%)
Students with special education support	35%	2% increase	2% increase (from 33 to 35%)

#### GRADE 9 MATHEMATICS

	Pass Rate	Percentage of Students who achieved above 70%
Academic	0.9% increase (96.8 to 97.7%)	10% increase (63.4 to 73.4%)
Applied	3% increase (88.7 to 91.7%)	11.6% increase (45.9 to 57.5%)

#### GRADE 10 MATHEMATICS

	Pass Rate	Percentage of Students who achieved above 70%
Academic	0% increase (95.6 to 95.6%)	5.3% increase (62.3 to 67.6%)
Applied	1.3% increase (89.5 to 90.8%)	13.4% increase (45.9 to 59.3%)

### Literacy Results (2011/12 to 2015/16)

#### ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

	Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	83%	0% increase	4% increase (from 79 to 83%)
English Language Learners	83%	6% decrease	3% increase (from 80 to 83%)
Students with special education support	57%	2% decrease	13% increase (from 44 to 57%)

#### GRADE 9 ENGLISH

	Pass Rate	Percentage of Students who Achieved Above 70%
Academic	0.5% increase (98.1 to 98.6%)	6.2% increase (71.7 to 77.9%)
Applied	0.7% decrease (89.6 to 88.9%)	10.1% increase (48.3 to 58.4%)

#### GRADE 10 ENGLISH

	Pass Rate	Percentage of Students who Achieved Above 70%
Academic	0.3% increase (97.5 to 97.8%)	5.8% increase (68.3 to 74.1%)
Applied	2.5% increase (88.0 to 90.5%)	15.7% increase (42.0 to 57.7%)

### Credit Accumulation (2011/12 to 2015/16)

	2011/12	2012/13	2013/14	2014/15	2015/16	5 YEAR TREND
Percentage of grade 9s who earned 8 credits:	83.9%	85.9%	87.1%	87.1%	88.1%	4.2% increase
Percentage of grade 10s who earned 16 credits:	70.7%	74.5%	76.7%	79.5%	78.1%	7.4% increase
Percentage of grade 11s who earned 23 + credits:	69.2%	73.2%	75.1%	80.1%	83.1%	13.9% increase

### Graduation Rate (2013/14 to 2015/16)

2013/14 - 84%	2015/16 - 85%	1 Year Change - 1% increase
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## Education: A Unique Journey

Each student is unique. By knowing the strengths of each learner, educators support students with the appropriate evidence-based instructional strategies to reach their individual learning goals.



### System Goals

- ▶ All professional learning will focus on the use of data and research-based instructional strategies and strategies to support the well-being of students
- ▶ All schools will implement a process to effectively respond to student needs
- ▶ Staff will be involved in job-embedded professional learning using evidence-based instructional strategies that enhance student learning and well-being

### Elementary Goals (2016/17)

#### PRIMARY MATHEMATICS GOALS

- ▶ Primary EQAO scores will increase 3% from 70% to 73%
- ▶ Primary English Language Learners' (ELL) results will increase 4% from 51% to 55%
- ▶ Results of primary students with special education supports will increase 2% from 40% to 42%

#### PRIMARY READING GOALS

- ▶ Primary EQAO scores will increase 2% from 78% to 80%
- ▶ Primary English Language Learners' (ELL) will increase 3% from 59% to 62%
- ▶ Results of primary students with special education supports will increase 1% from 59% to 60%

#### PRIMARY WRITING GOALS

- ▶ Primary EQAO scores will increase 5% from 80% to 85%
- ▶ Primary English Language Learners' (ELL) will increase 3% from 72% to 75%
- ▶ Results of primary students with special education supports will increase 5% from 66% to 71%



- ▶ Administrators will participate in and lead the professional learning of staff in support of student learning and well-being
- ▶ Superintendents will lead and support their schools' work through learning cycles
- ▶ The Director will lead the system by focusing on evidence-based professional learning and supporting student achievement and well-being

## Elementary Goals (2016/17)

### JUNIOR MATHEMATICS GOALS

- ▶ Junior EQAO scores will increase 6% from 59% to 65%
- ▶ Junior English Language Learners' (ELL) scores will increase 5% from 50% to 55%
- ▶ Results of junior students with special education supports will increase 2% from 31% to 33%

