

## ***Regular Board Meeting***

Tuesday, November 26, 2019

Education Centre

St. Catharines

6:15 - 7:00 pm [Private Session]

7:00 - 10:00 pm [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'**

Fitch Street Public School choir will perform 'O Canada' via video

### **D. REFLECTIVE READING**

By Trustee Dave Schaubel

### **E. BUSINESS OF THE BOARD**

1. **Adoption of the Agenda**

**Recommended Motion:**

“That the Agenda be adopted.”

**2. Approval of Board Minutes**

Pages 9-17

**Recommended Motions:**

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated October 22, 2019 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 18-20

- a) Director’s Recognition: Maddy Boychuk, Student, Grimsby Secondary School
- b) Director’s Update to Trustees

**2. Educational Showcases**

**G. STUDENT ACHIEVEMENT REPORT**

**1. 2019-2020 Board Improvement Plan for Student Achievement (BIPSA) Report**

W Hoshizaki  
Pages 21-40

**Recommended Motion:**

“That the 2019-2020 Board Improvement Plan for Student Achievement (BIPSA) Report be received.”

**H. DELEGATIONS**

1. Hannah Gill

**I. BOARD RECESS (Optional)**

**J. OLD BUSINESS**

**1. ACCOUNTS**

S Veld  
Page 41

**Recommended Motion:**

“That the Summary of Accounts paid for the month of October 2019, totaling \$19,815,191.34 be received.”

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

L Campbell  
Pages 42-44

**Recommended Motion:**

“That the report of the Supervised Alternative Learning Committee dated November 13, 2019 be received.”

**3. REPORT OF THE FINANCE COMMITTEE**

K Maves  
Pages 45-54

**Recommended Motions:**

“That the report of the Finance Committee dated November 13, 2019 be received.”

“That Senior Staff be authorized to proceed with the construction of a 1000 seat theatre and a greenhouse at the new secondary school in West Niagara at an estimated cost of up to \$9,000,000, to be financed according to the Project Financing Plan as outlined in this report and subject to Ministry approval.”

“That the Annual Report on Board Investments, as at August 31, 2019, be received.”

“That the Schedule of Accumulated Surplus for the year ended August 31, 2019, be approved as amended.”

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

A Bradnam / S Mitchell  
Pages 55-57

**Recommended Motion:**

“That the report of the Special Education Advisory Committee dated November 14, 2019 be received.”

**5. REPORT OF THE AUDIT COMMITTEE**

S Veld  
Pages 58-60

**Recommended Motions:**

“That the report of the Audit Committee dated November 18, 2019 be received.”

“That the 2018-19 Annual Report of the Audit Committee to the Ministry of Education be approved.”

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

K Smith/K Tavernese  
Pages 61-62

**Recommended Motion:**

“That the report of the Student Trustee Senate dated November 19, 2019 be received.”

**7. REPORT OF THE POLICY COMMITTEE**

A Bradnam  
Pages 63-81

**Recommended Motion:**

“That the report of the Policy Committee dated November 19, 2019 be received.”

“That Policy B-08: Records Management be approved as amended and adopted.”

“That Newly Developed Policy G-41: Service Animals be approved as received and adopted.”

“That Policy D-06: Electronic Learning be approved as amended and adopted.”

“That Policy D-03: Approval and Conduct of Research be approved as amended and adopted.”

“That Newly Developed Policy D-15: Health Curriculum - Elementary be approved as received and adopted.”

“That Policy E-03: Health and Safety be approved as received and adopted.”

“That Policy E-06: Police Criminal Record Check – Police Vulnerable Sector Check and Offence Declaration be approved as amended and adopted.”

“That Policy E-15: Workplace Violence and Harassment Prevention be approved as amended and adopted.”

“That Policy G-08: DSBN Code of Conduct for Schools be approved as amended and adopted.”

## **8. REPORT OF THE PARENT INVOLVEMENT COMMITTEE**

N Beamer / D Newton

Trustee Newton will provide a verbal update on the Parent Involvement Committee Conference that took place on November 6, 2019.

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

## **L. NEW BUSINESS**

Take Notice that in accordance with the Board By-law and Rules of Order section Q-2, a recommendation that the following amendments to the By-Laws and Rules of Order of the District School Board of Niagara will come forward for consideration at the Board meeting schedule January 28, 2020, with such amendments to take effect upon the passing of the recommendations contained therein.

			<b>Ad Hoc Governance Committee Mandate Topic Reference</b>
<b>R-61</b>		<b>The District School Board of Niagara shall have three (3) Student Trustees, one of which shall be an Indigenous Student Trustee. A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.</b>	<b>(i) Addition of Indigenous Student Trustee</b>
<b>N - 56</b>		<b>In contrast, a task force or fact-finding group or an ad hoc committee (that does not meet the definition in N-1) may be established as a working committee under the supervision and chair of administrative staff. Such groups always meet in private unless they agree to meet in public and are not governed by the <i>Education Act</i> or the Board By-Laws.</b>	<b>(ii) Typo Correction</b>
<b>L-6</b>		<b>There shall be the following committees of the Board with each Board member required to sit on two (2) Standing or Statutory Committees.</b>	<b>(iii) Ad Hoc Properties Disposal Committee</b>

		<ul style="list-style-type: none"> <li>• <b>Audit Committee.....</b> <b>3 Board Members</b></li> <li>• <b>Policy Advisory Committee.....</b> <b>5 Board Members</b></li> <li>• <b>Program and Planning Committee.....</b> <b>5 Board Members</b></li> <li>• <b>Finance Committee.....</b> <b>4 Board Members</b></li> <li>• <b>Special Education Advisory Committee (SEAC).....</b> <b>2 Board Members plus 2 appointed Board Member Alternates (this is a legislated four (4) year term)</b></li> <li>• <b>Supervised Alternative Learning Committee (SAL).....</b> <b>1 Board Member</b></li> <li>• <b>Parent Involvement Committee.....</b> <b>2 Board Members</b></li> <li>• <b>Student Trustee Senate...</b> <b>2 Board Members plus 2 Student Trustees</b></li> <li>• <b>Code of Conduct Investigation Committee..</b> <b>4 Board Members (Chair, Vice-Chair plus 2 appointed Board Member Alternates (this is a four (4) year term)</b></li> <li>• <b>Student Discipline Committee.....</b> <b>3 Board Members (legislated minimum)</b></li> <li>• <b>Ad Hoc Negotiations Committee.....</b> <b>2 Board Members for each contract</b></li> <li>• <b>Ad Hoc Properties Disposal Committee.....</b> <b>23 Board Members (Chair of Program and Planning Committee, and Chair of Finance Committee, and Chair of the Board, or designate)</b></li> </ul> <p><b>Other Ad Hoc Committees will be established as required.</b></p>	
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O-8	<p>The Chairperson of the Board shall be an ex-officio member of all committees. As such, Where the Chairperson of the Board is sitting on a committee as ex-officio member, the Chairperson of the Board shall not be counted in arriving at quorum or allowed to vote unless acting as a designated alternate. However, where the Chairperson of the Board has been appointed to a committee of the Board, the Chairperson shall be an active member of the committee and shall be counted in arriving at quorum and shall be allowed to vote.</p>	(iv) Clarification of O-8
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## M. INFORMATION AND PROPOSALS

### 1. Staff Reports

- a) Naming of the New Secondary School in West  
Niagara Report

Helen McGregor  
Pages 82-84

Trustees will vote by ballot to choose the name for the new secondary school in West Niagara. The three choices to be voted on, as determined by the combined Beamsville District Secondary School and Grimsby Secondary School Naming Committee, are as follows:

1. Lakeridge Secondary School
2. West Niagara Secondary School
3. Ridgeview Secondary School

#### **Recommended Motion:**

“That the new secondary school in West Niagara be named \_\_\_\_\_, effective immediately.”

### 2. Trustee Information Session

No information session scheduled.

### 3. Correspondence and Communications

### 4. Trustee Communications and School Liaison

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

### 6. Future Meetings

The December 2019 calendar is attached.

**N. Ratification of Business Conducted in this Regular Meeting**

**Recommended Motions:**

“That the business transacted by the Board of Trustees at its meeting held on November 26, 2019 be now ratified by the Board.”

“That the Chair and proper officials of the District School Board of Niagara are hereby authorized and directed to do all things necessary to give effect to the business as decided by the Board of Trustees this day.”

**O. ADJOURNMENT**

**Recommended Motion:**

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





## **THE MINUTES OF THE REGULAR MEETING OF THE DISTRICT SCHOOL BOARD OF NIAGARA**

**BOARD ROOM – EDUCATION CENTRE**

**October 22, 2019**

6:17 – 6:28 p.m. (Private Session)

7:00 – 8:13 p.m. (Public Session)

### **ATTENDANCE:**

**Board:** Kate Baggott, Alex Bradnam, Sue Barnett (Chair), Nancy Beamer, Lora Campbell, Jonathan Fast, Elizabeth Klassen, Kevin Maves, Shannon Mitchell, Doug Newton, Dave Schaubel (Vice Chair)

**Student  
Trustee:** Keylee Smith and Karina Tavernese

**Officials:** Warren Hoshizaki (Director of Education), Lora Courtois, John Dickson, Wesley Hahn, Helen McGregor, Marian Reimer Friesen, Kelly Pisek, JoAnna Roberto, Leanne Smith, Michael St. John, Stacy Veld, Jennifer Feren, Kim Yielding, Karen Bellamy, Cheryl Morgan

**Recording  
Secretary:** Christina Dero

**Technical  
Support:** Wendy Coit

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

#### **1. Acknowledgement of Traditional Territory**

Chair Barnett opened the meeting with an Acknowledgement of Traditional Territory of the Haudenosaunee and Anishinaabe peoples.

#### **2. Call to Order and Noting of Members Absent**

Chair Barnett called the Regular Meeting of the Board to order at 7:00 p.m. and welcomed guests in the gallery.

#### **3. Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

**B. COMMITTEE OF THE WHOLE (PRIVATE SESSION)**

Moved by Alex Bradnam  
Seconded by Doug Newton

“That the Board do now enter Committee of the Whole.”

**CARRIED**

Moved by Lora Campbell  
Seconded by Kate Baggott

“That the Board return to Open meeting.”

**CARRIED**

The Board returned to open meeting at 6:28 p.m.

**C. SINGING OF “O CANADA”**

The Board stood as “O Canada” was performed by the Forestview Public School choir, via video.

The Board remained standing for a moment of silence in honour of a DSBN student who recently passed away.

**D. REFLECTIVE READING**

Trustee Newton shared a reflective reading.

**E. BUSINESS OF THE BOARD****1. Adoption of the Agenda**

Moved by Alex Bradnam  
Seconded by Elizabeth Klassen

“That the Agenda be adopted.”

**CARRIED**

**2. Approval of Board Minutes**

Moved by Doug Newton  
Seconded by Lora Campbell

“That the Minutes of the Regular meeting of the District School Board of Niagara dated September 24, 2019 be confirmed as submitted.”

**CARRIED**

**BUSINESS OF THE BOARD – continued****3. Business Arising from the Minutes****a) Ad Hoc Governance Committee**

Moved by Kate Baggott  
Seconded by Kevin Maves

“That the committee’s mandate will be to address the Board’s decision to appoint an Indigenous Student Trustee in the Board’s By-Laws and any other housekeeping items as recommended by the committee to the Board.”

**CARRIED**

Chair Barnett announced that the committee membership will include:

Trustee Baggott	Trustee Newton
Chair Barnett	Vice Chair Schaubel
Trustee Klassen	

**4. Ratification of Business Conducted in Committee of the Whole (Private Session)**

Moved by Dave Schaubel  
Seconded by Shannon Mitchell

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

**CARRIED**

**F. EDUCATIONAL SHOWCASING OR PRESENTATIONS****1. Director’s Report and Recognition****a) Director’s Recognition****i. Kris Banga, Educational Assistant, Ross Public School**

Director Hoshizaki recognized Kris Banga, Educational Assistant at Ross Public School for his work with his students in a Structured Strategies Program, his after-school literacy clubs, and for his extraordinary relationships with students and educators at the school.

Director Hoshizaki presented Kris Banga with a token of the Board’s appreciation for his extraordinary contributions.

**EDUCATIONAL SHOWCASING OR PRESENTATIONS - CONTINUED****Director's Report and Recognition****b) Director's Update to Trustees**

Director Hoshizaki provided information and updates on the following:

- GFESS Global Climate Initiative
- Technovation 2019
- Good Deeds
- Port Colborne High School Students Present at User Conference

Director Hoshizaki added that Student Trustee Smith was recently awarded the Youth Citizen of the Year Award by the Welland/Pelham Chamber of Commerce for her outstanding dedication and work in the community.

