

## ***Regular Board Meeting***

Tuesday, October 24, 2017

Education Centre

St. Catharines

5:30 – 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’**

Forestview Public School choir will perform ‘O Canada’ via video

### **D. REFLECTIVE READING**

By Trustee Helga Campbell

**E. BUSINESS OF THE BOARD**

**1. Adoption of the Agenda**

**Recommended Motion:**

“That the Agenda be adopted.”

**2. Approval of Board Minutes**

Pages 6-17

**Recommended Motion:**

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated September 26, 2017 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 18-21

Update from Provincial, Regional and Local Perspective

a) Director’s Recognition

- i. Anna Plakhuta and Larisa Plakhuta, Students, E. L. Crossley SS
- ii. Deanna Ward, Program Leader, Greater Fort Erie SS
- iii. Payroll Services Staff, Education Centre

b) Director’s Update to Trustees

**2. Educational Showcases**

a) St. Catharines Collegiate SS / Harriet Tubman PS Connection

P MacKinnon/  
M Reimer Friesen

**G. STUDENT ACHIEVEMENT REPORT**

**1. 2017-2018 Board Improvement Plan for Student Achievement (BIPSA) Report**

H McGregor/J Roberto  
Pages 22-41

**Recommended Motion:**

“That the 2017-18 Board Improvement Plan for Student Achievement (BIPSA) Report be received.”

**H. DELEGATIONS**

**I. BOARD RECESS (Optional)**

**J. OLD BUSINESS**

**1. ACCOUNTS**

S Veld  
Page 42

**Recommended Motion:**

“That the Summary of Accounts paid in Batch Numbers 1978 to 1991, for the months of August 2017 totalling \$19,379,112.08 be received.”

**2. REPORT OF THE PARENT INVOLVEMENT COMMITTEE**

H Campbell / L Campbell  
Pages 43-45

**Recommended Motion:**

“That the report of the Parent Involvement Committee dated October 4, 2017 be received.”

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

L Campbell  
Pages 46-48

**Recommended Motion:**

“That the report of the Supervised Alternative Learning Committee dated October 11, 2017 be received.”

**4. REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

D Robinson / J Ajandi  
Pages 49-69

**Recommended Motion:**

“That the report of the Special Education Advisory Committee dated October 12, 2017 be received.”

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

E Hilborn / A Qayum  
Pages 70-72

**Recommended Motion:**

“That the report of the Student Trustee Senate dated October 17, 2017 be received.”

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

**L. NEW BUSINESS**

**M. INFORMATION AND PROPOSALS**

**1. Staff Reports**

a) College Street Public School Naming Committee Report

M St. John  
Pages 73-75

**2. Trustee Information Session**

Topic: Alternative Education

**3. Correspondence and Communications**

**4. Trustee Communications and School Liaison**

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

D Chase

**6. Future Meetings**

The November 2017 calendar is attached.

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**N. ADJOURNMENT**

**Recommended Motion:**

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

**October 24, 2017 Board Meeting  
Director's Update to Trustees**

**Director's Recognition for Extraordinary Contributions – Larisa Plakhuta and Anna Plakhuta, Students, E.L. Crossley Secondary School**

It is my pleasure to introduce Larisa and Anna Plakhuta.

Larisa and Anna are currently in grades 10 and 11 respectively. They are being recognized this evening for their outstanding accomplishments in Chess last school year.

Larisa and Anna have dedicated their extra-curricular activity towards the sport of chess as well as Computer Science. They are the first female students in DSBN history to win their grade at the DSBN Championships, and to represent the DSBN at the Provincial Chess Finals. Anna and Larisa finished the season with a combined record of 34 wins, 1 loss, and 3 draws, all in the boys division. One solitary loss in 38 games is unimaginable, especially when the opponents were often opponents that were one to three years older.

Anna and Larisa attended chess club every single day, without fail, and they were always willing to help anyone improve their game. They also supplemented their level of play with approximately 40 chess sessions outside of school in Niagara shopping malls. They reached out to the community at least once a week in 2017, including every week in the summer, by playing the senior chess experts at the Pen Centre who were thrilled to play such strong opponents.

The pair anchored the top DSBN team, winning the DSBN Title, finishing 3rd in the Ontario Provincial Finals, and an amazing second in what is known as the National Team Championships (officially called the Ontario/Quebec matches). The team had an undefeated tournament until the last game in what was a very long day. Larisa and Anna ended up losing that Gold Medal game, but finished in a tie for second. Congratulations!

Anna and Larisa also saw an opportunity to help the young children in the community improve at chess. They helped start a weekly program at A.K. Wigg Public School and taught the younger children chess for 8 weeks. This contributed to A.K. Wigg winning the DSBN elementary chess title last year!

Anna and Larisa also represented the DSBN in the Team Computer Programming ECOO competition, winning zones, and making it to Regionals at the University of Western Ontario. This contest is geared towards grade 12 students.

The fact that these young women have succeeded at the highest competitive levels against senior players is quite an accomplishment. Congratulations!

**Director's Recognition for Extraordinary Contributions – Deanna Ward, Secondary Program Leader, Greater Fort Erie Secondary School**

It is my pleasure to introduce Deanna Ward, Program Leader of Mathematics and Computer Science at Greater Fort Erie SS.

While Deanna is already a leader in the DSBN mathematics community, over the past three years she has taken that leadership to the next level through the Teacher Learning and Leadership Program (TLLP).

Deanna, along with her colleagues Bill Aida and Angelo Lillo, chose to apply for funding to lead a project-based professional learning opportunity for experienced classroom teachers. The application process is not a simple one as it involves doing preliminary research, planning budgets and organizing a team. The application then goes through an approval process at the ministry level. As a group, Deanna, Bill and Angelo have successfully secured close to \$200,000 in funding to support teacher learning, resources and student learning in DSBN's secondary schools.

Once their projects were approved these leaders spent a significant amount of their own time reading research, planning learning sessions, attending training sessions and supporting colleagues. In addition to sharing their learning with colleagues within the board, each team has represented DSBN at the provincial level sharing their learning at conferences.

Deanna has gained the utmost respect of her colleagues across the board. She has looked at the leadership role as an opportunity to collaborate with others, to push her own learning forward, to incorporate current research and ultimately to find the best ways to support her students.

This year Deanna is leading a team with a focus on finding a balance point for assessment in secondary math.

Deanna's leadership in the system has made a difference for our students and our teachers. Thank you and congratulations on receiving the Director's Recognition for Extraordinary Contributions!

**Director's Recognition for Extraordinary Contributions – Payroll Services Staff, Education Centre**

Payroll services' mission is to provide every DSBN employee with the highest level of customer service possible. Every member of the payroll services team strives to ensure that each pay is calculated accurately and on time, and that inquiries are handled in a timely and professional manner. Members of the team include, Christian Smith, Michael Scott, Debbie Rush, Sonja Phillips, Melanie Chandler, Angie Di Biasi, Laurie Briggs and Patti Nickel.