### JUNIOR READING GOALS

- ▶ Junior EQAO scores will increase 1% from 84% to 85%
- ▶ Junior English Language Learners' (ELL) scores will increase 3% from 65% to 68%
- ▶ Results of junior students with special education supports will increase 2% from 61% to 63%

### JUNIOR WRITING GOALS

- ▶ Junior EQAO scores will increase 3% from 82% to 85%
- ▶ Junior English Language Learners' (ELL) scores will increase 4% from 76% to 80%
- ▶ Results of junior students with special education supports will increase 4% from 65% to 69%

## Secondary Goals (2016/17)

### MATHEMATICS

- ▶ Grade 9 EQAO Academic scores will increase 4% from 79 to 83%
- ▶ Grade 9 EQAO Applied scores will increase 4% from 43 to 47%
- ▶ Grade 9 EQAO Academic scores for students receiving special education supports will increase 5% from 59 to 64%
- ▶ Grade 9 EQAO Applied scores for students receiving special education supports will increase 5% from 35 to 40%
- ▶ The percentage of students achieving above 70% in all Grade 9 and 10 math courses will increase by 1%

### LITERACY

- ▶ OSSLT scores will improve by 1% from 83 to 84%
- ▶ OSSLT Academic scores will improve by 1% from 93 to 94%
- ▶ OSSLT Applied scores will improve by 3% from 47 to 50%
- ▶ OSSLT English Language Learners' (ELL) scores will improve by 3% from 83 to 86%
- ▶ OSSLT results for students receiving special education supports will increase by 3% from 57 to 60%
- ▶ The percentage of students achieving above 70% in all Grade 9 and 10 English courses will increase by 1%

### GRADUATION RATE

- ▶ Graduation rate will increase by 1% from 85 to 86%

### CREDIT ACCUMULATION

- ▶ Credit accumulation will increase by 1% in Grades 9, 10 and 11



## Committed to Continuous Improvement

Ongoing professional learning for all staff ensures they are well-equipped to support student learning.

**Goal:** To improve student learning and achievement by focusing professional learning on research-based instructional strategies and student well-being.

### STUDENT GROWTH

- ▶ Inspire, empower and support all students to achieve their greatest potential.
- ▶ Improve achievement in literacy and mathematics through differentiated supports and strategies that help all learners achieve their full potential.
- ▶ Enhance and support innovative programs, initiatives and strategies that are relevant and responsive to diverse student learning needs, including mental health and well-being.
- ▶ Support the development of students personalized plans for success.
- ▶ Provide students with ongoing opportunities to set goals and reflect on their progress regularly. To enhance their mental and physical health, develop a positive sense of self and belonging, and become lifelong learners.
- ▶ Develop socially responsible, engaged global citizens and encourage student voice.

### EDUCATORS

- ▶ Provide direct support to students through the use of evidence-based strategies and tiered interventions.
- ▶ Review data, establish instructional goals and set plans in support of student achievement and well-being. The use of data allows educators to identify and implement intentional strategies to support the achievement and well-being of all students.
- ▶ Refine and improve their practice through ongoing professional learning opportunities. This takes place in professional learning teams where they engage in co-planning, co-teaching and reflection.
- ▶ Engage in professional dialogue using student data/evidence and collaborative inquiry to monitor progress and deepen professional knowledge and practice.
- ▶ Support student learning through regular communication with parents/guardians.
- ▶ Involve students in the development of assessment and evaluation practices and have a clear understanding of how these practices support their learning, growth and achievement.

### SCHOOL-BASED & SYSTEM SUPPORT STAFF

- ▶ Collaborate with school and system teams to assist in the implementation of effective strategies that will support all student learning and well-being.

### SCHOOL SUPPORT SERVICES STAFF & INSTRUCTIONAL COACHES

- ▶ Support school staff with job-embedded professional learning of evidence-based instructional strategies and tiered intervention.
- ▶ Strategically respond to system learning needs by collaborating with school staff to maximize learning and foster well-being.

## ADMINISTRATORS

- ▶ Provide leadership at the school and system level and support success through the collection and analysis of data to improve student learning, well-being and educator practice.
- ▶ Examine and use a variety of data to demonstrate learner progress, maintain evidence of progress, monitor progress and determine next steps for growth.
- ▶ Support ongoing, job embedded professional learning.
- ▶ Build capacity by modeling, coaching and facilitating various learning communities.
- ▶ Strengthen staff ability to use evidence-based instructional strategies and those within the “Learning for All” framework including student well-being and tiered intervention.
- ▶ Work in partnership with educators and parents/guardians to ensure that every student receives the best possible educational experience.