**2. Educational Showcases****a) Connaught Public School – Baseline Technology Report**

Superintendent Reimer Friesen introduced the showcase and described what the baseline technology allocation model is.

Principal Kelly Diiorio explained that Connaught Public School was one of the first-year recipients of baseline technology and listed some of the items that were provided as a result of allocation funding model.

Shannon Caesar, Chelsea Beckett, and a Connaught student shared examples of the positive impact that the additional technology has had on students at the school.

**G. STUDENT ACHIEVEMENT REPORTS****1. 2018-2019 EQAO and OSSLT Results Report**

Superintendent Roberto shared the 2018/19 EQAO results for grade 3 and 6 reading, writing, and mathematics for DSBN and the province. Superintendent Roberto also shared the English Language Learner and Special Education results.

Superintendent Roberto listed factors that are being attributed to Board success, spoke to specific initiatives that are making a positive impact on student learning, and explained next steps based on the data collected.

Superintendent McGregor highlighted Grade 9 Mathematics EQAO results, as well as the OSSLT test that is traditionally written in Grade 10. Superintendent

**STUDENT ACHIEVEMENT REPORTS – continued****2018-2019 EQAO and OSSLT Results Report**

McGregor summarized the results and spoke to next steps in supporting student success.

In response to a question from a trustee, Superintendent Roberto described some of the specific strategies that lead to the successes seen in the English Language Learner results.

**2. DSBN and Provincial Graduation Rate Report**

Superintendent McGregor presented the DSBN and Provincial Graduation Rate Report and explained how the graduation rate is calculated by the Ministry of Education. The five-year graduation rate for DSBN is has increased by 2.3% to 86%. The efforts of DSBN staff has resulted in the improvement in the percentage of students graduating with their Ontario Secondary School Diploma. A breadth of innovative programming, targeted interventions, as well as supports for student mental health and well-being are leading to the increases in achievement.

**H. DELEGATIONS**

There were no delegations.

**I. BOARD RECESS**

There was no Board recess.

**J. OLD BUSINESS****1. ACCOUNTS**

Moved by Kevin Maves  
Seconded by Jonathan Fast

**“That the Summary of Accounts paid for the months of August and September 2019, totaling \$40,889,232.55 be received.”**

**CARRIED**

**OLD BUSINESS – continued**

**2. REPORT OF THE STRATEGIC PLAN ADVISORY COMMITTEE**

**Moved by Elizabeth Klassen  
Seconded by Alex Bradnam**

**“That the report of the DSBN Strategic Plan Advisory Committee dated September 24, 2019 be received.”**

**“That the process for the DSBN 2020-2025 Strategic Plan be approved.”**

**CARRIED**

Trustee Klassen provided an overview of the steps the DSBN Strategic Plan Advisory Committee will take.

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

**Moved by Nancy Beamer  
Seconded by Doug Newton**

**“That the report of the Parent Involvement Committee dated October 2, 2019 be received.”**

**CARRIED**

Trustee Beamer provided an overview of the Parent Involvement Committee meeting, which included a presentation from Greater Fort Erie Secondary School Principal Fred Louws, an overview of the updated funding model for PRO Grants, and PIC Conference planning.

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

**Moved by Lora Campbell  
Seconded by Doug Newton**

**“That the report of the Supervised Alternative Learning Committee dated October 9, 2019 be received.”**

**CARRIED**

Trustee Campbell reported that the Supervised Alternative Learning Committee reviewed a total of eight cases, and of the eight cases heard, seven were approved.

**OLD BUSINESS – continued****5. REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

Moved by Alex Bradnam  
Seconded by Shannon Mitchell

**“That the report of the Special Education Advisory Committee dated October 10, 2019 be received.”**

**CARRIED**

Trustee Bradnam provided a summary of the Special Education Advisory Committee meeting, which included a student voice presentation and a presentation from Superintendents Smith and Hahn of EQAO results for students with special education needs. The Special Education Advisory Committee will be reviewing the policies up for vetting on the DSBN website.

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

Moved by Keylee Smith  
Seconded by Karina Tavernese

**“That the report of the Student Trustee Senate dated October 15, 2019 be received.”**

**CARRIED**

Student Trustee Tavernese reported that Senators received a presentation from Carson Welychka about the Education Foundation of Niagara. Senators had the opportunity to share activities being planned at their school to fundraise for EFN.

Student Trustee Smith added that she and Trustee Tavernese attended the OSTA-AECO Fall General meeting that was held on October 17-20, 2019 in Toronto.

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

In response to a question from a trustee, Director Hoshizaki explained that senior leadership team has discussed the move that some school boards have made to make the Indigenous curriculum mandatory. If this is the direction that DSBN decides to take, a report will come to the Program and Planning committee.

**L. NEW BUSINESS**

There was no new business.

**M. INFORMATION AND PROPOSALS****1. Staff Reports**

There were no staff reports.

**2. Trustee Information Session**

Trustees attended a Conflict vs. Bullying session prior to the Board meeting.

**3. Correspondence and Communication**

There was no correspondence or communication.

**4. Trustee Communications and School Liaison**

- a) Trustee Campbell reported that the Education Foundation of Niagara will hold a Compost Giveaway on October 26<sup>th</sup>, 2019 at DSNB Academy. Donations are appreciated.
- b) Trustee Baggott reported attending the Traditional Pow Wow at Montebello Park on October 5, 2019 where many DSNB students were in attendance.
- c) Trustee Baggott reported attending the 100<sup>th</sup> Anniversary of Edith Cavell Public School.
- d) Trustee Bradnam reported that the Eden Spiritual Life Centre Annual Banquet will be held on November 1, 2019.
- e) Chair Barnett spoke about the Welland Centennial Secondary School football team and attributed its growth to the new artificial turf field.

**5. Ontario Public School Boards' Association (OPSBA) Report**

Trustee Baggott provided highlights from the OPSBA Board of Directors meeting on September 27-28, 2019. Trustee Baggott added that OPSBA Directors are preparing for the Day of Advocacy being held at Queens Park in November. Trustees were asked to send any issues that they would like raised to Trustee Baggott by November 18, 2019.

In response to a question from a trustee, Trustee Baggott explained that the Day of Advocacy gives OPSBA Directors the opportunity to speak about local priorities as well as the general state of education in the province as a whole.

Information published by the Ontario Public School Boards' Association is available at [www.opsba.org](http://www.opsba.org).



**INFORMATION AND PROPOSALS – continued**

**6. Future Meetings**

The calendar of November 2019 meetings was provided.

Superintendent Roberto informed trustees that DSBN will be sponsoring a Speaker Series featuring Award Winning Journalist, Tanya Talaga. The first session takes place at the Americana Conference Resort on November 18, 2019.

**N. RATIFICATION OF BUSINESS CONDUCTED IN THIS REGULAR MEETING**

Moved by Jonathan Fast  
Seconded by Nancy Beamer

**“That the business transacted by the Board of Trustees at its meeting held on October 22, 2019 be now ratified by the Board.”**

**“That the Chair and proper officials of the District School Board of Niagara are hereby authorized and directed to do all things necessary to give effect to the business as decided by the Board of Trustees this day.”**

**CARRIED**

**O. ADJOURNMENT**

Moved by Doug Newton  
Seconded by Elizabeth Klassen

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

**CARRIED**

The meeting adjourned at 8:13 p.m.

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**SUE BARNETT**, Chair

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**WARREN HOSHIZAKI**, Director of Education  
and Secretary

**November 26, 2019 Board Meeting  
Director's Update to Trustees**

**Director's Recognition for Extraordinary Contributions – Maddy Boychuk, Student, Grimsby Secondary School**

The ideals of diversity, leadership, and growth are central to the DSBN's first-ever equity and diversity flag, designed by DSBN student Maddy Boychuk, a Grade 10 student at Grimsby Secondary School. Maddy was named winner of the Board-wide contest to design a flag that schools can fly to show their support for inclusive school environments where everyone feels safe and respected.

Maddy's win was announced during Bullying Awareness and Prevention Week, November 17 – 23.

We received hundreds of creative and thought-provoking submissions from both elementary and secondary students across Niagara. This level of engagement shows the commitment of our students and schools to fostering a positive school climate where students are free to be themselves.

Called "Tree of Change," Maddy sought to embrace all the traits of DSBN in her artwork. In Maddy's words, "The main idea in my piece is growth. We are putting effort into growing our education and the leaves show the things we have created for the betterment of students. I wanted to focus on diversity, leadership, and growth as a way to tell students that we all belong and that it's important to stand up for one another."

The judges felt Maddy's design did an especially impressive job at representing the ideals we strive to promote each day. We think all DSBN students will be able to see themselves in this design and will be inspired to continue to promote positive citizenship in our schools.

Maddy's design will be created into flags which will be flown across DSBN schools. Congratulations Maddy!

**Local**

**DSBN Frames**

This year Shaw Festival hosted 105 secondary students at our largest-ever DSBN Frames event.

Frames provides students and teachers with an opportunity to engage in an experiential learning opportunity where students brainstorm, write, film and edit a short film around one thinking prompt... all in 12 hours! This year's thinking prompt was "Lost and Found." The day culminates with a public viewing of the films. Following the Frames event, students are invited to assist in judging the films using co-constructed success criteria to select a Student Choice Award. Students also receive feedback from a professional adjudicator who selects a Critic Choice Award. This year's adjudicator was professional filmmaker Thomas Reimer.

This year's Student Choice Award went to Grimsby Secondary School's film called "Poncho." This was the first year that Grimsby participated in Frames. Congratulations!

This year's Critic Choice Award went to Beamsville District Secondary School's film called "The Engagement."

Congratulations to everyone involved.

### **Student Vote**

Student Vote is an amazing program that offers students the opportunity to participate in an authentic voting experience. By giving students hands on experience, we are supporting future voters.

The true intention of Student Vote is to help students develop the habit and empower them with the tools of being active citizens. Fourteen secondary schools at DSBN participated in Student Vote with over 6000 students participating!



### **Early Childhood Community Development Centre Awards**

On Tuesday, November 19th, the Early Childhood Community Development Centre hosted the Niagara Early Learning and Child Care Awards with the theme, Once Upon a Time: Celebrating the Story of Niagara's Early Learning and Child Care Community.

Congratulations to the following educators on their nomination and subsequent win:

#### **Kindergarten Team Award**

Kim Edwards, Pam Koudijs, Carly Jones, Linda Kraliz - McKay Public School; Jennifer Bouchard, Sherry Pepin - River View Public School; Tara Rost, Melissa Jackson - James Morden Public School

#### **Early Childhood Educator Professionalism Award**

Abbie Scheffold - Garrison Road Public School

#### **EarlyON Child and Family Centre Practitioner Award**

Leigh Williams - Kate S. Durdan



### **Smithville Public School Student Philanthropists**

As a result of their hard work and dedication towards making positive change in the world, students Stevie, Ty, Maggie, Aeris, Lexi, Kira, Vivienne and Tyler, were very proud to present the Canadian Cancer Society (St. Catharines) with a cheque in the amount of \$87.35. Their passion for helping others led them to create beautiful bracelets that they sold at school as a fundraiser. Thank you to the Smithville Public School community for supporting their efforts!



### **Ferndale Community Agency Night**

On Thursday, November 21st, Ferndale hosted it's first Community Agency Night. This evening was designed in response to families looking for information about service providers, and the staff wanted to provide them with a way to learn more about the wide variety of community programs and organizations that are available to lend support.

Agencies involved included: Pathstone Mental Health, Quest Community Health, Learning Disabilities of Niagara, Distress Centre, COPE, John Howard Society, Powerhouse Project, Big Brothers, Big Sisters, Gillians Place, CASON, and more!

### **Bridge Sock Campaign**

Through their studies, students in the Niagara Falls Bridge class learned about homelessness in Niagara. In response to what they learned, the class decided to collect socks as this is a great need for people living on the street.

The class developed a plan for their sock campaign which included writing letters to Greendale PS and Westlane SS to ask for their support, creating posters and a tracking system of donations. In total, the class collected 350 pairs of socks which they plan to donate to the Niagara Falls Lighthouse Youth Centre and Community Care St. Catharines.



### **Broken Spoke**

The Broken Spoke program at Port Colborne High School once again helped out with the local toy drive and donated two truckloads of refurbished bikes!