One of the tasks required by the payroll services team is to deduct, remit and report teachers' pensionable earnings, deductions and service credits. The staff must also provide detailed up-to-date information on all teacher changes, absences, leaves etc. By providing Teachers' Pension Plan (TPP) with up-to-date accurate information, our teachers can contact TPP and get almost instant 'quotes' for buy-backs or their pensions. The complexity of the pension calculations and reporting have increased significantly in the past five years and the payroll services team have had to ensure they keep abreast of the changes and implement many new procedures to ensure accurate data is provided to the pension plans.

TPP has awarded the DSBN's Payroll Services Department with the highest 'Overall Data Quality' in all three categories:

1. 1st among 72 school boards
2. 1st among 25 IPPS boards (boards using the same HR/Payroll system)
3. 1st among the 14 medium-large sized boards (for comparative purposes)

This is the first time TPP have ever recorded that a board has received '1st' in all three of these categories.

Here is the statement from TPP:

"Our members interact with us almost 1,000 times per day. Almost all of those interactions rely on accurate and timely pension data. Your role as an employer is critical to meet our members' needs in a complex and challenging service environment."

Congratulations to every member of the payroll services team for this outstanding achievement!

### Local

#### **A Picture Is Worth A Thousand Words**





This heartwarming story of true sportsmanship deserves to be applauded.

At a senior girls' 6k cross country race last week, a St. Catharines Collegiate runner was struggling midway through the race. A Sir Winston Churchill SS volunteer coach who was on the sideline and marshalling the race noticed and tried to encourage her to keep going. Nothing he said could convince her to keep moving, even walking, to finish the race. The athlete was ready to give up.

Moments later, a runner from Governor Simcoe SS rounded the corner and saw what was going on. Rather than continuing past her opponent, the Simcoe athlete stopped and put out her hand. She said "Come on. I'll run with you." That gesture was enough for the struggling runner to change her mind. The pair ran holding hands for the rest of the race and crossed the finish line together.

What an impressive and outstanding show of sportsmanship from both girls!





DISTRICT  
SCHOOL BOARD  
OF NIAGARA



2017-18

# Board Improvement Plan for Student Achievement



DISTRICT  
SCHOOL BOARD  
OF NIAGARA



**I Matter  
At DSBN**





### 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:

#### RESPONSIBILITY

##### 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

**FOR THOSE OF US** in education, there is no greater satisfaction than seeing students succeed. Whether the achievement is large or small, we know that each improvement is another important step towards a brighter future.

Just as we challenge students to be their best selves, we challenge ourselves to do our best for them. As a Board, we are committed to continuous improvement of our practice and student achievement. The foundation of the improvement process lies in the effective use of data and thorough planning.

Planning for improvement begins with this document, the Board Improvement Plan for Student Achievement (BIPSA). The BIPSA is an overarching document, which considers Board-wide data and district trends. It establishes overall goals and targets, which helps to inform school improvement plans, and ultimately, how our outstanding educators engage students in their learning every day.

Much of the data within the BIPSA comes from provincially mandated EQAO testing. I am pleased to report that all evidence indicates that the DSBN is indeed on the right track. Our success rates in Grade 3 and Grade 6 reading and writing have experienced strong gains over the past five years. Success rates in these areas exceed 80%, and all exceed the provincial averages.

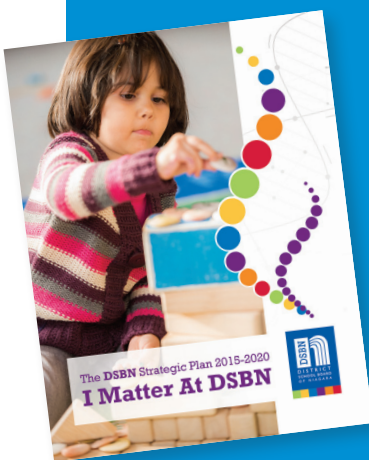
Our students' journey in math has been particularly inspiring. Identified as an area of concern at the DSBN, and across the province, our Board has directed a significant amount of effort and resources to improving student learning in this critical area. The hard work of students and teachers has been evident. Scores have increased in Grade 3 and 6 math, as well as Grade 9 Academic and Applied mathematics. In fact, DSBN results in math are as much as 12 points above the provincial averages.

With these positive indicators, we can move forward confidently along this path of continued improvement. We will continue our use of data to identify areas of strength and areas needing additional attention, we will continue to support schools with the necessary resources, and our staff with professional development to enhance their practice.

While planning is essential, it is the framework of our success. The commitment and innovation of our teachers truly brings these plans to life, allowing students to reach new heights. Thank you for everything you do to support our students.



Warren Hoshizaki, Director of Education



## CONNECTION TO STRATEGIC PLAN

The Board Improvement Plan for Student Achievement is the DSBN's roadmap for supporting student and staff learning. It aligns with the "I Matter as a Learner" aspect of the strategic plan.

By setting goals for achievement, and outlining strategies to support improvement, the BIPSA promotes student, staff, and system growth as outlined in the strategic plan.

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## EDUCATION: A UNIQUE JOURNEY

### ELEMENTARY (PRIMARY )

#### 2016-17 GOALS & RESULTS

##### PRIMARY MATHEMATICS

- ▶ **GOAL:** Primary EQAO results will increase 3%, from 70 to 73%  
**RESULT:** Primary EQAO results increased 4% (74%)
- ▶ **GOAL:** Primary English Language Learners' (ELL) results will increase 5%, from 51 to 56%  
**RESULT:** Primary ELL results increased 18% (69%)
- ▶ **GOAL:** Primary students with special education supports will increase 2%, from 40 to 42%  
**RESULT:** Results of primary students with special education supports increased 5% (45%)

##### PRIMARY READING

- ▶ **GOAL:** Primary EQAO results will increase 2%, from 78 to 80%  
**RESULT:** Primary EQAO results increased 5% (83%)
- ▶ **GOAL:** Primary ELL results will increase 5%, from 59 to 64%  
**RESULT:** Primary ELL results increased 18% (77%)
- ▶ **GOAL:** Primary students with special education supports will increase results 2%, from 59 to 61%  
**RESULT:** Results of primary students with special education supports increased 4% (63%)

##### PRIMARY WRITING

- ▶ **GOAL:** Primary EQAO results will increase 5%, from 80 to 85%  
**RESULT:** Primary EQAO results increased 3% (83%)
- ▶ **GOAL:** Primary ELL results will increase 3%, from 72 to 75%  
**RESULT:** Primary ELL results increased 8% (80%)
- ▶ **GOAL:** Primary students with special education supports will increase results 4%, from 66 to 70%  
**RESULT:** Results of primary students with special education supports increased 6% (72%)