## SUPERINTENDENTS

- ▶ Provide direct, differentiated support and leadership to schools.
- ▶ Lead and support the teaching and learning agenda by using data and evidenced-based practices as well as maximizing time spent in schools and classrooms.
- ▶ Support the professional learning of staff by modeling, coaching and facilitating a variety of collaborative learning opportunities.
- ▶ Promote both formal and informal leadership.
- ▶ Work closely with schools to develop and monitor School Improvement Plans (SIPs).
- ▶ Provide purposeful leadership, succession planning and mentoring programs.
- ▶ Promote and embed DSBN core values, character education attributes and life skills.
- ▶ Continue to develop resources and learning opportunities for embedding FNMI and diverse perspectives across the curriculum.

## DIRECTOR OF EDUCATION

- ▶ Works with the Board of Trustees to set the direction of the District School Board of Niagara.
- ▶ Incorporates the BIPSA into the DSBN’s Operational Plan and presents it to the Board of Trustees for their approval.
- ▶ Continues to support Superintendents to further develop their skills and abilities to use evidence to drive decisions, engage staff and strengthen a culture of leadership throughout the system.
- ▶ Continuously promotes, prioritizes and communicates our system priorities of improving student learning.
- ▶ Provides responsive communication to support system, students, staff, family and community needs.





## I Matter... As An Individual:

Education is personal. It is a process of self-discovery as much as it is discovery about the world and how it works. We all learn at our own pace, in our own way. We honour the unique experiences, cultures, viewpoints and talents that make up each one of our students and staff members. Our strength lies in the diversity of these traits and our programs are designed to support the well-being of all students and staff.

- The DSBN honours student voice – we want to understand your thoughts, viewpoints and experiences
- Acknowledging the value of the individual lies at the core of our beliefs
- We respect all cultures, backgrounds and beliefs
- Your mental health and well-being are important to us
- We strive for a safe and healthy work/learning environment for all



## I Matter... As A Learner

The DSBN honours the unique characteristics that make up who you are. However, as members of a school system, there is one trait we all share in common: we are all learners. No matter our role within the DSBN, our knowledge is constantly evolving. That growth in knowledge changes who we are. It makes us better, as students, as professionals and as people. The DSBN is committed to fostering that growth so all learners are able to reach their true and full potential.

- The DSBN supports critical thinking and lifelong learning
- Equity is at the core of our beliefs and we use our resources to promote it
- We rely on best practices to support student growth
- Professional Development for all staff benefits student learning
- Students are supported by innovative programs



## I Matter... As A Community Member:

Although education is a personal journey, it is not a solitary one. We are part of a larger collective that includes our family, friends, community and our environment. Our world influences us, as we influence the world. Each has something to contribute to our learning, and we can contribute to their success and well-being as well. The DSBN and its schools actively seek to engage partners to support student learning.

- Everyone at the DSBN contributes to student success
- Conservation and sustainable living are key to preserving our environment
- We celebrate and share our successes
- We value open, two-way dialogue with parents and community partners
- Partnerships help make our system the best it can be