[dsbn.org](http://dsbn.org)

2019-20

Board Improvement  
Plan for Student  
Achievement  
& DIRECTOR'S  
ANNUAL REPORT



### 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.

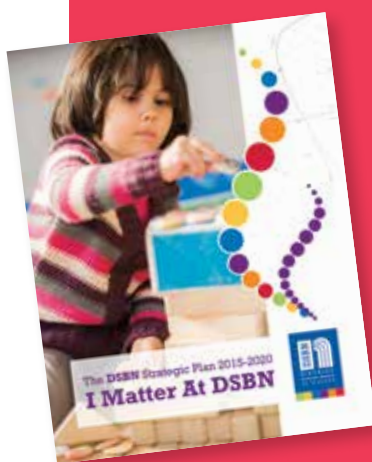
Our students' journey in math has been particularly inspiring. Identified as an area of concern at the DSBN, and across the province, our Board has directed a significant amount of effort and resources to improving student learning in this critical area. The hard work of students and teachers has been 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) GOALS & RESULTS

2018-19

#### PRIMARY MATHEMATICS

- ▶ **GOAL:** Primary EQAO results will increase 2% from 76% to 78%  
**RESULT:** Primary EQAO results decreased 1% from 76% to 75%
- ▶ **GOAL:** Primary English Language Learners' (ELL) results will increase 3% from 53% to 56%  
**RESULT:** Primary ELL results increased 12% from 53% to 65%
- ▶ **GOAL:** Results of primary students with special education supports will increase 2% from 48% to 50%  
**RESULT:** Results of primary students with special education supports remained the same (48%)

#### PRIMARY READING

- ▶ **GOAL:** Primary EQAO results will increase 1% from 84% to 85%  
**RESULT:** Primary EQAO results increased 1% from 84% to 85%
- ▶ **GOAL:** Primary English Language Learners' (ELL) will increase 1% from 59% to 60%  
**RESULT:** Primary ELL results increased 19% from 59% to 78%
- ▶ **GOAL:** Results of primary students with special education supports will increase 2% from 67% to 69%  
**RESULT:** Results of primary students with special education supports increased 4% from 67% to 71%

#### PRIMARY WRITING

- ▶ **GOAL:** Primary EQAO results will increase 2% from 83% to 85%  
**RESULT:** Primary EQAO results increased 1% to 84%
- ▶ **GOAL:** Primary English Language Learners' (ELL) will increase 1% from 75% to 76%  
**RESULT:** Results from primary ELL students increased 4% from 75% to 79%
- ▶ **GOAL:** Results of primary students with special education supports will increase 2% from 73% to 75%  
**RESULT:** Results of primary students with special education supports decreased 1% from 73% to 72%

### ELEMENTARY (JUNIOR) GOALS & RESULTS

2018-19

#### JUNIOR MATHEMATICS

- ▶ **GOAL:** Junior EQAO results will increase 3% from 61% to 64%  
**RESULT:** Junior EQAO results increased 1% from 61% to 62%
- ▶ **GOAL:** Junior English Language Learners' (ELL) results will increase 2% from 56% to 58%  
**RESULT:** Junior ELL results rose 10% from 56% to 66%
- ▶ **GOAL:** Results of junior students with special education supports will increase 1% from 33% to 34%  
**RESULT:** Results of junior students with special education supports increased 3% from 33% to 36%

#### JUNIOR READING

- ▶ **GOAL:** Junior EQAO results will increase 1% from 87% to 88%  
**RESULT:** Junior results increased 1% from 87% to 88%
- ▶ **GOAL:** Junior English Language Learners' (ELL) results will increase 2% from 74% to 76%  
**RESULT:** Junior ELL results rose 9% from 74% to 83%
- ▶ **GOAL:** Results of junior students with special education supports will increase 1% from 69% to 70%  
**RESULT:** Results of junior students with special education supports increased 2% from 69% to 71%

#### JUNIOR WRITING

- ▶ **GOAL:** Junior EQAO results will increase 2% from 84% to 86%  
**RESULT:** Junior EQAO results increased 3% from 84% to 87%
- ▶ **GOAL:** Junior English Language Learners' (ELL) results will increase 1% from 82% to 83%  
**RESULT:** Junior ELL results increased 6% from 82% to 88%
- ▶ **GOAL:** Results of junior students with special education supports will increase 1% from 67% to 68%  
**RESULT:** Results of junior students with special education supports increased 6% from 67% to 73%



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 GOALS & RESULTS

2018-19

### MATHEMATICS

- ▶ **GOAL:** Grade 9 EQAO Academic results will increase 2% from 84% to 86%  
**RESULT:** Results increased 2% (86%)
- ▶ **GOAL:** Grade 9 Academic results for students receiving special education supports will increase 3% from 74% to 77%  
**RESULT:** Results increased 5% (79%)
- ▶ **GOAL:** Grade 9 EQAO Applied results will increase 3% from 57% to 60%  
**RESULT:** Results remained the same (57%)
- ▶ **GOAL:** Grade 9 EQAO Applied results for students receiving special education supports will increase 3% from 52% to 55%  
**RESULT:** Results decreased 6% (46%)
- ▶ **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 Grade 9 Academic (+6.2%), Grade 9 Applied (+3.7%) and Grade 10 Applied (+8.1%)

### CREDIT ACCUMULATION

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

Grade 9	1.4% decrease
Grade 10	0.9% decrease
Grade 11	0.1% decrease

### GRADUATION RATE

- ▶ **GOAL:** Graduation rates will increase 1%, from 84% to 85%  
**RESULT:** Graduation rates increased by 2.3% to 86%

### LITERACY

- ▶ **GOAL:** OSSLT results will increase 6%, from 77% to 83%  
**RESULT:** Results increased 4% (81%)
- ▶ **GOAL:** OSSLT Academic results will increase 5% from 88% to 93%  
**RESULT:** Results increased 2% (90%)
- ▶ **GOAL:** OSSLT Applied results will increase 6% from 38% to 44%  
**RESULT:** Results increased 10% (48%)
- ▶ **GOAL:** OSSLT results for students receiving special education supports will increase 5%, from 53% to 58%  
**RESULT:** Results increased 4% (57%)
- ▶ **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 Grade 9 Academic (+1.5%), Grade 9 Applied (+2.9%) and Grade 10 Academic (+1.9%)



## 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  
(2014/15 TO 2018/19)

PRIMARY MATHEMATICS		
Percentage of students achieving or surpassing provincial standard:		
MATHEMATICS	1 Year Change	Change over 5 years
All Students	-1%	5% increase (from 70% to 75%)
English Language Learners	12%	4% increase (from 51% to 65%)
Students with special education support	0%	8% increase (from 40% to 48%)

PRIMARY READING		
Percentage of students achieving or surpassing provincial standard:		
READING	1 Year Change	Change over 5 years
All Students	1%	7% increase (from 78% to 85%)
English Language Learners	19%	19% increase (from 58% to 79%)
Students with special education support	4%	12% increase (from 59% to 71%)

PRIMARY WRITING		
Percentage of students achieving or surpassing provincial standard:		
WRITING	1 Year Change	Change over 5 years
All Students	1%	4% increase (from 80% to 84%)
English Language Learners	4%	7% increase (from 72% to 79%)
Students with special education support	-1%	6% increase (from 66% to 72%)

### ELEMENTARY (JUNIOR)

EQAO MATHEMATICS/LITERACY RESULTS  
(2014/15 TO 2018/19)

JUNIOR MATHEMATICS		
Percentage of students achieving or surpassing provincial standard:		
MATHEMATICS	1 Year Change	Change over 5 years
All Students	1%	3% increase (from 59% to 62%)
English Language Learners	10%	16% increase (from 50% to 66%)
Students with special education support	3%	7% increase (from 29% to 36%)

JUNIOR READING		
Percentage of students achieving or surpassing provincial standard:		
READING	1 Year Change	Change over 5 years
All Students	1%	4% increase (from 84% to 88%)
English Language Learners	9%	18% increase (from 65% to 83%)
Students with special education support	2%	10% increase (from 61% to 71%)

JUNIOR WRITING		
Percentage of students achieving or surpassing provincial standard:		
WRITING	1 Year Change	Change over 5 years
All Students	3%	4% increase (from 83% to 87%)
English Language Learners	6%	12% increase (from 76% to 88%)
Students with special education support	6%	8% increase (from 65% to 73%)

## SECONDARY

### MATHEMATICS RESULTS (2014/15 TO 2018/19)

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	86%	2% increase	8% increase (from 78% to 86%)
Students with special education support	79%	5% increase	9% increase (from 70% to 79%)

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	57%	No change	12% increase (from 45 to 57%)
Students with special education support	46%	6% decrease	13% increase (from 33 to 46%)

GRADE 9 MATHEMATICS		
	Pass Rate	Percentage of Students who achieved above 70%
Academic	0.3% decrease (98.6% to 98.3%)	6.2% increase (70.8% to 77%)
Applied	0.5% decrease (96% to 95.5%)	3.7% increase (62.5% to 66.2%)

GRADE 10 MATHEMATICS		
	Pass Rate	Percentage of Students who achieved above 70%
Academic	0.5% decrease (95.9% to 95.4%)	2% decrease (68.9% to 66.9%)
Applied	0.9% increase (92.4% to 93.3%)	8.1% increase (59.2% to 67.3%)

### LITERACY RESULTS (2014/15 TO 2018/19)

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)			
	Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	81%	4% increase	2% decrease (from 83% to 81%)
Students with special education support	57%	4% increase	2% decrease (from 59% to 57%)

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	0.1% increase (98.3% to 98.4%)	1.5% increase (77.2% to 78.7%)	Academic	0.3% decrease (98.5% to 98.2%)	2.6% increase (77% to 79.6%)
Applied	2.6% increase (89.2% to 91.8%)	2.9% increase (59% to 61.9%)	Applied	4.1% decrease (93.9% to 89.8%)	6.7% decrease (59.5% to 52.8%)

### CREDIT ACCUMULATION (2014/15 TO 2018/19)

	2014/15	2015/16	2016/17	2017/18	2018/19	1 YEAR CHANGE	5 YEAR TREND
Percentage of grade 9s who earned 8 credits:	87.1%	88.1%	88.4%	88.5%	87.1%	1.4% decrease	No change
Percentage of grade 10s who earned 16 credits:	79.5%	78.1%	80.8%	80.0%	79.1%	0.9% decrease	0.4% decrease
Percentage of grade 11s who earned 23 + credits:	80.1%	83.1%	83.8%	85.2%	85.1%	0.1% decrease	5% increase

### GRADUATION RATE (2014/15 TO 2018/19)

2014/15 - 84%	2015/16 - 85%	2016/17 - 85%	2017/18 - 84%	2018/19 - 86%	5 Year Change - 2% increase
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## MAKING A DIFFERENCE

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

### DATA-BASED DECISION MAKING

#### K-12

- Schools climate survey results provided to administrators with tools to unpack the data and set next steps
- District School Board of Niagara (DSBN) attendance counsellor utilized Trillium attendance data to identify key schools and families to support
- New Teacher Induction Program (NTIP) teachers learned about differentiated assessment and next steps through professional development with their mentors

#### ELEMENTARY

- \$50,000 was invested in school libraries with identified collection gaps. A total of 3,874 books were added, informed by collection and circulation data and student and educator voice
- All Grade 3 and Grade 6 educators, coaches, Learning Resource Teachers (LRT)s and administrators were invited to attend a DSBN mid-year Education Quality and Accountability Office (EQAO) session examining student responses and making plans for working with students following the mid-year assessment
- Grade 4 educators and LRTs attended a two-part Canadian Cognitive Ability Test (CCAT) series to review the CCAT administration rules and the use of practice activities to help students become more confident and prepared to write the CCAT were discussed. Educators analyzed student results and triangulated the results with other data and set next steps
- Occasional educators had the opportunity to attend a series of sessions to learn more about assessment, evaluation and reporting
- Data collection for program evaluation of youth counsellor- and social worker-led Social Emotional Learning (SEL) classroom-based programs (e.g., Kids Have Stress Too!, Passport Skills for Life, Merrell's Strong Kids) was implemented

#### SECONDARY

- Mathematics program leaders participated in a learning session that provided them an opportunity to examine their school data and plan the roll-out of this data with their school team in the fall to co-develop their math school improvement plans