### ELEMENTARY (JUNIOR)

#### 2016-17 GOALS & RESULTS

##### JUNIOR MATHEMATICS

- ▶ **GOAL:** Junior EQAO results will increase 6%, from 59 to 65%  
**RESULT:** Junior EQAO results remained 59%
- ▶ **GOAL:** Junior ELL results will increase 2%, from 50 to 52%  
**RESULT:** Junior ELL results increased 1% (51%)
- ▶ **GOAL:** Junior students with special education supports will increase results 2%, from 31 to 33%  
**RESULT:** Results of junior students with special education supports increased 1% (32%)

##### JUNIOR READING

- ▶ **GOAL:** Junior EQAO results will increase 1%, from 84 to 85%  
**RESULT:** Junior EQAO results increased 1% (85%)
- ▶ **GOAL:** Junior ELL results will increase 5% from 65 to 70%  
**RESULT:** Junior ELL results increased 15% (80%)
- ▶ **GOAL:** Junior students with special education supports will increase results by 2%, from 61 to 63%  
**RESULT:** Results of junior students with special education supports remained 61%

##### JUNIOR WRITING

- ▶ **GOAL:** Junior EQAO results will increase 2%, from 83 to 85%  
**RESULT:** Junior EQAO results remained 83%
- ▶ **GOAL:** Junior ELL results will increase 4%, from 76 to 80%  
**RESULT:** Junior ELL results increased 6% (82%)
- ▶ **GOAL:** Junior students with special education supports will increase results by 2%, from 65 to 67%  
**RESULT:** Results of junior students with special education supports remained 65%

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.

## SECONDARY

### 2016-17 GOALS & RESULTS

#### MATHEMATICS

- ▶ **GOAL:** Grade 9 EQAO Academic results will increase 4%, from 79 to 83%  
**RESULT:** Results increased 1% (80%)
- ▶ **GOAL:** Grade 9 Academic results for students receiving special education supports will increase 5%, from 59 to 64%  
**RESULT:** Results increased 8% (67%)
- ▶ **GOAL:** Grade 9 EQAO Applied results will increase 4%, from 43 to 47%  
**RESULT:** Results increased 9% (52%)
- ▶ **GOAL:** Grade 9 EQAO Applied results for students receiving special education supports will increase 5%, from 35 to 40%  
**RESULT:** Results increased 10% (45%)
- ▶ **GOAL:** The percentage of students achieving above 70% in all Grade 9 and 10 math courses will increase 1%  
**RESULT:** The goal was achieved for all Grade 9 and 10 math courses



#### LITERACY

- ▶ **GOAL:** OSSLT results will increase 1%, from 83 to 84%  
**RESULT:** Results increased 3% (86%)
- ▶ **GOAL:** OSSLT Academic results will increase 1%, from 93 to 94%  
**RESULT:** Results increased 1% (94%)
- ▶ **GOAL:** OSSLT Applied results will increase 3%, from 47 to 50%  
**RESULT:** Results increased 8% (55%)
- ▶ **GOAL:** OSSLT results for students receiving special education supports will increase 3%, from 57 to 60%  
**RESULT:** Results increased 4% (61%)
- ▶ **GOAL:** OSSLT English Language Learners' (ELL) scores will increase 3%, from 83 to 86%  
**RESULT:** Results fell 6% (77%)
- ▶ **GOAL:** The percentage of students achieving above 70% in all Grade 9 and 10 English courses will increase 1%.  
**RESULT:** The goal was achieved for 3 of the 4 grade 9 and 10 English courses.

#### CREDIT ACCUMULATION

- ▶ **GOAL:** Credit accumulation will increase 1% in Grades 9, 10, and 11

#### RESULT:

Grade 9	0.3% increase
Grade 10	2.7% increase
Grade 11	0.7% increase

#### GRADUATION RATE

- ▶ **GOAL:** Graduation rates will increase 1%, from 85 to 86%  
**RESULT:** Graduation rates remained stable at 85%

## 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/LITERACY RESULTS (2012/13 TO 2016/17)

PRIMARY MATHEMATICS		
Percentage of students achieving or surpassing provincial standard:		
MATHEMATICS	1 Year Change	Change over 5 years
All Students	4%	5% increase (from 69 - 74%)
English Language Learners	18%	7% increase (from 62 - 69%)
Students with special education support	5%	6% increase (from 39 - 45%)

PRIMARY READING		
Percentage of students achieving or surpassing provincial standard:		
READING	1 Year Change	Change over 5 years
All Students	5%	12% increase (from 71 - 83%)
English Language Learners	18%	18% increase (from 59 - 77%)
Students with special education support	4%	22% increase (from 41 - 63%)

PRIMARY WRITING		
Percentage of students achieving or surpassing provincial standard:		
WRITING	1 Year Change	Change over 5 years
All Students	3%	1% increase (from 82 - 83%)
English Language Learners	8%	3% increase (from 77 - 80%)
Students with special education support	6%	7% increase (from 65 - 72%)

### ELEMENTARY (JUNIOR)

#### EQAO MATHEMATICS/LITERACY RESULTS (2012/13 TO 2016/17)

JUNIOR MATHEMATICS		
Percentage of students achieving or surpassing provincial standard:		
MATHEMATICS	1 Year Change	Change over 5 years
All Students	No change	8% increase (from 51 - 59%)
English Language Learners	1%	4% increase (from 47 - 51%)
Students with special education support	1%	12% increase (from 20 - 32%)

JUNIOR READING		
Percentage of students achieving or surpassing provincial standard:		
READING	1 Year Change	Change over 5 years
All Students	1%	9% increase (from 76 - 85%)
English Language Learners	15%	26% increase (from 54 - 80%)
Students with special education support	No change	10% increase (from 51 - 61%)

JUNIOR WRITING		
Percentage of students achieving or surpassing provincial standard:		
WRITING	1 Year Change	Change over 5 years
All Students	No change	7% increase (from 76 - 83%)
English Language Learners	6%	18% increase (from 64 - 82%)
Students with special education support	No change	16% increase (from 49 - 65%)

## SECONDARY

### MATHEMATICS RESULTS (2012/13 TO 2016/17)

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	80%	1% increase	1% increase (from 79 to 80%)
Students with special education support	67%	8% increase	1% decrease (from 68 to 67%)

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	52%	9% increase	13% increase (from 39 to 52%)
Students with special education support	45%	10% increase	15% increase (from 30 to 45%)

GRADE 9 MATHEMATICS		
	Pass Rate	Percentage of Students who achieved above 70%
Academic	0.7% increase (97.7 to 98.4%)	5.7% increase (68.8 to 74.5%)
Applied	0.4% increase (94.2 to 94.6%)	13.6% increase (50.4 to 64%)