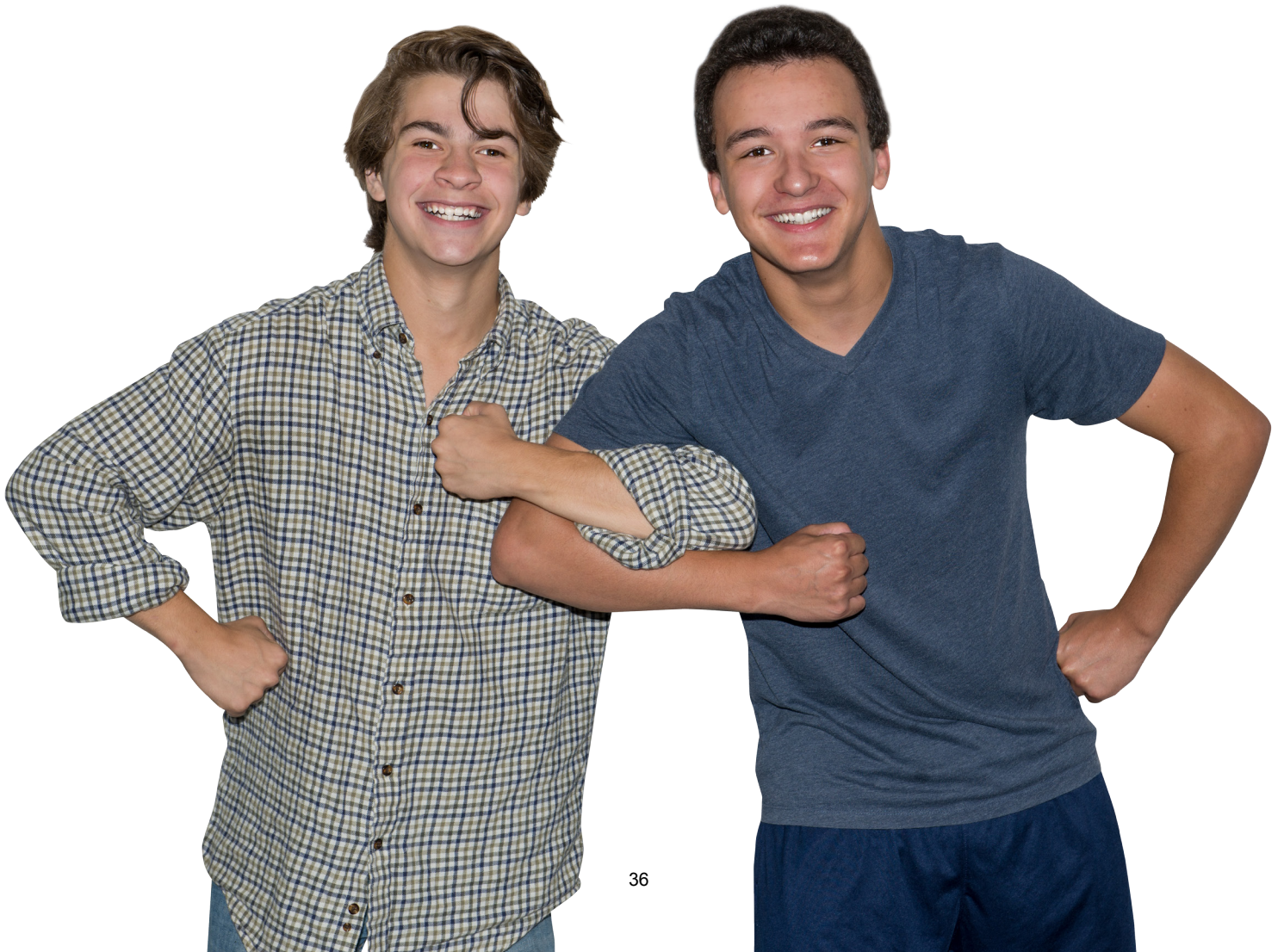
**Groups, communities and individuals include but are not limited to:** FNMI – (First Nation, Métis, Inuit), LGBTQ – (Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirited, Intersex, Queer and Questioning), ELL – (English Language Learners) and those with specialized learning needs





# I Matter At DSBN

[dsbn.org/imatter](https://dsbn.org/imatter) #IMatterAtDSBN



# SUMMARY OF ACCOUNTS

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## **Background and Rationale:**

The Summary of Accounts is regularly presented to the Trustees in order to disclose the Board expenditures paid during the previous month. The Summary highlights the costs associated with employee benefits, transportation, utilities, and the total of all other non-salary expenditures.

## **Summary of Accounts:**

A summary of accounts paid in Batch Numbers 1794 to 1814, for the month of September 2016, is as follows.

Employee Benefits	\$ 7,090,351.61
Transportation	490,720.80
Utilities	635,270.60
Other	<u>12,668,580.24</u>
Total	<b><u>\$ 20,884,923.25</u></b>

## **Recommended Motion:**

**“That the Summary of Accounts paid in Batch Numbers 1794 to 1814, for the month of September 2016, totaling \$20,884,923.25 be received.”**

## **Supporting Data:**

A computer listing of all cheques and electronic fund transfers, issued by the Board for the month of September 2016, will be in the Director’s office during the Board meeting.