- Mathematics program leaders co-facilitated an examination of EQAO and school data with their school team of mathematics educators, administration, student success leaders, Secondary Education Resource Teachers (SERT) and guidance program leaders
- Schools continued to co-develop and administer a practice EQAO mathematics assessment mid-semester in grade 9 classes. Schools then used the results from this assessment to examine strengths and weaknesses and make decisions about additional supports for students
- All schools used a DSBN developed literacy snapshot assessment with grade 9 students to determine strengths and next steps. Many schools used additional versions of the snapshot with their grade 10 students
- The literacy consultant and instructional coaches supported schools in analyzing their literacy data to develop their school plans to meet individual students and cohort needs
- 55 additional educators and SERTs receiving training on how to use the Benchmark Assessment System (BAS) assessment for a total of 101. The professional development included follow up session on looking at the data and next steps for reading support
- New Specialists High Skills Majors (SHSM) reports were written to allow schools to better track student progress in the program

### MATHEMATICS & LITERACY FOCUS

#### K-12

- 2 Teacher Learning Leadership Program (TLLP) projects were approved and educators focused on early concepts in math and research-based resources, along with special education and mathematics consultants to learn more about supporting students with special education needs in mathematics classrooms



## ELEMENTARY

- 1,418 grades 5 to 8 students from 64 schools participated in the Silver Birch® and Red Maple™ student conference. Students took part in book connected workshops and activities facilitated by more than 70 DSBN educators, local community members and interacted with 9 Canadian authors through keynote addresses and book signings
- 22 educator-librarians participated in a professional development series on the role of the school library program in supporting inquiry and research
- Educators participated in an after-school professional development series on developing “super readers” through a social-emotional, strength-based approach
- 847 Kindergarten educators, Designated Early Childhood Educators (DECEs) and Grade 1 educators attended a two-part math session which focused on data management and measurement and practical classroom ideas were shared
- 91 Kindergarten educators and DECEs attended one of four after-school sessions with a focus on supporting math and literacy development outdoors
- 337 Kindergarten educators, DECEs and Grade 1 educators attended an in-service on the Literacy Tool and developing reader and writer profiles based on the assets readers and writers are bringing from the Kindergarten Program and into the Grade 1 program
- 900 families attended the first Blue Spruce Family Literacy Event held at the Scotiabank Centre. Families were engaged in an evening of storytelling through song and literature, and each child was given a book at the event to promote a love of reading at home



- 16 educators (kindergarten teachers, DECEs, educator-librarians) attended a half-day summer institute session titled “Connecting the Read-Aloud with Invitations for Learning”
- 500 educators attended Mathematics Professional Development sessions to explore how best to teach mathematics to students who are in a combined grade. As part of the session, educators had the opportunity to examine the similarities and differences between the math curriculum in the two grades they teach and be provided with as well as share ideas about how best to implement an effective math program in the combined grade setting
- 52 primary educators participated in implementing aspects of a new math program called Mathology. They met 4 days after school to look closely at the resource together to share their experiences with colleagues as a primary division from their school as well as with grade partners from different schools
- 157 educators took part in Mathematics Additional Qualifications (AQ) courses offered in partnership with Brock University. As part of the course, every educator completed an inquiry project related to investigating student learning
- Over 2,200,000 lessons have been completed on DreamBox. This personalized and responsive computer math program continues to help students at their own level of need and support in math and provides educators with data they can use to further support their planning and classroom experiences
- 20 educators participated in a 3-day investigation into effective assessment practices in mathematics in their division (primary, junior, intermediate). Through their collaboration, sharing and discussions they learned a lot about assessment, and we have been able to share their learning through the creation of a DSBN resource that will support educators with various aspects of effective math assessment
- 7 additional schools were provided with “Places of Comfort” for the Library Learning Commons. This consisted of a whiteboard table and seating, as well as some items of significance to First Nations, Metis and Inuit

## SECONDARY

- 24 educators completed their part 1 reading AQ for a total of 50 educators and 21 educators completed part 2 in the spring
- Reading Intervention teachers worked in 6 schools used Levelled Literacy Intervention (LLI) strategies to support students reading below grade level
- All schools had support from instructional coaches and consultants with a focus on mathematics and literacy in grades 9 and 10. Focus schools had weekly support in classrooms
- The Mohawk e-learning Language Course with Six Nations Grand River Mohawk dialect continues to run annually. The was course co-created with Fran Hill and continues with regular support from Fran



- All mathematics educators participated in the system-wide PD day in November. Educators chose from a variety of sessions which focused on building thinking classrooms, making practice more engaging, effective use of technology, assessment practices, course specific planning, supporting students with special education needs, and connecting to nature
- 3 teams of educators, with the support of instructional coaches met regularly to develop and reorganize their grade 9 applied, grade 9 academic, and grade 11 college math courses into a spiraled format, so that topics were revisited regularly to support sustained learning
- DSBN offered Diplôme d'études en langue française (DELF) certifications to grade 12 students for the first time with 46 students successfully receiving certifications with the support of 13 educators that were trained as DELF evaluators. A DELF diploma is issued by the French Ministry for National Education to certify the French language skills. These diplomas are valid for life
- Over 2,300 diverse books were distributed to schools to expand their classroom libraries including 300 varied subject and levelled French texts distributed to schools to support schools implementing a Book Love approach in their classrooms
- There was a literacy focus at various learning community meetings with program leaders during this year including: The Gallery Walk literacy strategy when examining the new Indigenous People Atlas of Canada with geography educators and for history and social science using the book series "Righting Canada's Wrongs"

### ACHIEVEMENT

#### K-12

- 13,267 students from JK – grade 12 explored nature at our DSBN Adventure Campus and Living Campus. Programs include hiking, geocaching, art in nature, orienteering, shelter and fire building, compass reading, team building and leadership, photography, snowshoeing and cross-country skiing
- 679 elementary and 324 secondary students at the DSBN are self-identified as First Nations, Metis and Inuit descent
- Indigenous flag raisings for Louis Riel, Indigenous People's Day, Inuit day took place at the DSBN with students, staff and the Indigenous Education Advisory Committee (IEAC)
- DSBN SHSM Hospitality students along with grade 8 students from Peace Bridge school attended an Indigenous Cooking Workshop in our outdoor classroom with Chef Pauline Cotter
- 24 schools received Eco School Certification; ranging from Platinum (4), Gold (7), Silver (11) and Bronze (3) certifications
- The DSBN Welcome Centre for Newcomer Families registered a total of 725 newcomer students (500 elementary, 200 secondary and 25 Lifetime Learning Centre)
- The Youth and Elders Gathering organized by Fort Erie Native Friendship Centre (FENFC) and facilitated by DSBN consultants, was supported financially by DSBN Board of Trustees. 67 elementary students and 155 secondary students attended

#### ELEMENTARY

- Information Technology (IT) consultants supported all schools. Their focus included supporting integration of IT into curriculum-based activities. Working with coding, multi-media resources and the use of google classroom were the main requests from schools
- 671 grade 6 students from 25 schools participated in Exploring Nature: Animation workshops. These workshops are made possible through a grant from the Ontario Arts Council and local artist Mike Cope
- 2,529 grade 7/8 students participated in the Trailblazer program. The Trailblazer program kicks-off the new school year and encourages team building and leadership skills in our grade 7/8 students
- 272 students from 16 Eco Clubs participated in Earth Week program at the Living Campus. Students learned about the environment, conducted tests with sweep nets and made their own vermiculture bins to take back to their schools and continue composting in their classrooms
- 579 grade 5 – 8 students from 13 schools participated in the Ball's Falls overnight camping program. This is a 2-day, 1-night tent camping experience and provide students the opportunity to experience sleeping in a tent, sitting around a campfire at night stargazing and singing songs, learning archery, water sampling, geology and hiking
- 562 Kindergarten students joined in the first annual Nature Heroes program which took place May. Kindergarten students spent a day in the forest exploring. Activities included a healthy forest scavenger hunt, creating pollinator seed balls, interacting with animals native to Ontario through a presentation from Speaking of Wildlife
- 2,330 students from Kindergarten to grade 4, from the Summer Heat programs attended the Adventure Campus and Living Campus for our Summer Heat Camp. Students had a chance to fly kites, skip, engage in large group activities, paint with natural materials, hike and explore the grounds



- 60 Core French educators from 54 schools attended five half day professional development sessions to explore metacognition and the intercultural awareness expectations their impact on student learning
- 73 Core French educators from 66 schools attended a professional development day to receive the new grade 6 resource *C'est Parti! 3: Je veux, je peux!*
- 45 grade 1,3,4 and 7 educators from 7 French Immersion sites attended four half day professional development sessions to explore the Listening and Speaking strands of the French As A Second Language (FSL) curriculum and how these could enhance proficiency and confidence in their students
- 29 grades 1 and 3 educators from 6 French Immersion sites attended a professional development session and received personalized training with one of the authors and a technical support staff from Éditions CEC for the new grade 1 FSL reading program: *Frimousses*
- 41 grades 1,3,4 and 7 educators from 8 French Immersion sites received personalized training from founder and creator Guy Kelada of Planet French/Booksmarts to explore the teacher eGuides and online library
- The Kindergarten to Grade 3 Young at Art Show and the Junior/Intermediate Art Show were big hits, drawing over 500 people for the opening galas at each event
- All schools received a new copy of DSBN Visions and Voices resource, for embedding Indigenous perspectives into visual arts, in an appropriate and respectful way
- All schools received grade 7 and 8 copies of the new Nelson History textbooks. 10 educators attended a full day PD session to further their background knowledge and gain ideas for using the History text
- In May, over 400 Musicians celebrated DSBN's 12th Annual Music Monday, with continued partnerships between the Marilyn I Walker School of Fine Arts at Brock University, the First Ontario Performing Arts Centre and Meridian Center
- 68 students were able to share their voice and journalism skills this year through the Cappies, a critics and awards program. Theatre reviews were published in the entertainment section of the St. Catharine's Standard
- ESL staff supported well-being by creating networks for students to connect with such as other supportive peers i.e.: cultural clubs, outdoor camp at Walker Living Campus, picnics, hikes, experiential learning opportunities
- Health and Physical Education program leaders participated in a Culture Cafe Panel discussion with SWIS workers around ways to support newcomer students' learning and well-being
- The geography learning team focused in incorporating a numeracy focus using the "Focus on Geography Data Series" from Statistics Canada in context with the CGC1D/P "Canadian Population" unit of study
- The new summer dual credit program supported 10 students with graduating this summer
- 20 acres were purchased for the new secondary school in West Niagara
- New artificial turf fields and tracks were installed at EL Crossley, Port Colborne and Westlane schools, bringing the total to eight

## STUDENT VOICE

### K-12

- The experiential learning and guidance initiatives, promoted self-advocacy group projects designed to support student voice in developing self-awareness, building confidence and overcoming fear of rejection through practicing small acts of bravery and develop healthy attitudes toward taking risks in order to improve their learning
- DSBN elementary and secondary Parent and Student Representatives attend Indigenous Education Advisory Council (IEAC)

### ELEMENTARY

- 35 students from 9 schools participated in DSBN's 2nd Concours Impromptu. As a result of the event, 7 candidates from grades 4-8 Core, extended, Immersion or Francophone categories attended the Canadian Parents for French Festival in Toronto
- 3,370 Core French and Immersion students from 14 schools to participate in a French Cultural Event featuring Fana Soro, a French-African artist. The performance focused on French-speaking communities in the Americas outside Canada through song and drumming

## SECONDARY

- The ROUTES program had 16 students who earned a total of 131 credits
- In April, 16 high school graduates attended the Graduation Moccasin Making Workshop with Mandi Montour and made moccasins to wear across the stage for their graduation
- 603 students took part in e-learning courses through DSBN and the e-learning consortium with a 94% success rate overall
- DSBN offered for the first time a grade 10 civics and careers eLearning course, aimed at supporting junior students that are participating in alternative programming and Supervised Alternatively Learning (SAL)
- Students in dual credit programs earned 212 dual credits and 174 secondary school credits. This represented a 91% success rate. Through the completion of dual credits, 42 students graduated and earned their Ontario Secondary School Diploma (OSSD). Additionally, through this program, 31 students have successfully transitioned to college