GRADE 10 MATHEMATICS		
	Pass Rate	Percentage of Students who achieved above 70%
Academic	1% decrease (97.2 to 96.2%)	3% increase (65.7 to 68.7%)
Applied	2.1% increase (91.8 to 93.9%)	9.6% increase (54.3 to 63.9%)

### LITERACY RESULTS (2012/13 TO 2016/17)

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)			
	Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	86%	3% increase	6% increase (from 80 to 86%)
Students with special education support	61%	4% increase	14% increase (from 47 to 61%)

GRADE 9 ENGLISH			GRADE 10 ENGLISH		
	Pass Rate	Percentage of Students who Achieved Above 70%		Pass Rate	Percentage of Students who Achieved Above 70%
Academic	0.6% increase (97.9 to 98.5%)	4.7% increase (74.3 to 79%)	Academic	0.6% decrease (98.7 to 98.1%)	5.6% increase (73.4 to 79%)
Applied	2.8% decrease (92.6 to 89.8%)	7.6% increase (51.9 to 59.5%)	Applied	1.7% decrease (91.0 to 89.3%)	3.4% increase (49.6 to 53%)

### CREDIT ACCUMULATION (2012/13 TO 2016/17)

	2012/13	2013/14	2014/15	2015/16	2016/17	1 YEAR CHANGE	5 YEAR TREND
Percentage of grade 9s who earned 8 credits:	85.9%	87.1%	87.1%	88.1%	88.4%	0.3% increase	2.5% increase
Percentage of grade 10s who earned 16 credits:	74.5%	76.7%	79.5%	78.1%	80.8%	2.7% increase	6.3% increase
Percentage of grade 11s who earned 23 + credits:	73.2%	75.1%	80.1%	83.1%	83.8%	0.7% increase	10.6% increase

### GRADUATION RATE (2013/14 TO 2016/17)

2013/14 - 84%	2015/16 - 85%	2016/17 - 85%	3 Year Change - 1% increase
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## MAKING A DIFFERENCE

Initiatives that support the implementation of the Board and School Improvement plans.



### CAREER & LIFE PLANNING

- 12 Community Connected Experiential Learning Grants worth a total of \$83,000 supported students gaining valuable opportunities to connect with community partners and support their career life planning.
- 1,000 elementary students participated in the DSBN Elementary LEGO Robotics Skills Challenge at Brock University.
- Over 250 students participated in the Elementary Techknowledge Skills Challenge, held in partnership with Ontario Power Generation.
- The Our Future Starts Now - Empowering Young Women to Explore Skilled Trades and Technology Conference, offered in partnership with the Ministry of Advanced Education and Skills Development, provided 350 secondary students the chance to explore numerous opportunities in the Skilled Trades and Technologies, and learn from over 25 mentors.
- The first Exploring Trades and Technologies Conference, hosted at Niagara College, empowered over 300 Grade 10 students to explore six different skilled trades and technologies sectors.
- Four new Specialist High Skills Majors (SHSM) programs started this year, including Construction at A.N Myer, Information and Communications Technology at DSBN Academy, Health and Wellness at Thorold, and Horticulture at Westlane. DSBN offers 52 programs in 13 different economic sectors. 1,700 students participated with a credit success rate of 94%.
- Innovation, Creativity and Entrepreneurship (ICE) training was provided to 750 SHSM students during the year.
- A team of secondary teachers, with the support of consultants and coaches, created updated unit plans and resources for the Grade 10 Career Studies course.



- E3 (Educator-Employer Exploration) provided over 100 secondary teachers with the opportunity to visit 16 different businesses and organizations across Niagara to learn more about employer needs and pathways for students.
- 70 secondary Indigenous students participated in the Opportunity Knocks program offered by the Niagara Peninsula Aboriginal Area Management Board (NPAAMB).
- A grade 9-12 Indigenous Career Fair was held in partnership with Brock University with 64 secondary students and 15 teachers participating in the event.
- DSBN coordinated Take Our Kids to Work Day on November 2 for over 2,000 Grade 9 students.
- Child Youth in Care (CYIC) grant funding supported experiential learning opportunities in the Alternative Education programs that allowed 45 students to participate in team building, field trips, and engage with post-secondary partners.
- 130 students participated in Dual Credit opportunities at both Niagara College campuses during both semesters. They earned 181 Dual Credits and 188 other Ministry of Education credits.
- The Workplace Pathways Experiential Learning Continuum was created through the collaboration of the curriculum and special education teams to provide employment opportunities and workplace engagement for all students, with a focus on providing appropriate opportunities for students with special education needs.
- Over 120 students received their welding proficiency to achieve their Canadian Welding Bureau certifications.
- Niagara College hosted 500 secondary students in 24 different challenges at the annual Technological Skills Challenges.
- At the 2017 Ontario Skills Competition, DSBN students earned three gold, two silver, and two bronze medals. A DSBN Student from Port Colborne High also won a bronze medal in welding at the National Skills Challenge in Manitoba.
- The Regional Homebuild program with Mountainview Homes and the Dig It! SHSM programs engaged learners this year. The Dig It! Program received a community partner award at the Communities in Bloom Award celebration in June.
- The DSBN Ontario Youth Apprenticeship Program (OYAP) supported 650 participants, with 115 registered training agreements completed.
- Four senior DSBN students successfully completed a pilot Entrepreneurship Coop program in partnership with iHub and Biolinc.
- 100 students from six secondary schools participated in the DSBN Opportunities Careers Conference. 30 former DSBN graduates under the age of 30 shared their varied career stories.



### STUDENT VOICE

- Students have embraced the “I Matter at DSBN” campaign in a wide variety of ways, including announcements, assemblies, bulletin boards, and student events.
- All schools completed school climate surveys for students in grades 4 - 12.
- Student voice is a part of all Special Education Advisory Council (SEAC) meetings to provide insight into student experiences.
- 20 schools participated in the EcoSchools program including one new elementary school and four new secondary schools program this school year.
- 21 student led projects in 17 schools were supported by Ministry Speak Up grants totalling \$26,000. Examples of projects funded included: First Nation, Metis, and Inuit (FNMI) awareness days, literacy clubs and mental health fairs.



- 300 students representing all 19 secondary schools participated in Student Voice Forums. Participants represented the diverse student population, including 26 Indigenous students. 47 students acted as facilitators to organize the day, creating the theme centered on I Matter, and developed the guiding questions.
- Two current DSBN students and one former student served as representatives the 2016-17 Minister of Education's Student Advisory Council (MSAC).
- The Student Trustee Senate organized a "Show Your Colours" day celebrating diversity in June 2017.
- Eden hosted the first DSBN TedX event involving students, staff, and community speakers.
- Over 100 secondary students participated in the Brock-Niagara French contest, held in partnership with Brock University.
- The DSBN Student Senate provided \$500 grants for secondary schools to support student led mental health and wellness initiatives.