Respectfully submitted,

Stacy Veld  
Superintendent of Business Services

Board Meeting of November 22, 2016

***For further information, please contact Stacy Veld or the Director of Education.***



## DISTRICT SCHOOL BOARD OF NIAGARA

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191 CARLTON ST. ■ ST. CATHARINES, ON ■ L2R 7P4 ■ 905-641-1550 ■ DSBN.ORG

October 26, 2016

Education Quality and Accountability Office (EQAO)  
2 Carlton Street, Suite 1200  
Toronto, ON  
M5B 2M9

Attention: Richard Jones, Director of Assessment and Reporting

Dear Mr. Jones:

On behalf of the Board of Trustees, I am writing to request that student results for the recent online administration of the Ontario Secondary School Literacy Test (OSSLT) be counted on students' records.

The District School Board of Niagara (DSBN) had 3,191 students take the OSSLT online pilot test last week. Of those, 2,020 students completed the entire test. The DSBN's network functioned properly throughout the pilot and there were no connectivity issues.

The DSBN recognizes that both students and staff worked hard to prepare for the online OSSLT. We understand the frustration and disappointment felt by our students, parents, guardians, and educators that the technical difficulties experienced by the EQAO network may cause all of their efforts to be in vain.

The DSBN requests that the EQAO score the completed tests, and that those students who were successful be documented as having fulfilled that requirement for graduation. The Board also requests that students who couldn't complete the test, through no fault of their own, have their tests count as an attempt.

Validating the efforts of students in writing the OSSLT shows recognition of the tremendous amount of time and effort spent by numerous people, ensuring that students could put forth their best work and show their literacy skills.

We look forward to hearing from you.

Sincerely,

Dale Robinson  
Chair

cc. The Honourable Kathleen Wynne, Premier of Ontario  
The Honourable Mitzie Hunter, Minister of Education





## DISTRICT SCHOOL BOARD OF NIAGARA

191 CARLTON ST. • ST. CATHARINES, ON • L2R 7P4 • 905-641-1550 • DSBN.ORG

October 27, 2016

Bob Gale, Chair  
Regional Municipality of Niagara Police Services Board  
5700 Valley Way  
Niagara Falls, ON L2E 1X8

Dear Chair Gale:

A letter dated October 25, 2016 was recently sent to you from two District School Board of Niagara (DSBN) Secondary School Administrators (Tracy Sacco-Student Achievement Leader, Karen Simpson-Principal). On behalf of the District School Board of Niagara (DSBN) Trustees, I would like to add our appreciation of the Niagara Regional Police School Resource Officer (SRO) program.

The DSBN is very fortunate to have established a positive rapport and a productive relationship with the Niagara Regional Police Service and the SRO program is a working example of this connection. The SRO program supports school efforts to build “community,” foster respect, inclusion, fairness and equity. The SROs teach, model and encourage socially responsible behaviours, solve problems, demonstrate respect for diversity and human rights. A safe school means everyone - students, staff, parents and community members feel safe, welcome and respected.

Development of youth citizenship is a process and your continued financial support of the SRO program is valued by the DSBN.

Sincerely,

Dale Robinson  
Chair

cc Chief J. McGuire, NRPS  
Superintendent G. Bench, NRPS  
Sergeant R. Gadreau, NRPS  
W. Hoshizaki, Director of Education, DSBN  
T. Sacco, Student Achievement Leader, Alternative Pathways, DSBN  
K. Simpson, Principal, E. L. Crossley Secondary School, DSBN

# December 2016

## Trustee Calendar

Nov 2016							Jan 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5		1	2	3	4	5	6	7
6	7	8	9	10	11	12	8	9	10	11	12	13	14
13	14	15	16	17	18	19	15	16	17	18	19	20	21
20	21	22	23	24	25	26	22	23	24	25	26	27	28
27	28	29	30				29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov 27	28	29	30	Dec 1	2	3
	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	
4	5	6	7	8	9	10
		6:00 PM Organization Meeting 6:15 PM COW 7:00 PM Board Meeting	1:00 PM SAL 5:30 PM PIC 6:00 PM Student Trustee Senate	6:00 PM SEAC		
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	All Day Event Holiday Break	All Day Event Holiday Break	All Day Event Holiday Break	All Day Event Holiday Break	All Day Event Holiday Break	All Day Event Holiday Break