## STRATEGIES & ACTIONS

- Cultural Funds were allocated for 680 grades 4-8 Core French students from 8 schools attended the Gregg LeRock concert to sing rock songs 'en français' with the performers
- 40 schools represented by grades 5-7 Core French and Immersion students, completed the year 2 Confidence and Proficiency survey to be utilized in the collection of data for the FSL Framework goal
- 2,585 grade 4 - 7 students anonymously and voluntarily completed an Athletics Student Participation Survey. This survey was created to gain insight as to which sports students participate in and how to support them
- 600 school students participated in the ECO Summit at Heartland Forest and in Earth Week at the Walker Living Campus
- 52 Triple Ball teams across the DSBN completed their inaugural season. The focus in Triple Ball is to promote better skill development, participation, meaningful competition and fun. Over 580 junior students participated in this modified volleyball game
- 265 grade 6, 7 & 8 students and 74 educators attended two Indigenous Symposiums, and a Youth and Elders Gathering. Students participated in a variety of activities and listened to teachings from Elders and other members of our Indigenous community. The importance of Indigenous Language was the focus of our final symposium
- 227 primary and junior students and 17 educators attended two Indigenous Events held at Heartland Forest. Students learned about the Dish with One Spoon wampum, and about their responsibility to it. Land based learning was a focus, with all students learning about Indigenous seed knowledge, with each student planting a seed of their choice to take home and care for
- 110 students participated in First Vote in collaboration with Brock University
- 165 students participated in the White Pine literacy celebration learning from authors and participating in a wide variety of breakout sessions. This year the event had student masters of ceremonies
- Grade 10 students from 7 schools participated in the journée du film canadien and asked for it to become an annual event. Students shared that they enjoyed the communication in French with FSL students from other schools
- Two students from the DSBN placed third provincially in their respective divisions, grade nine French immersion and grade 12 francophone, in the Canadian Parents for French Concours Oratoire
- The arts extra-curricular activities including Music Monday, the Off the Wall Art Show and Graduate Art Show, Cappies, National Theater School Drama Festival events provided more opportunities for student leadership and student voice. Educators were able to work alongside students and observe learning in action on multiple occasions over the semester
- Students created an 'identity text' about diversity which showcased diverse ELL voices. The quilt travelled to various schools bringing awareness to staff, students, and community members about marginalized ELL voices
- ESL staff facilitated ELL student leaders to initiate their own projects and plan various school-wide cultural events such as: Collegiate Cuisine, Chinese/Asian New Year, and Multicultural night
- In October, over 350 students from all schools participated in the Student Voice Forum. Participants represented DSBN's diverse student population including 36 students who participated in the Indigenous Student Voice Forum. 45 students acted as facilitators to organize the day, create the themes and guide questions
- All science and health and physical education program leaders participated in student voice sessions to review student voice data and discuss ways to better include student voice in program planning
- The Student Trustee Senate focus was on student voice, equity and inclusion, mental health and well-being and opportunities to give back to the community. Senators collaborated with Student Voice Facilitators to develop school-based student voice forums in semester two

### SECONDARY

- Indigenous Youth Leadership Days were held in May for 50 students. Workshop options decided by Indigenous Student Voice feedback included: First Nations Games and Lacrosse with Dallas Squire, Traditional Dancing with Nikki Shawana, Anishinaabemowin Language with Nikki Shawana, and the Moccasin Project with Nancy Rowe
- The third annual math Olympics included over 100 students from 14 schools. The event was revised to involve more collaboration between the students throughout the day
- The spring math challenge was expanded in its second year to include 36 students in applied and college classes from 9 schools. Students participated in collaborative math challenges including constructing containers, a scavenger hunt and ending with a building challenge
- Based on feedback from the student voice forum, mathematics program leaders participated in a session that provided them with additional strategies to know their learners in a way that fosters a more inclusive and equitable learning environment

### MENTAL HEALTH, WELL-BEING

#### K-12

- "Supporting Student Self-Regulation Through Mindfulness" workshops were provided to 236 educators, administrators, education assistants, youth counsellors, and social workers. Participants learned about and practiced secular mindfulness



practices suitable for education, in order to promote mental health, wellness, and learning for all staff and students

- Egale Safer and Accepting Schools workshops were offered and 39 administrators, guidance program leads, and student success educators provided participants with skills and resources to support their LGBTQ+ student communities
- Non-Suicidal Self-Injury (NSSI) Protocol released. The NSSI Protocol guides school administrators and other school staff in responding to incidents or reports of student self-harming behaviours
- 36 schools involved in the Well-Being Focus Schools initiative and 16 school teams attended the Mindset Matters Conference
- A comprehensive resource package distributed to all schools for Mental Health Week
- New central procedure for communication around student mental health hospital admission/discharge was implemented
- Created Pride and Joy: Supporting Sexual and Gender Diverse Students in the Learning Environment resource, to be released in 2019/2020 year. The resource details definitions, historical context, strategies, and considerations that are important for all school staff to be aware of
- Students and staff from 14 elementary and 2 secondary schools attended the 2nd annual Mindset Matters Youth Symposium. Fahd Alhattab delivered this year's keynote message encouraging students to maximize their leadership potential by pushing past their limiting beliefs, creating their own paths of success and helping their community along the way. After a gallery walk, school teams reflected on what they learned and started planning for the next school year



## ELEMENTARY

- 863 students created Heritage Fair projects with 60 students participating in the annual DSBN Regional Heritage Fair at the Scotiabank Centre. Six students represented the DSBN at the Provincial Heritage Fair Celebration at York University, and two of these students participated in Canada's History - Young Citizens program
- All 79 schools received the OPHEA resource "One A Day for Active Play" to support the implementation of Daily Physical Activity (DPA). Each resource includes 200 creative games and activities that are fun for all ages and abilities and can be implemented in small or large indoor/outdoor spaces
- Over 130 students from 6 schools participated in the 4th annual Cup Stacking tournament at the DSBN Academy. Sport Stacking is a sport that offers opportunities for everyone, particularly for those students who have not found "a place" in traditional sport on competitive teams. The Special Stacker category offers accommodations for students with Special Needs
- All Learning Commons were provided with a set of eight books to promote acceptance and inclusion, with themes such as conflict resolution, promotion of diverse cultures, backgrounds, and experiences, and interrupting stereotypes

## SECONDARY

- English Program Leads participated in several sessions to build capacity around a Culturally Responsive Approach to Literacy (CRAL). Staff were provided with strategies and resources to reflect students' identities in the classroom
- The ESL team helped to organize a session to connect mental health experts (who work specifically with linguistic groups) with ELL students through SWIS and Folk Arts. i.e.: Psychologist-Mandarin speaker
- Age of consent for social work services changed from age 18 to age 16 in order to expedite and improve students' access to school social work services
- Psychologist delivered postsecondary transitions presentations at all schools
- Health and Physical Education program leaders from all schools took part in a discussion with mental health support staff at Niagara College around ways to support student mental health and well-being through Health and Physical Education (H&PE) classes and extra-curricular activities
- A cannabis education writing team of 6 educators, the science and H&PE consultant, DSBN psychologist, and staff from the Community Addiction Services of Niagara developed resources for teaching cannabis safety and education to students taking grade 10 science and grade 9 and 10 health and physical education

- All administrators, and two guidance/student success representatives from each school have completed Egale's LGBTQ 101 full day course

### COLLABORATIVE INSTRUCTIONAL LEADERSHIP

#### K-12

- DSBN hosted a two-day conference for our 180 Principals, Vice Principals and Senior Team, entitled "Leadership Matters". The keynote presentations and workshops featured topics ranging from Mental Health and Math to Indigenous Perspectives and Instructional Coaching. Powerful leadership learning with renowned speakers such as Jo Boaler, Neil Pasricha, Lucy West and Niigaan Sinclair had direct impact on teaching and learning in our schools
- A variety of leadership development programs were offered including: 30 school-based educator leaders ("LEAD" in partnership with ETFO and OSSTF), 37 Aspiring Administrators, and 21 New Administrators and their Mentors. We also offered a Spring Principal's Qualifications Program (PQP) for 11 Part I participants and 11 in Part II, delivered by our own DSBN Administrators
- 13 FSL educators took part in the first French As A Second Language Part 2 Additional Qualifications (AQ) course offered in partnership with Brock University

#### ELEMENTARY

- 33 New and/or returning to Kindergarten attended a half-day session to learn about the core components of the Kindergarten Program document
- 220 Kindergarten educators and Designated Early Childhood Educators attended a half-day session on the Kindergarten Program, Communication of Learning and Pedagogical Documentation
- 17 rotary/prep coverage educators attended a half-day session to learn about the Kindergarten Program and how they can support students in a play and inquiry-based program
- 24 Occasional educators attended a full-day session to learn about the core components of the 2016 Kindergarten Program
- 19 Kindergarten educators and DECEs attended an after-school session to learn more about supporting English Language Learners in Kindergarten
- All schools sent one Athletic Representative to attend a PD session to discuss overall roles and responsibilities; responsibilities when convening area sports; weather protocols; communication; Vaping and Cannabis; and Physical Literacy
- 20 educators attended a Health and Physical Education using the Revised Re-issued 2018 H&PE curriculum. Educational Media Resource Services personnel attended this session also highlighted newly acquired resources, helped educators navigate the Medianet site

- 28 educators from 20 different schools participated in a DrumFit session during the October PD day
- 13 educators explored the OPHEA Indigenous Daily Physical Education resource session that focused on embedding Indigenous perspectives to DPA
- 53 educators attended Shot Put and High Jump training at Welland Centennial Secondary School
- 16 junior and intermediate educators attended a half day PD "Coaches Helping Coaches" session. Session one focused on Triple Ball in the junior division and intermediate volleyball. Session two focused on Junior basketball and intermediate basketball
- 36 educators, DECEs, ESL Itinerant educators and settlement workers attended after-school sessions on planning multicultural events, supporting English language learners in French, supporting English language learners in kindergarten, and exploring the new ESL/ELD Electronic Portfolio system
- 19 ESL Itinerant educators attended a series of 10 PD sessions on further exploring the role of the ESL Itinerant through curriculum content, effective instructional strategies, relationship building, and assessment practices
- 13 kindergarten educators, ESL Itinerant educators and Administrators attended a series of 4 collaborative inquiry sessions and participated in the Ministry of Education Kindergarten Steps to English Proficiency (KSTEP) pilot project to support English language learners in the Kindergarten Program
- 20 ESL Itinerant educators attended Welcome Centre training in preparation for the 2019 summer intake of newcomer registrations and assessments
- 24 new and/or returning educators of French Core and Immersion attended the after school Professional Development sessions on exploring the new FSL program resources and rekindling their passion, English Second Language Learners in FSL, and Differentiation in FSL



- Educators participated in session one of the Landscape of Nations 360 professional development series. This PD is intended to increase teacher knowledge and understanding of Indigenous perspectives and history

## SECONDARY

- 19 educators successfully completed the Additional Qualification (AQ) course First Nations, Métis and Inuit Peoples Understanding Traditional Teachings, Histories, Current Issues and Cultures, Part I. Guest speakers included: Gary Parker, Amanda Pont-Shanks, Hannah Walpole, Sheila Maracle, Gail Stup, Nancy Rowe, Jodielynn Harrison and Cindy Biancaniello
- Computer Studies learning teams met throughout the year to work together to learn new software (Python) and to create new activities for students
- Geography educators have been focused on learning more about Geotechnologies including using GIS software, integrating Esri Story Maps as well as students learning how to conduct field research in at the Ridgemount Quarry
- Science and geography educators teamed up with math educators to explore interdisciplinary connections through outdoor, experiential learning with staff from Balls Falls Conservation Area
- 40 educators in science, the arts, Canadian and World studies, health and physical education worked with consultants and instructional coaches and Garfield Gini-Newman from the Critical Thinking Consortium around how to best use critical and creative thinking structures to support more student-centered learning
- 1,784 students participated in First Nations Games and Lacrosse Clinics with Dallas Squire. Workshops were offered in all 17 schools and the Alternative Pathway Center through Health and Physical Education courses

## CAREER AND LIFE PLANNING

### ELEMENTARY

- In August, 13 FSL educators and administrators attended 4 DELF PD (French language studies diploma) training days. The candidates will in turn receive their "correcteur/correctrice" certificates which will allow them to be part of the DSBN's DELF evaluators team

### SECONDARY

- Seven new SHSMs started in schools last year including programs for Arts and Culture, Business, Health and Wellness, Transportation, Business, Environment and Energy
- Last year 58 SHSM programs ran in 13 different sectors. 307 students graduated with a SHSM red seal on their diploma
- \$1,000,000 was invested in specialized equipment to support SHSM programming in all schools