- Secondary arts events have adapted to increase the involvement of student voice and leadership in their development. This year, students curated Board art shows, 28 student directors led the November FRAMES Festival, DSBN had 60 Cappies Critics, and students curated the graduate art show.
- 30 students and six teachers participated in Shortz, a full day inquiry based short film contest with the theme of "Creating Equity and Inclusion."
- 67 secondary students who identified as racialized and 14 teachers participated in the student conference, Race and Racism: Igniting Student Voice.



### DATA-BASED DECISION MAKING

- DSBN schools continue to utilize reports from Compass for Success to analyze their student achievement results and create learning profiles for their students.
- After school EQAO sessions were held to support elementary administrators in the examination of their math data by strand.
- Over 160 elementary teachers attended half-day sessions to review EQAO math content, moderate the mid-year assessment, analyze student data and plan math next steps based on the DSBN mid-year BIPSA.
- 160 licences for LexiaCore 5 and Lexia Strategies are being piloted to support primary students with special education learning needs in early literacy skills both at home and at school.
- In September and October, math data visits took place in each secondary school alongside principals, vice-principals, math departments, Special Education Resource Teachers (SERTs) and Student Success teachers (SSTs). The purpose was to individually analyze their data, identify areas of strengths and needs specific to their students and develop annual math plans.
  - In January and February, literacy data visits occurred in all secondary schools with literacy teams with newly developed in-depth and personalized literacy data to support the development for whole school and student specific plans.
  - New secondary data reports were created to assist in supporting students with special education learning needs.
- The Brigance assessment was used to meet the learning needs of our students in all secondary Specialized School to Community (SSTC) programs.





## MATH & LITERACY FOCUS

- Over 7,000 elementary and secondary students used Google Read & Write as an assistive technology tool.
- Elementary and secondary superintendents had focus schools in their areas and provide differentiated support throughout the year.
- More than 1,150 students in grades 5 - 12 participated in the DSBN Silver Birch®, Red Maple™ and Silver Birch Student Conferences. Highlights of the events included a selection of a wide variety of book-connected workshops, book sales, and author keynote addresses.
- Hundreds of elementary teachers attended a six-part math series to enhance their practice.
- The Board received feedback from 279 primary teachers, 254 junior teachers and 125 intermediate teachers.
- 18 primary, junior and intermediate teachers co-planned and facilitated the six-part math sessions with the math consultant.
- 175 elementary teachers completed their Math Additional Qualification (AQ) in Primary/Junior, parts 1, 2 or 3. These courses were offered in the fall and spring at a variety of sites across DSBN in partnership with Brock University, facilitated by the math consultant and instructional coaches. A total of 725 courses have been completed.
- 357 Kindergarten teachers and Designated Early Childhood Educators (DECEs) attended a math session where highlights of the changes to the Kindergarten Program document were investigated and practical classroom ideas were shared.
- 240 Kindergarten educators took part in an in-service on developing reader profiles using the *Benchmark Assessment System*. BAS is now the reading assessment tool used throughout the elementary panel.
- 54 Grade 1 teachers attended an in-service on developing reader profiles based on the assets readers are bringing from the Kindergarten program.
- 66 teachers from grades 2, 4 and 5 deepened their understanding of semantic, syntactic and graphophonic cueing systems to help improve reading outcomes.
- All primary and intermediate teachers were trained in implementing the Benchmark Assessment System (BAS) for literacy as well as teachers new to the junior division. Each school received the resource to support this assessment tool.
- Junior teachers from all French Immersion sites participated in collaborative inquiries in math, reading, and writing.
- Training for Learning Resource Teachers (LRTs) included inclusive instructional practices in mathematics, creating an inclusive environment, well-being and mindfulness learning. Instructional coaches and the special education team worked together to review supportive models for collaborative teaching.
- All elementary areas have early intervention teachers and the Levelled Literacy Intervention (LLI) program is being used in 70 schools. Tutors further support the program and students in these schools.
- More comprehensive and focused data reports were developed for secondary math and literacy to share student achievement, assessment and EQAO data for individual students and cohorts of students.
- 28 teachers new to the use of Steps to English Proficiency (STEP) assessment for English Language Learners (ELLs) met with their school's ESL Itinerant teacher to gain a further understanding of the tool, to discuss specific students' assessments, next steps and to determine EQAO accommodations.
- Elementary administrators at area meetings received information on the math series, the new Kindergarten program document, disaggregating EQAO data, and facilitating moderated marking.
- All Grade 9 students participated in a practice OSSLT in November, which was marked collaboratively and next step plans created. An anecdotal reading survey was added to learn more about students reading and writing attitudes, habits, and experiences.
- The membership of the secondary instructional coach team was updated to include an additional coach with math qualifications to support our math learning teams.
- The DSBN increased the number of after-school literacy and numeracy classes running in secondary schools for Grade 9 and 10 students. A broadened focus included students taking both academic and applied courses, and enrichment opportunities.
- The Book Love initiative was implemented in 12 secondary schools to improve student reading skills and to give students choice in their reading materials.
- 13 secondary teachers and instructional coaches completed an Additional Qualification (AQ) in Reading (part 1) for adolescents.
- 31 math teachers, program leaders and instructional coaches presented workshops at the November system Secondary PD day for their colleagues on a wide variety of topics such as spiraling, use of open tasks, and the use of different software tools.



- 21 secondary teachers from 13 schools are collaborating on spiraling their math classes funded by a Teacher Learning Leadership Program (TLLP) grant. They met regularly to plan, discuss pedagogical approaches, re-think assessment practices, and support one another in reworking courses.
- A math learning community with program leaders from all secondary schools met four times during the year to participate in a book study on mathematical mindsets, sharing best practices, learning strategies to support ELL and identified learners.
- The Written Word Festival in December hosted 130 secondary students, 25 teachers, and 9 authors and presenters to foster the love of writing.
- DSNB Grade 11 and 12 Homework Help for math students continued providing online support five days a week, facilitated by DSNB teachers.
- The first secondary Math Olympiad was held for 88 students from 17 secondary schools.
- 19 students from six secondary schools participated in the first offering of the Partners in Literacy and Numeracy eLearning IDC4U course that allowed them to learn how to mentor students in Grade 9 and 10 applied English and math classrooms.
- Over 250 educators participated in Indigenous Cultural Competency training and participated in Residential School survivor visits.
- There has been an increase in self-identified indigenous students from 856 to 883 in elementary and secondary schools from the previous school year.
- The Living Campus hosted over 7,700 students from 71 elementary schools and 15 secondary schools. The Adventure Campus ran 35 Pilot Programs with over 1,000 students from 25 elementary schools and 4 secondary schools. Students participated in the low-ropes, survival skills training, and geocaching.



### ACHIEVEMENT & WELL-BEING

- Three system-wide sessions were provided for school-based mental health liaison teachers from every school. Topics included: Foundations for a Healthy School, Ontario's Well-being Strategy, and Strategies in the Supporting Minds Document. Sessions also included a review of school-specific data such as, the OurSCHOOL School Climate Survey, School Mental Health Scan, and Foundations of a Healthy School template.
- Dr. Stan Kutcher provided 198 school-based participants with the opportunity to increase their mental health literacy as they support the mental health strategy in each of their schools. He used the "Teacher Knowledge Update" resource as the foundation for the sessions.
- Two parent evenings hosted by Dr. Kutcher provided concrete tools to promote resiliency and the development of coping skills. The evenings began with a carousel of community supports to promote the local resources and supports available in Niagara.



- Over 385 students from 15 elementary schools and 165 students from 5 secondary schools visited the Living Campus to participate in the Artist in Residence series in partnership with the Ontario Arts Council.
- 150 teachers and administrators participated in Unlearn workshops, which promoted a safe, equitable, inclusive, and positive school climate.
- Workshops provoked critical thinking and embed social justice in classrooms and schools.
- All schools participated in Pink Shirt Day in February.
- 27 elementary and secondary ESL/ELD teachers received cultural awareness training at Masjid Al-Noor Mosque.
- Over 700 parents, students, vendors, presenters, Parent Involvement Committee (PIC) members and volunteers participated in the PIC Conference. Sessions were based on past-participant input, and included topics such as mental health, math, special education, kindergarten, and transitions to secondary and post-secondary.
- 35 school councils applied for Parents Reaching Out (PRO) grants and received a total of \$33,650 in funds to support parent engagement activities. Proposals included events such as Family Math Nights, bringing in a Mental Health speaker, and establishing a Parent Lending Library.
- DSBN schools participated in Hour of Code for the second year in a row and students collectively spent nearly 2 million minutes coding. Students from 89 elementary and secondary schools took part in the initiative.
- Over 3,500 students participated in summer learning opportunities including Summer HEAT, Reach Ahead credits for grade 7 and 8 students and high school credit programming.
- Applied Behavioural Analysis (ABA) training opportunities were provided for elementary and secondary educational assistants, LRTs, SERTs, and SSTC teachers to enhance their abilities to support students with autism in the classroom and school community.
- An after school program, iSocial, was created and offered at eight sites across the DSBN. This after school program is a collaborative effort between DSBN and various community agencies to offer ABA programming to students with autism from ages five to nine years.
- A new ABA Facilitator role had been added to further develop classroom teachers' capacity to support learners through job-embedded professional learning.
- Approximately 150 students with special education needs preparing to enter kindergarten received support through the pre-school transition process. This collaborative process between DSBN, local pre-school services agencies, and the Niagara Children's Centre supports families with the transition to school.
- Youth counsellors are supporting 349 elementary classrooms with evidence-based wellness programs, including: Zones of Regulation, Friends for Life, Kids Have Stress Too, Roots of Empathy, Everfi, and Passport Skills for Life.
- There are 20 full-day childcare centres located within DSBN schools. Before and after school care is offered on-site, or students are bussed to another location for 77 of our 79 elementary schools.
- 974 elementary students created Heritage Fair projects with 75 students participating in the annual DSBN Regional Heritage Fair. Seven students represented the DSBN at the Provincial Heritage Fair, and four of these students were selected to participate in Canada's History - Young Citizens program.
- The school support model for special education in elementary was enhanced to provide opportunities for collaborative instructional leadership between special education consultants and classroom teachers. Support has been focused to allow for increased consultant support for all elementary schools.
- 60 classrooms across 20 elementary schools received My Life Online training, highlighting the responsibilities of using the internet and social media as consumers, promoters, and contributors.
- 13 teachers and 315 students attended the June Indigenous Celebration week at Heartland Forest. Students received cultural teachings from community members to increase their awareness and understanding of Indigenous traditions and culture.
- 35 teachers and 47 students attended the Indigenous Youth Symposium at Queenston Heights. The Indigenous Youth Symposium focused on educating and motivating our Indigenous youth to make positive changes and become leaders in their home and school communities. Teachers and students explored the Landscape of Nations – The Six Nations and Native Allies Commemorative Memorial.
- The Tribal Vision group presented the multimedia show "Visions of Turtle Island" with live singing and dancing in Powwow and Haudenosaunee styles to six elementary school audiences. Six schools enjoyed a puppet show entitled Dream Catcher and the Seven Grandfathers of Courage, Respect, Humility, Honesty, Truth, Love, and Wisdom.



- The Kindergarten through Grade 2 *Young at Art Show* was a big hit, drawing over 200 people for the opening gala.
- 28 teachers in Grades 4 and 6 attended a full day in-service presented by Science North on the topics of light, sound, and electricity.
- Grade 9 self-identified Indigenous students met with the FNMI resource teacher to discuss their transition to high school and were offered academic and community supports.
- FNMI lunch drop-in sessions began in collaboration with Niagara Regional Native Centre in three DSBN secondary schools.
- In December and May, students taking Grade 11 Environmental Science participated in a day of outdoor learning to experience nature with an Indigenous leader and participated in authentic field work at Ball's Falls.
- A new international education secondary ESL program was established at Sir Winston Churchill with 17 students.
- DSBN Academy expanded to grade 12, and all 43 of the first graduating class students have been accepted to post-secondary institutions.
- The tenth annual DSBN Music Monday event involved 14 schools and over 350 students. This new partnership with the FirstOntario Performing Arts Centre, Brock's Marilyn I. Walker School for the Arts and the Meridian Centre ended in a mass performance in front of an audience of over 500 people.
- 14 students participated in the ROUTES program for Low German students and earned 44 credits.
- 12 secondary teachers participated in the Positive Space (GSA) Leads meeting, focused on the book *Safe is Not Enough: Better Schools for LGBTQ Students*. Ten schools ran Positive Space Clubs.
- 27 eLearning courses were delivered during the year with 81% of students achieving above 70%.
- Greater Fort Erie Secondary School opened its doors to students the last week of August.
- 5 new artificial turf fields and professional 8 lane tracks were completed for A.N. Myer, Governor Simcoe, Greater Fort Erie, Sir Winston Churchill and Welland Centennial.