- 265 students participated in the DSBN Skills events this year. 32 students participated in Provincials with 6 student medals earned - Gold in Hairstyling, Gold in Welding, Gold in Global Information Systems, Silver in Automotive Service, and Silver in Baking. We also had an additional 9 students place in the top 10 in Ontario. Two students moved onto the Canadian Championships in Halifax with a Gold in Hairstyling and 6th place finish in Welding
- Over 850 students participated in cooperative education experiences this year with 10 participating in the DSBN entrepreneurship co-op opportunity
- 200 grade 10 students participated in the Opportunities conference where they had the opportunity to connect with DSBN alumni, increase their financial literacy and explore post-secondary pathways to help formulate a plan for their career/life plan
- A Parent Reaching Out grant allowed for newcomer parents from three schools to participate in a series of workshops to promote better understanding of the Ontario Secondary and Post-Secondary educational systems and opportunities. The parents participated in orientations and toured Niagara College and Brock University with translation support, transportation and child care support
- Science program leaders participated discussions with staff from Walker Industries and Niagara College revolving around the skills and attitudes that will best prepare today's students for a rapidly changing world and how we can best collaborate with community partners to enhance student learning and development of these competencies through experiential and community-connected learning
- DSBN Computer Programming contests were held at Niagara College and Brock University to allow students an opportunity to meet with other students who have similar interests and to experience post-secondary opportunities
- 142 students from seven schools completed in Demonstrating Excellence Celebrating Achievements (DECA) Regionals with 42 students participating in the Provincials in February
- The DSBN, the Mayor's Youth Advisory Council of Niagara Falls in conjunction with Brock University held a summit, for students to help them prepare for post-secondary opportunities. 205 students heard from speakers and attended workshops on topics such as: financial literacy, post-secondary pathways, preparing for a career in health care, workforce trends and time management
- 88 students from five schools participated in the first DSBN Story Map contest and 3 students ranked in the top 10 in Canada at the ESRI 2019 Canada Story Map competition where students use GIS tools to compete
- Law students from DSBN placed 2nd in the Ontario Justice Education Network (OJEN) Mock Trial in May

### 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

2019/20

##### PRIMARY MATHEMATICS GOALS

- Primary EQAO results will increase 2% from 75% to 77%
- Primary English Language Learners' (ELL) results will increase 1% from 65% to 66%
- Results of primary students with special education supports will increase 2% from 48% to 50%

##### PRIMARY READING GOALS

- Primary EQAO results will increase 1% from 85% to 86%
- Primary English Language Learners' (ELL) will increase 1% from 78% to 79%
- Results of primary students with special education supports will increase 2% from 71% to 73%

##### PRIMARY WRITING GOALS

- Primary EQAO results will increase 1% from 84% to 85%
- Primary English Language Learners' (ELL) will increase 1% from 79% to 80%
- Results of primary students with special education supports will increase 1% from 72% to 73%



**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.

## JUNIOR ELEMENTARY GOALS

2019/20

### JUNIOR MATHEMATICS GOALS

- Junior EQAO results will increase 3% from 62% to 65%
- Junior English Language Learners' (ELL) results will increase 1% from 66% to 67%
- Results of junior students with special education supports will increase 2% from 36% to 38%

### JUNIOR READING GOALS

- Junior EQAO results will increase 1% from 88% to 89%
- Junior English Language Learners' (ELL) results will stay the same at 83%
- Results of junior students with special education supports will increase 2% from 71% to 73%

### JUNIOR WRITING GOALS

- Junior EQAO results will increase 1% from 87% to 88%
- Junior English Language Learners' (ELL) results will increase 1% from 88% to 89%
- Results of junior students with special education supports will increase 2% from 73% to 75%

## SECONDARY GOALS

2019/20

### MATHEMATICS GOALS

- Grade 9 EQAO academic results will increase 1% from 86% to 87%
- Grade 9 EQAO applied results will increase 1% from 57% to 58%
- Grade 9 EQAO academic results for students receiving special education supports will increase 1% from 79% to 80%
- Grade 9 EQAO applied results for students receiving special education supports will increase 4% from 46% to 50%

### LITERACY GOALS

- OSSLT results will increase 2% from 81% to 83%
- OSSLT academic results will increase 1% from 90% to 91%
- OSSLT applied results will increase 3% from 48% to 51%
- OSSLT results for students receiving special education supports will increase 3% from 57% to 60%

### GRADUATION RATE

- Graduation rate will increase by 1% from 86% to 87%



# COMMITTED TO CONTINUOUS IMPROVEMENT

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



### EDUCATORS

- Support student learning using evidence- based strategies and tiered interventions
- Review data, establish instructional goals, develop intentional strategies and monitor progress of student achievement using ongoing assessment and evaluation practices
- 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
- 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 well- being
- Develop socially responsible, engaged global citizens and promote critical thinking for life-long learning
- Foster classroom learning environments as a relevant context for learning through honouring all students' identities and experiences



### 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, tiered intervention and learning for all
- Strategically respond to system learning needs by collaborating with school staff to maximize learning and foster equity and well-being



### ADMINISTRATORS

- Examine and use a variety of data to demonstrate evidence to determine next steps for all learners
- 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 school-based learning communities and use of research- based instructional strategies
- 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, students and all community partners
- Acknowledge and champion the diversity of students and ensure the provisions of inclusive learning spaces





## SUPERINTENDENTS

- Provide on-going differentiated support and leadership to schools and 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
- Enhance and support innovative programs, initiatives and strategies that are relevant and responsive to diverse student learning needs, including equity, inclusion, mental health and well-being
- Continue to develop resources and learning opportunities for embedding Indigenous and diverse perspectives across the curriculum



## DIRECTOR OF EDUCATION

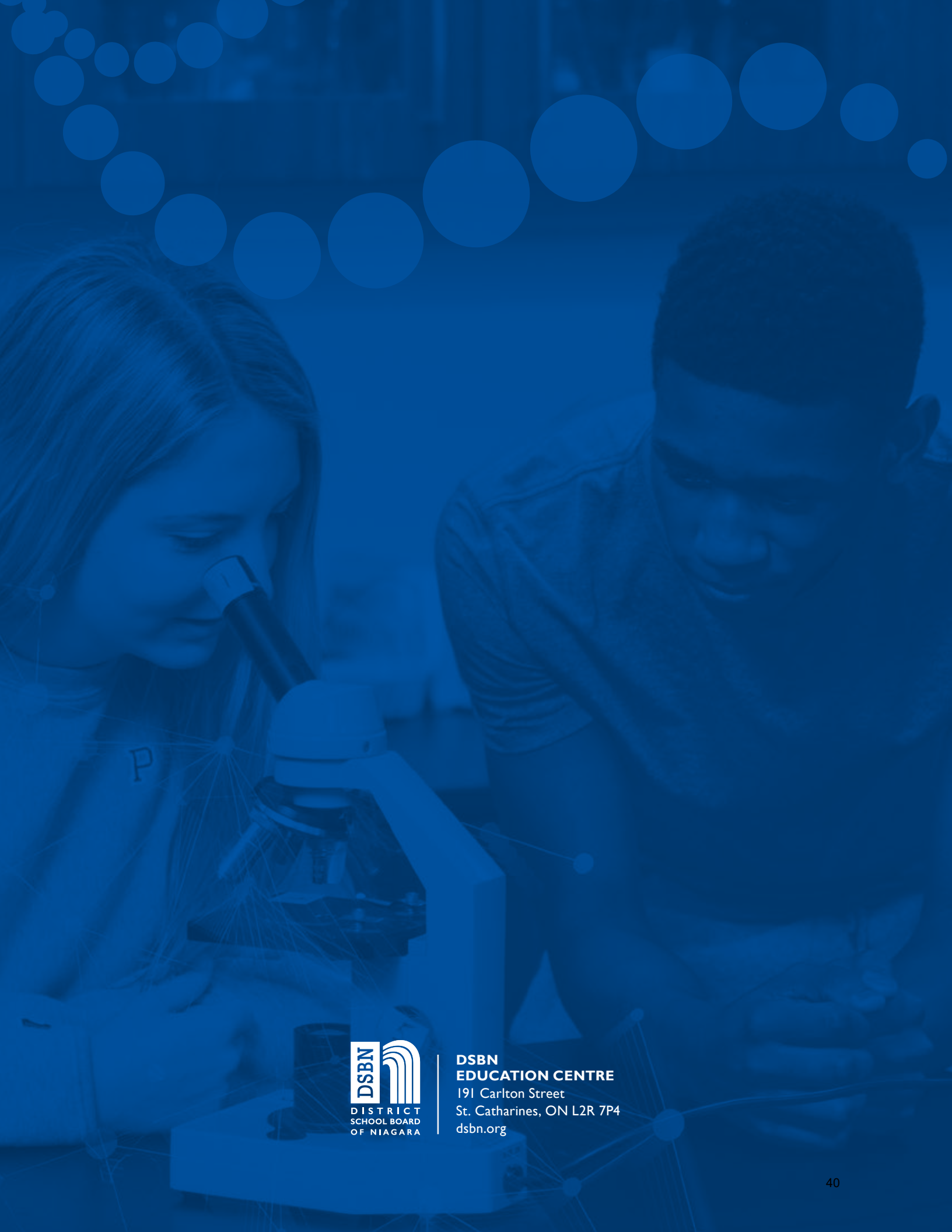
- Works with the Board of Trustees to set the strategic direction of the District School Board of Niagara
- Incorporates the BIPSA into the DSBN's Strategic Plan and ensures alignment
- Positions continuous improvement of student learning as a system priority
- Allocates funds and resources to ensure equity in schools
- Reviews a variety of data and evidence to drive decisions, engage staff and strengthen a culture of leadership throughout the system
- Supports Superintendents to further develop their skills and abilities
- Provides responsive communication in support of system, student, 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





**DSBN  
EDUCATION CENTRE**  
191 Carlton Street  
St. Catharines, ON L2R 7P4  
[dsbn.org](http://dsbn.org)



DISTRICT SCHOOL BOARD OF NIAGARA

# 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 for the month of October 2019, is as follows.

Employee Benefits	\$ 8,755,353.95
Transportation	2,499,350.51
Utilities	698,298.37
Other	<u>7,862,188.51</u>
Total	<b><u>\$ 19,815,191.34</u></b>

**Recommended Motion:**

**“That the Summary of Accounts paid for the month of October 2019, totaling \$19,815,191.34 be received.”**

Respectfully submitted,

Stacy Veld  
Superintendent of Business Services

Board Meeting of November 26, 2019

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



## SUPERVISED ALTERNATIVE LEARNING (S.A.L.) COMMITTEE

Wednesday, November 13, 2019  
Director's Meeting Room–Education Centre

### MINUTES

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**Members:**

Lora Campbell, Trustee  
Caroline Graham, John Howard Society of Niagara  
Andrea Jagoe-Lynett, Student Achievement Leader  
Tracy Sacco, Student Achievement Leader – Alternative Education

**Resources:**

Melinda Dackiw, SAL Secretary  
Ann Gilmore, Sir Winston Churchill  
Barb Lane, VP Stamford Collegiate  
Nadia LaSelva, Attendance Counsellor  
Nichola Lee, Administrative Assistant to the Superintendent  
Linda Oliverio, VP Port Colborne High School

**Regrets:** Leanne Smith, Superintendent of Education, Secondary

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Student Achievement Leader Andrea Jagoe-Lynett called the meeting to order at 1:00 pm.

**192-009**

KM D.O.B. 28/05/2004 15 yrs. 5 mths.

The student's attendance at school is sporadic. The plan for the student includes participating in the Youth Job Connection program. She has already completed the resume building workshop and is seeking employment. KM will work on a MBF3C once a week at school and will see the school social worker.

KM is approved for SAL.

**192-010**

JG D.O.B. 12/05/2003 16 yrs. 5 mths.

JG suffers from social anxiety that prevents regular classroom participation. The student has connected with the school social worker and is receptive to external mental health supports. JG is interested in the Youth Job Connection program and will work on MEL4E and SNC1P once a week at the school. JG is working on Community Involvement hours.

JG is approved for SAL.

**192-011**

LW D.O.B. 31/01/2003 16 yrs. 8 mths.

LW wants to focus on mental health and well-being. The Committee suggests an addiction worker meet with him at the school. The student will work on MBF3C at school one day per week. He will participate in the Youth Job Connection program.

LW is approved for SAL.

**192-012**

TA D.O.B. 13/01/2003 16yrs. 9mths.

TA has complex mental health needs and is supported by a social worker in the community. The Committee recommends that she receive a CMHA referral. The student will work on SNC1D at school once a week. She is interested in a work placement through the Youth Job Connection program.

TA is approved for SAL.

**192-013**

MF D.O.B. 24/06/2003 16yrs. 4 mths.

MF will focus on co-op this semester and is interested in working in a trade. He will seek employment through the Youth Job Connection program.

MF is approved for SAL.

**192-014**

JW D.O.B. 21/02/2003 16 yrs. 8 mths.

JW is participating in the *Recipe for Success* pre-employment program supported by the co-op teacher. He will be connected to a social worker both at school and in the community.

JW is approved for SAL.

**192-015**

KB D.O.B. 26/11/2002 16 yrs. 11mths.

KB will link employment to co-op credits by participating in the Youth Job Connection program. She will work on ENG4C at night school. The Committee recommends that KB connect with the school social worker. The student has applied for Niagara Link for semester two.

KB is approved for SAL.

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**CASE UPDATES**

189-001	AP	The Committee recommends that this SAL case be terminated. Andrea Jagoe-Lynett will follow up.
189-021	ET	A case update will be provided at the December SAL meeting.
189-022	JD	The SAL plan is active. Student is working on a math credit and is looking for a co-op placement with the support of the Student Success Lead. JD is in regular contact with the school.
189-030	BF	The SAL plan is active.
189-035	EI	The Committee recommends that this SAL case be terminated. Andrea Jagoe-Lynett will follow up.
189-042	RI	The Committee recommends that this SAL case be terminated. Andrea Jagoe-Lynett will follow up.
189-044	CL	The Committee recommends that this SAL case be terminated. Andrea Jagoe-Lynett will follow up.
189-047	AS	A case update will be provided at the December SAL meeting.
189-057	MP	The Committee recommends that this SAL case be terminated. Andrea Jagoe-Lynett will follow up.
192-001	BM	The SAL plan is active. The student is connected to YJC and linking employment with co-op credits. He has well-being supports in the community.
192-002	KW	The SAL plan is active. The student has completed one credit and is enjoying the YJC experience.
192-003	SC	A case update will be provided at the December SAL meeting.
192-005	RD	The SAL plan is active. Student is connecting with the school.
192-006	BM	The SAL plan is active. Student is progressing with two online courses.
192-007	ML	The SAL plan is active. The student is working on courses at school one day a week.
192-008	HB	The SAL plan is active. The student and parent are connecting with school. HB is working on a reading assignment.

The meeting adjourned at 2:30pm.



## MINUTES OF THE FINANCE COMMITTEE MEETING

Wednesday, November 13, 2019  
6:00 p.m.

Grimsby-Lincoln Meeting Room  
Education Centre

Present:

Trustee Committee Members: Kevin Maves (Committee Chair), Alex Bradnam (alternate for Sue Barnett), Lora Campbell, Jonathan Fast

Administration: Stacy Veld, Superintendent of Business Services and Treasurer  
John Dickson, Superintendent of Education  
Nicky Westlake, Controller of Finance

Committee Member Regrets: Sue Barnett, Trustee

Recording Secretary: Terri Cook, Business Assistant

### **CALL TO ORDER**

Chair Kevin Maves called the meeting to order at 6:00 p.m.

### **APPROVAL OF THE AGENDA**

Following review of the agenda, it was

Moved by: Lora Campbell

Seconded by: Jonathan Fast

**“That the agenda be approved as presented.”**

CARRIED

### **PROPOSED THEATRE AND GREENHOUSE AT THE NEW SECONDARY SCHOOL IN WEST NIAGARA**

Superintendent of Business Services Stacy Veld, presented the report for a proposed theatre and greenhouse at the new secondary school in West Niagara, stating there have been numerous meetings to share aspects of the new school and to receive feedback from the students, community and partners. The results were a desire to have a theatre and greenhouse added on to the new school construction.

The Meridian Credit Union branch in Grimsby has written a letter to pledge their support for the theatre and has committed to creating a fundraising plan. The “Friends of the Arts” group in West Niagara has been working with school administration and has confirmed that they will lead the fundraising initiative to support this project along with the Rotary Club of Lincoln. Fundraising initiatives over the past number of years have had huge success.

Superintendent Veld reported that including this project in with the entire build makes good fiscal planning as economies of scale could be realized and the cost of the addition of a theatre and greenhouse would be less than if it was added on in the future. With no capital funding available for items, there will be a requirement to fundraise the amount of \$9,000,000, to be adjusted based on final project cost. In order to meet construction timelines and site plan approval, the design plans for the theatre and greenhouse need to be incorporated immediately if Trustees support the proposal, and subject to Ministry approval.

Further discussion outlined the magnitude of the fundraising dollar amount, acknowledging that the new secondary school includes three municipalities.

Chair Maves shared that he received support from Trustee Elizabeth Klassen as the local Trustee for the three municipalities (Grimsby, Lincoln, West Lincoln). Chair Maves stated that he strongly supported the proposal to build a theatre and greenhouse at the new secondary school and suggested that if DSBN initiates the fundraising in the amount of \$1.9M, it will encourage community members and other partners with their fundraising endeavours.

Trustee Bradnam shared his support and reiterated that the \$1.9M commitment that DSBN is proposing to initiate the fundraising with, is based on the interest received from the community that they feel confident the fundraising amount of \$9M can be achieved.

Moved by: Lora Campbell  
Secondary by: Alex Bradnam

**“That Senior Staff be authorized to proceed with the construction of a 1000 seat theatre and a greenhouse at the new secondary school in West Niagara at an estimated cost of up to \$9,000,000, to be financed according to the Project Financing Plan as outlined in this report and subject to Ministry approval.”**

CARRIED

### **ANNUAL REPORT ON BOARD INVESTMENTS**

Superintendent Veld introduced Controller of Finance Nicky Westlake to present the Annual Report on Board Investments. The schedule lists the investments held at the end of the 2018-19 fiscal year and summarizes the term, purchase and maturity date, name, rating and principal amount and interest rate for each GIC investment. The investments held, and the organization limit allowed, are all compliant with Board policy and the objectives set out therein.

Moved by: Alex Bradnam  
Secondary by: Jonathan Fast

**“That the Annual Report on Board Investments, as at August 31, 2019, be received.”**

CARRIED

### **SCHEDULE OF ACCUMULATED SURPLUS**

Superintendent Veld presented the Schedule of Accumulated Surplus report, stating that the strong financial position of the DSBN has been established through a continued proficient budget process and ongoing accountability measures. The Schedule of Accumulated Surplus provides the September 1, 2018, accumulated surplus account balances, transfers to and from each fund during the 2018-19 fiscal year, and the resulting balances as at August 31, 2019. Superintendent Veld stated that as a result of the prior approval to move forward with using the 1.9M to initiate the fundraising for the proposed theatre and greenhouse at the new secondary school, she provided a revised Schedule of Accumulated Surplus handout reflecting the amended internally appropriated capital amount. Superintendent Veld shared that the actual financial statements will be presented to the Audit Committee on November 18<sup>th</sup>, and to the full Board of Trustees on November 26<sup>th</sup>.

Moved by: Jonathan Fast  
Secondary by: Alex Bradnam

**“That the Schedule of Accumulated Surplus for the year ended August 31, 2019, be approved as amended.”**

CARRIED

### **NEXT MEETING**

The next meeting is scheduled for January 15, 2020, at 6:00 p.m.

### **ADJOURNMENT**

Moved by: Jonathan Fast  
Seconded by: Alex Bradnam

**The meeting adjourned at 6:50 p.m.**

CARRIED  
46



## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Thursday, November 14, 2019

5:30 p.m.

Grimsby Lincoln Room – Education Centre

### MINUTES

#### **Committee Members Present:**

Linda Morrice (Chair)	Pathstone Mental Health
Amy Dunn	Autism Ontario - Niagara
Nick Smith	Niagara Support Services
Danielle Reynolds	Niagara FASD Coalition
Shannon MacDonald (Vice Chair)	CNIB Foundation
Samantha Sendzik	Learning Disabilities Association Niagara Region
Alex Bradnam	Trustee, District School Board of Niagara

#### **Administration/Resource:**

Wes Hahn	Superintendent of Special Education
Leanne Smith	Superintendent of Secondary Schools
Jodie Kerr	OPC Representative: Elementary
Karen Ferguson	OPC Representative: Secondary
Nikki Train	Student Achievement Leader, Special Education

#### **Regrets:**

Lisa Beaudoin	VOICE for Deaf and Hard of Hearing Children
Mary Maida	Down Syndrome Niagara
Shannon Mitchell	Trustee, District School Board of Niagara
Kelly Cimek	Community Living Welland Pelham

#### **Recording Secretary:**

Jennifer McGugan

#### **QUORUM/CALL TO ORDER**

Quorum was established and the Special Education Advisory Committee (SEAC) meeting was called to order at 5:35 p.m.

#### **STUDENT VOICE**

Special Education Student Achievement Leader, Nikki Train introduced DSBN Secondary Special Education Consultants. Secondary Special Education Consultant, Ann LaFortune, introduced the grade 12, St. Catharines Collegiate student. The student explained that she is part of the drama club, Student Voice, and has discovered new interests and learning at St. Catharines Collegiate. As part of the SSTC programming she has successfully participated in the DSBN Special Olympics and the school coffee cart. With the help of classroom staff, she has

improved in math and is more confident in the exchange of money. She is excited about the cosmetology program and shared with the committee that she wants to become a hair dresser.

### **APPROVAL OF AGENDA**

Chair Morrice requested a motion to approve the Agenda of the November 14, 2019 SEAC meeting.

***Moved by Amy Dunn, Seconded by Shannon McDonald***

***“That the Agenda dated November 14, 2019, be approved as presented.”***

**CARRIED**

### **BUSINESS ARISING FROM THE MINUTES**

There was no new business arising from the Minutes of the October 10, 2019 SEAC meeting.

### **SUPERINTENDENT REPORT**

**Wes Hahn**

Superintendent Hahn briefly discussed the Special Education Unlocking Potential Documents that have been created by the Special Education department for Administrators to use in their schools. These documents reflect DSNB belief systems around knowledge, competencies, and habits of mind. Their purpose is to help build capacity in our administrators and in-school teams in supporting special education students.

### **SPECIAL EDUCATION REPORT**

**Nikki Train**

Student Achievement Leader, Special Education, Nikki Train presented information about Special Education Staff to the committee. Nikki outlined the organizational structure of Special Education Support and reviewed staff roles in supporting students. Nikki thanked the trustees for approving budgetary support to increase staffing and build capacity in supporting special education students.

Student Achievement Leader, Nikki Train asked the group to review pages 22-24 and page 55 of the DSNB Special Education Plan 2019-20. Danielle Reynolds indicated minor edits on pages 22 and 24. A copy of the Special Education Report can be found on the board's website.

### **TRUSTEE REPORT**

**Alex Bradnam**

Trustee Bradnam shared that the Board meeting on October 22 started with an information session on the differences between conflict and bullying. Some of the positive resources, strategies and supports the Mental Health and Well-being team has put in place to support students, staff and parents were highlighted. All schools are on a roll out plan to receive access to baseline technology to support DSNB's goal to provide equity across the system.

Trustee Bradnam shared that Tanya Talaga, an award-winning journalist, an acclaimed storyteller, and the Indigenous Issues Columnist for the "Toronto Star", is coming to Niagara. Talaga shares Indigenous stories from across Canada and the world, humanizing the legacy of residential schools and colonization, sharing her hope for a more inclusive and equitable future.

The 2018-19 EQAO and OSSLT Board Results were presented and our ELL and Special Education students continue to perform well, which is an indication of the support and differentiation they receive from staff.

As part of the Board Strategic Plan, members from across the educational community will be coming together to create a vision and mission for the future of DSNB students. Trustees, along with Senior Team, Linda Morrice and Nikki Train will be representing the needs of Special Education in our system.

### **ASSOCIATION AND BOARD INFORMATION**

#### **Pathstone Mental Health**

**Linda Morrice**

No report

#### **Learning Disabilities Association Niagara Region**

**Samantha Sendzik**

Winter 2020 program applications open November 25th at 6:00 am. A Beamsville Let's R.E.A.D. program site has been added for winter and spring of 2020 thanks to funding from a private donor. On October 3rd, the Ontario Human Rights Commission (OHRC) launched 'Right to Read', a public inquiry into human rights issues that affect



students with reading disabilities on Ontario's public education system. It will assess whether school boards use scientific evidence-based approaches to meet students' right to read using five benchmarks: Universal design for learning, mandatory early screening, reading intervention programs, effective accommodation, and psycho-educational assessments. The OHRC wants to hear from parents, students, educators and others, and invites them to email [legal@ohrc.on.ca](mailto:legal@ohrc.on.ca). An online survey will be available soon. [http://www.ohrc.on.ca/en/news\\_centre/ohrc-launches-right-read-public-inquiry](http://www.ohrc.on.ca/en/news_centre/ohrc-launches-right-read-public-inquiry)

#### **Autism Ontario – Niagara**

**Amy Dunn**

The annual holiday gala, 'Snowflake Soiree', is being held at Amici's Banquet Centre on December 7th, 2019. Tickets are \$65.00 each or tables of 8 for \$520.00. Proceeds from this event support our summer camps and programs. Annual Fall training is currently underway in Toronto. There has been discussion around our new Service Navigator Roles. The chapter received a generous donation of \$6,000.00 from Cotton. The proceeds will directly fund our programs. Our annual Halloween party was held at our chapter for the Adults and Teens groups.