## COLLABORATIVE INSTRUCTIONAL LEADERSHIP

- Instructional coaches attended central professional development throughout the year focusing on math, assessment, kindergarten, literacy, FNMI, and ELLs.
- 14 Itinerant ESL/ELD teachers received equity training on Culturally Responsive Pedagogy, with a focus on highlighting embedding identity into instruction for all students, including English Language Learners.
- Eight elementary and secondary science teachers took part in the Science Teachers Association of Ontario's Project Innovation to develop lessons supporting critical thinking. Participants shared their work with colleagues in the spring.
- 12 elementary and 10 secondary core French teachers completed four sessions focusing on the Common European Framework of Reference and how to embed a universal design for learning around this model and the newly revised Ontario FSL curriculum.
- 150 teachers participated in the Earn a Device after school learning program this year. Teachers received a device to enhance their teaching practice and apply their learning in their own classrooms. A total of 845 teachers have upgraded their skills through the program.
- After-school professional development offerings for elementary teachers included: Kindergarten program, physical dance, health lessons, the Sister Kate Grade 1 book, supporting ELLs, French, and embedding Indigenous perspectives in the curriculum.
- 45 elementary teachers attended and participated in a physical literacy session, highlighting ways to teach the fundamental movement skills using the "Teaching Games for Understanding."
- 25 teachers attended after school sessions on the Human Development and Sexual Health strand of the revised health curriculum with one session devoted to specifically supporting Grade 1 teachers.
- 30 ELL itinerants and teachers learned more about the STEP Assessment and math strategies to enhance classroom practice for ELL students and participated in a session about trauma for refugee newcomers.
- 70 French elementary teachers participated in four sessions focused on creating interactive environments for listening and speaking, and developing assessment and evaluation tools.
- On November 18, over 900 educators participated in over 140 different learning opportunities facilitated by their colleagues and were able to also participate in sessions at Niagara College, Brock University, Niagara Health Sciences and with various employers in the community at our secondary system PD day.
- 16 secondary schools participated in the Achieving Excellence in Applied Classrooms (AEAC) School Support Initiative (SSI) with 167 classrooms involved with focused learning teams supporting applied and college courses to improve pass rates and the number of students achieving above 70%.
- Subject councils were transitioned into secondary learning communities that met several times during the year to support the use of instructional practices that support student engagement and learning in the different subject areas.
- Learning opportunities were provided in secondary for SERTs, principals, vice-principals, program leaders, consultants and instructional coaches regarding meeting the needs of students with learning disabilities and specific strategies to support their success.
- A new secondary ELL learning team with representatives from all secondary schools was created that met regularly during the year to share best practices in supporting ELLs in schools with a focus on providing practical teaching strategies.
- "Secondary Numeracy and Literacy Strategies for Teaching ELL Learners" document developed by a TLLP was shared with teachers and program leaders.
- SERTs participated in learning to support assessment and evaluation for alternative programming, supporting students with learning disabilities and developmental disabilities in mathematics and self-regulation for the secondary learner.
- A French Immersion secondary learning team of 12 teachers was established to support the transition of the program for September 2017 and to create strategies to support the variety of course offerings and learners.
- Secondary SSTC teachers have been collaborating as a learning team during PD days to support their learners.

## MAKING PROGRESS

Each student learns at their own pace, in their own way. System goals set overall targets for improvement and help inform the resources and support provided to schools.

### PRIMARY ELEMENTARY GOALS

2017/18

#### PRIMARY MATHEMATICS GOALS

- Primary EQAO results will increase 2% from 74% to 76%
- Primary English Language Learners' (ELL) results will increase 2% from 69% to 71%
- Results of primary students with special education supports will increase 5% from 45% to 50%

#### PRIMARY READING GOALS

- Primary EQAO results will increase 1% from 83% to 84%
- Primary English Language Learners' (ELL) will increase 2% from 77% to 79%
- Results of primary students with special education supports will increase 2% from 63% to 65%

#### PRIMARY WRITING GOALS

- Primary EQAO results will increase 2% from 83% to 85%
- Primary English Language Learners' (ELL) will increase 1% from 80% to 81%
- Results of primary students with special education supports will increase 3% from 72% to 75%

### JUNIOR ELEMENTARY GOALS

2017/18

#### JUNIOR MATHEMATICS GOALS

- Junior EQAO results will increase 6% from 59% to 65%
- Junior English Language Learners' (ELL) results will increase 3% from 51% to 54%
- Results of junior students with special education supports will increase 2% from 32% to 34%

#### JUNIOR READING GOALS

- Junior EQAO results will increase 1% from 85% to 86%
- Junior English Language Learners' (ELL) results will increase 2% from 80% to 82%
- Results of junior students with special education supports will increase 2% from 61% to 63%

#### JUNIOR WRITING GOALS

- Junior EQAO results will increase 2% from 83% to 85%
- Junior English Language Learners' (ELL) results will increase 1% from 82% to 83%
- Results of junior students with special education supports will increase 3% from 65% to 68%

**GOAL** We are committed to continuous improvement of student learning and achievement by focusing professional learning on research-based instructional strategies and student well-being.

## SECONDARY GOALS

2017/18

### MATHEMATICS GOALS

- Grade 9 EQAO academic results will increase 3% from 80 to 83%
- Grade 9 EQAO applied results will increase 3% from 52 to 55%
- Grade 9 EQAO academic results for students receiving special education supports will increase 5% from 67 to 72%
- Grade 9 EQAO applied results for students receiving special education supports will increase 5% from 45 to 50%
- The percentage of students achieving above 70% in all Grade 9 and 10 math courses will increase by 1%

### LITERACY GOALS

- OSSLT results will increase 1% from 86 to 87%
- OSSLT academic results will increase 1% from 94 to 95%
- OSSLT applied results will increase 3% from 55 to 58%
- OSSLT results for students receiving special education supports will increase 3% from 61 to 64%
- The percentage of students achieving above 70% in all Grade 9 and 10 English courses will increase by 1%

### CREDIT ACCUMULATION

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

### GRADUATION RATE

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



## COMMITTED TO CONTINUOUS IMPROVEMENT

From senior administration to schools, all staff have a critical role to play in supporting student success.



### EDUCATORS

- Provide direct support to students through the use of evidence-based strategies and tiered interventions.
- Review data, establish instructional goals, develop intentional strategies and monitor progress in support of student achievement and well-being.
- Participate in ongoing professional learning opportunities in learning teams that may include co-planning, co-teaching and reflection to deepen professional knowledge and practice.
- Support student learning through regular and ongoing communication with parents/guardians.
- 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, and develop a positive sense of self and belonging.
- Develop socially responsible, engaged global citizens and promote critical thinking for life-long learning.
- 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 student success and well-being.
- Provide 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

- Examine and use a variety of data to demonstrate learner progress, maintain evidence of progress, monitor progress and determine next steps for growth.
- Provide leadership at the school and system level to improve student learning, well-being and educator practice.
- Facilitate ongoing, job-embedded professional learning to support various school based learning communities.
- Enhance staff ability to use research-based instructional strategies and implement strategies within the “Learning for All” framework.
- Support student success in partnership with educators, parents/guardians and students.



### SUPERINTENDENTS

- Provide on-going differentiated support and leadership to schools and support schools in developing and monitoring their School Improvement Plans (SIPs)
- Lead 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 and embed DSBN core values from Strategic Plan.
- Enhance and support innovative programs, initiatives and strategies that are relevant and responsive to diverse student learning needs, including mental health and well-being.
- Continue to develop resources and learning opportunities for embedding Indigenous and diverse perspectives across the curriculum.
- Promote both formal and informal leadership by providing purposeful leadership, succession planning and mentoring programs.





## 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 Strategic 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 a variety of data and 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.



## TRUSTEES

- Support the teaching and learning agenda through the budget process
- Adopt policy that enhances student achievement and well-being
- Promote and support the DSBN strategic plan







**I Matter  
At DSBN**

# SUMMARY OF ACCOUNTS

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## **Background:**

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 1978 to 1991, for the month of August 2017, is as follows.

Employee Benefits	\$ 6,492,716.15
Transportation	111,657.27
Utilities	707,951.23
Other	<u>12,066,787.43</u>
Total	<b><u>\$ 19,379,112.08</u></b>

## **Recommended Motion:**

**“That the Summary of Accounts paid in Batch Numbers 1978 to 1991, for the month of August 2017, totaling \$19,379,112.08 be received.”**

Respectfully submitted,

Stacy Veld  
Superintendent of Business Services

October 24, 2017

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

**DISTRICT SCHOOL BOARD OF NIAGARA  
REPORT TO BOARD  
MEETING ON OCTOBER 24, 2017**

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**RENAMING COLLEGE STREET PUBLIC SCHOOL**

**Background:**

On March 28, 2017, Trustees approved the recommendation for the West Niagara Secondary Accommodation Review. As part of the first phase of the recommended accommodation, South Lincoln High School was closed for instructional purposes as of June 30, 2017. At the regularly scheduled Board Meeting of April 25, 2017, Trustees passed a motion that South Lincoln High School be renovated to accommodate an elementary school and, that, upon completion of construction, the students of College Street Public School transition to that location. On June 26, 2017, the Board of Trustees approved the motion to begin the process of renaming College Street Public School.

**Rationale:**

The renaming provides an opportunity for students, staff and families and the community members of College Street Public School to join together in preparation for January, 2018 when students move to their newly renovated school. Determining a new name for the school is an important component of the transition process. A naming committee was formed and information was shared to the school and wider community asking for names to be forwarded for consideration in accordance with Policy A-09: Naming/Renaming of Schools.

**Criteria:**

To assist the committee in reviewing the input they have received from the community, the following criteria was used to guide their discussions and the development of their proposal(s). The school cannot be named after a current employee or member of the Board.

To guide name selection, the Naming Committee will consider names that:

- Inspire students
- Reflect DSBN's vision, mission, core values and community composition
- Recognize a renowned Canadian with significance to the Niagara community
- Honour a Canadian whose contribution to Canadian society or to the world is recognized and valued across Canada
- Depict an event that has shaped life in Niagara
- Recognizes an historical name or event significant to the area in which the school is located
- Identifies the community served by the school
- Uses the name of the street on which the school is located

### **Composition of the Committee:**

Diane Chase – Trustee, DSBN  
Breanne Fisher – Community Member (YMCA Daycare)  
Todd Halliday – Principal of College Street PS  
Jennifer Moore – Vice Principal of College Street PS  
Daryl Shanks – College Street PS Staff Member  
Michael St. John – Superintendent of Education, DSBN  
Brett Sweeney – Communications Officer, DSBN  
Amanda Thompson – School Council Member

### **Consultation Process:**

The College Street P.S. Naming Committee met on September 18, 2017 to discuss the policy and process for the renaming of the new school. A naming campaign was conducted that involved the solicitation of suggestions through the Board and School websites. The websites were promoted through various media and school events. There were 112 entries proposed and consolidated into 60 suggested names. Through further discussion at our October 16 Naming Committee Meeting, the top 12 were selected. Following a voting process that was outlined at the first meeting, a decision was made with respect to the top three name recommendations. The committee has forwarded the top three choices according to Policy A-09.

### **Name Significance:**

#### **Smithville Public School**

Located in the heart of West Lincoln, Smithville traces its roots back to the late 1700's when it was settled by the Griffin family. Today, the town is a thriving agricultural community known for its welcoming atmosphere and annual festivals.

The committee felt naming the school after the surrounding area would honour Smithville's proud past, and help develop students' pride in their home town. The committee noted the importance of the school to the community. It is a place where people gather, where they celebrate students' milestones, successes, and accomplishments. The committee felt the name, Smithville Public School, would help students see where they fit into their community, and that their contributions are meaningful and appreciated.

This name satisfies the requirements of Policy A-09 by identifying the community served by the school. In its deliberations, the committee also noted that the name would inspire students and help to foster a greater sense of community in Smithville.

#### **Terry Fox Public School**

Terry Fox's name is synonymous with courage. He is an iconic Canadian hero whose journey continues to inspire young people across the country to this day. Schools across the DSBN participate in the annual Terry Fox run/walk to help fulfill his dream of a world without cancer.

The name meets the criteria set out in Policy A-09 by honouring a Canadian whose contribution to Canadian society is recognized across Canada. The committee also felt the name would be inspiring to students, further meeting the criteria established by Policy A-09.

**Station Meadows Public School**

The name, Station Meadows, was put forward to commemorate the Smithville train station, established in 1895. In those days, having a train was of tremendous importance to a town. It created a link to nearby cities, and provided for the transportation of farm products from Smithville to larger city markets.

Station Meadows satisfies the criteria outlined in Policy A-09 by recognizing a historical event significant to the area in which the school is located.

The committee has forwarded the top three choices according to Policy A-09. Following the presentation of the proposed choices, we are asking Trustees to submit their preferences by ballot and balloting will continue until there is a clear majority.

**Recommendation:**

That the three choices as determined by the College Street Public School Naming Committee be received and that the Trustees vote by ballot to choose the name for the new Elementary Public School site in Smithville.

1. Smithville Public School
2. Terry Fox Public School
3. Station Meadows Public School

Respectfully submitted,  
Michael St. John, Superintendent of Education, Area 6 Schools

Date: October 24, 2017

***For further information, please contact Michael St. John or the Director of Education.***

# November 2017

## Trustee Calendar

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 29	30	31	Nov 1	2	3	4
		4:00 PM Parent Involvement Conference				
5	6	7	8	9	10	11
	6:00 PM Program & Planning Committee		6:00 PM SEAC		All Day Event Remembrance Day	
12	13	14	15	16	17	18
5:30 PM DSBN Memories & Milestones	6:00 PM Student Trustee Senate	1:00 PM SAL		All Day Event Professional Activity Day		
19	20	21	22	23	24	25
5:30 PM Audit Committee	5:30 PM Policy Committee					
26	27	28	29	30	Dec 1	2
	6:15 PM Board Meeting					