#### **VOICE for Deaf and Hard of Hearing Children**

**Brent Beaudoin**

The Annual General Meeting is Nov. 24. Pumpkin picking, fall fun fair, social night activities are happening in the Halton and Toronto area, as there are not many VOICE members in Niagara.

#### **Niagara FASD Coalition**

**Danielle Reynolds**

No report.

#### **Niagara Support Services**

**Nick Smith**

No report

#### **CNIB**

**Shannon McDonald**

No report.

#### **OPC Representative: Elementary**

**Jodie Kerr**

Elementary schools have been hosting parent/teacher interviews and progress reports have recently been sent home. Grade 8 students are getting ready for secondary school open houses and attending Grade 8 days. The upcoming PD day focus is on planning for students and creating student profiles.

#### **OPC Representative: Secondary**

**Karen Ferguson**

Secondary schools have been preparing for and hosting open houses, grade 8 days and Take Our Kid to Work days.

#### **CORRESPONDENCE**

The Committee received a request for SEAC committee members to participate in a survey. The committee will receive the link via email after the meeting.

#### **QUESTIONS AND ANSWERS**

There were no questions received.

#### **ADJOURNMENT**

***Moved by Amy Dunn, Seconded by Shannon McDonald***

***"That the Special Education Advisory Committee meeting adjourn."***

**CARRIED**

The meeting adjourned at 6:50 p.m.

**NEXT MEETING: Thursday, December 12, 2019 at 5:30 p.m. – Grimsby-Lincoln Room**



## AUDIT COMMITTEE

### MINUTES OF OPEN SESSION MEETING

Monday, November 18, 2019  
5:30 p.m.

Education Centre  
Grimsby-Lincoln Room

Present:

**Audit Committee External Members:** Lons Kushner (Committee Chair), Yusuf Essop

**Trustee Audit Committee Members:** Kate Baggott, Jonathan Fast,  
Kevin Maves, (alternate for Sue Barnett)

**DSBN Administration:** Stacy Veld, Superintendent of Business Services  
Nicky Westlake, Controller of Finance

**Regional Internal Audit Team:** John Forte, Internal Auditor

**External Auditors:** Lois Ouellette, KPMG  
Scott Plugers, KPMG

**Committee Member Regrets:** Sue Barnett, Trustee

**Guest:** Alex Bradnam, Trustee

**Recording Secretary:** Terri Cook, Business Assistant

#### **CALL TO ORDER AND WELCOME**

Chair Lons Kushner called the meeting to order at 5:32 p.m.

#### **APPROVAL OF THE AGENDA**

Moved by: Yusuf Essop  
Seconded by: Kate Baggott

**“That the agenda be approved as presented.”**

CARRIED

#### **DECLARATION OF CONFLICT OF INTEREST**

There were no conflicts of interest declared.

#### **ANNUAL REPORT TO THE MINISTRY OF EDUCATION**

Chair Kushner called for questions, none were brought forward.

Moved by: Jonathan Fast  
Seconded by: Kate Baggott

**“That the Annual Report to the Ministry of Education be received.”**

CARRIED

**MOVE TO CLOSED SESSION**

Moved by: Yusuf Essop  
Seconded by: Jonathan Fast

**“That the Committee move into closed session.”**

CARRIED

**MOVE BACK TO OPEN SESSION**

Moved by: Kate Baggott  
Seconded by: Yusuf Essop

**“That the Committee move back into open session.”**

CARRIED

The Committee moved back to open session at 6:40 p.m.

**NEXT MEETING**

The next Audit Committee meeting will take place on Monday, June 8, 2020 at 5:30 p.m.

**ADJOURNMENT**

Moved by: Yusuf Essop  
Seconded by: Kate Baggott

**“That the Audit Committee meeting be adjourned.”**

CARRIED

The meeting adjourned at 6:41 p.m.



## STUDENT TRUSTEE SENATE COMMITTEE

November 19, 2019  
Board Room, Education Centre  
**MINUTES OF MEETING**

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### **Members Present**

**Student Trustees:** Keylee Smith, Welland Centennial Secondary School  
Karina Tavernese, Sir Winston Churchill Secondary School

**Trustees:** Nancy Beamer & Dave Schaubel

### **School Representatives:**

Jessica Zhang, A. N. Myer	Emma Tracey, Grimsby
Samantha Adams, Beamsville	Skye Reid, Laura Secord
Samantha Pierce, Beamsville	Sara Turvani, Laura Secord
Devon Fiander, DSBN Academy	Matteo Panunte, Port Colborne
Justice Wells, DSBN Academy	Brooke MacIntosh, St. Catharines Collegiate
Camryn Furlong, E.L. Crossley	Marwa Salih, Sir Winston Churchill
Priya Shourie, E.L. Crossley	Jacob O'Connor, Stamford
Krish Patel, Eastdale	Olivia Sargeson, Stamford
Piper Jackman, Eastdale	Duaa Abasi, Thorold
Ella Kucman, Greater Fort Erie	Sydney Alexander, Thorold
Grace-Anna Pielt, Greater Fort Erie	Donghwui Kim, Welland Centennial
Own Theriault, Governor Simcoe	Evvi Libby, Welland Centennial
Mackenzie Ziegler, Governor Simcoe	Reyana Jayawardena, Westlane
Nikola Minor, Grimsby	Salony Sharma, Westlane

***\*Based on students who "signed-in"***

**Administrative Advisors:** Ms. Leanne Smith, Superintendent of Secondary Schools  
Ms. Janet Cripps, Consultant, Student Success  
Ms. Carla Piovesana, Vice Principal, Eden High School

**Recording Secretary:** Mrs. Nichola Lee, Administrative Assistant to the Superintendent

**Regrets:** Ms. Andrea Jagoe-Lynett, Student Achievement Leader, Student Success

**Absent:** Emma Hric (Port Colborne), Nadia Jassem (St. Catharines Collegiate), Aidyn Kasper (Eden), Parsa Razegi (A.N. Myer), Anastasia Vakoulis (Eden).

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### **Welcome**

The meeting opened with the reading of the Indigenous Land Acknowledgment.

### **Approval of the Agenda**

St. Catharines Collegiate motioned for the agenda be approved. Stamford seconded the motion. **Motion carried**

**Report from the DSBN Trustees**

Trustee Beamer reported on the Board's support of an Indigenous Student Trustee. She shared that EQAO results show that DSBN students are achieving above the provincial standard. The Board continues to work on achievement in literacy and numeracy, which includes teacher training. She informed the Senators of a speaker series DSBN is hosting featuring Indigenous speaker Tanya Talaga.

**Report from the Student Trustees**

Keylee and Karina updated the Senators on their attendance at the OSTA-AECO Fall General Meeting in October. Karina attended a full-day Indigenous Student Voice forum, also in October.

The Student Trustees were pleased to announce that with the support of IEAC, the Indigenous Student Trustee has been appointed. Ness Griffin will join the Student Trustee Senate at the next meeting in December.

**T-shirts:** The Senators selected a t-shirt design and agreed that a choice of long or short sleeve should be an option. The shirts will have the Senator's surname printed on the back.

**EFN update:** The Senators agreed to participate in a fundraiser for EFN. They will roll-out the same activity at all their schools. The Foundation will provide the merchandise and materials for the activity. The *Students Helping Students* and *Warm a Heart* campaigns were chosen.

**Recap of 2018-2019**

Keylee provided a review of last year's results from the *School Based Student Voice Forums*. The Senators joined breakout groups and reviewed the recommendations. They will select key ones and share them with the Board's Strategic Planning Committee.

**Meeting Adjournment**

Thorold motioned the meeting be adjourned. Greater Fort Erie seconded the motion.

**Motion carried**

**Next Meeting:**

Tuesday, December 17, 2019



## POLICY COMMITTEE

**Tuesday, November 19, 2019  
5:30 p.m.  
Grimsby Lincoln Room – Education Centre**

### MINUTES

**PRESENT:** Elizabeth Klassen, Doug Newton, Shannon Mitchell, Alex Bradnam, Kate Baggott,

**ADMINISTRATION:** Kelly Pisek, Lora Courtois

**GUESTS:** Helen McGregor, Wes Hahn, JoAnna Roberto and Jennifer Feren, Nancy Beamer

**SECRETARY:** Jennifer Reid

#### **WELCOME AND INTRODUCTIONS**

Chair Alex Bradnam called the meeting of the Policy Committee to order at 5:33 pm. He welcomed the trustees, administrative team and guests.

#### **APPROVAL OF AGENDA**

Chair Alex Bradnam stated that Policy C-03: Service Accessibility Standards for Ontarians with Disabilities was not on the agenda even though it had been posted for feedback. This policy was approved as amended and adopted in May 2019. As well, no additional feedback was received during this vetting period. Chair Bradnam asked the Committee for approval of the agenda.

***Moved by Elizabeth Klassen, Seconded by Doug Newton***

#### **BUSINESS ARISING FROM THE MINUTES**

There was no new business arising from the minutes of May 14, 2019.

#### **NEW BUSINESS**

##### **B-08: Records Management**

Board Lawyer Jennifer Feren presented this policy. This policy was postponed from May 2019 so that any feedback received from an internal audit could be considered. Changes in this policy include the addition of electronic records and language from the Municipal Freedom of Information and Protection of Privacy Act to reflect current practise. Clarity on third party disclosure was also added to this policy. Feedback was received and taken into consideration in this policy.

***Moved by Shannon Mitchell, seconded by Elizabeth Klassen***

***"That Policy B-08: Records Management be approved as amended and adopted."***

attached

**CARRIED**

**Newly Developed G-41: Service Animals**

Superintendent Wes Hahn presented this policy. Changes were made to the draft policy as it was posted for vetting prior to PPM 163 being issued. The Council of Ontario Directors of Education (CODE) wanted to ensure consistency across boards in Ontario and sought legal advice from Miller Thomson. This newly developed policy has been crafted from the framework through Miller Thomson and CODE and meets the criteria of PPM 163.

***Moved by Kate Baggot, seconded by Doug Newton***

***“That Newly Developed Policy G-41: Service Animals be approved as received and adopted.”***

attached

**CARRIED**

**D-06: Electronic Learning**

Superintendent Helen McGregor presented this policy. Revisions were made to the language used in this policy to reflect current practice in our schools.

***Moved by Doug Newton, seconded by Elizabeth Klassen***

***“That Policy D-06: Electronic Learning be approved as amended and adopted.”***

attached

**CARRIED**

**D-03: Approval and Conduct of Research**

Superintendent JoAnna Roberto presented this policy. In the last paragraph “DSBN’s Professional Library and Learning Commons” was changed to “DSBN’s Research Recording Secretary’s office” to reflect current practise.

***Moved by Elizabeth Klassen, seconded by Shannon Mitchell***

***“That Policy D-03: Approval and Conduct of Research be approved as amended and adopted.”***

attached

**CARRIED**

**Newly Developed D-15: Health Curriculum - Elementary**

Superintendent JoAnna Roberto presented this newly developed policy. This policy mirrors PPM 162 in that it specifically speaks to the exemption of students during instruction of the Human Development and Sexual Health expectations found in Strand D of the Ontario Curriculum. Parents must be notified 20 days prior to the instruction date. There will be no academic penalty for those students that parents ask to be exempt. PPM 162 is referenced within the policy as a reference for further information.

***Moved by Elizabeth Klassen, seconded by Kate Baggot***

***“That Newly Developed Policy D-15: Health Curriculum - Elementary be approved as received and adopted.”***

attached

**CARRIED**

**E-03: Health and Safety**

Superintendent Lora Courtois presented this policy. No changes were made as there were no changes to legislation.

***Moved by Shannon Mitchell, seconded by Doug Newton***

***“That Policy E-03: Health and Safety be approved as received and adopted.”***

attached

**CARRIED**

**E-06: Police Criminal Record Check – Police Vulnerable Sector Check and Offence Declaration**

Superintendent Lora Courtois presented this policy. Niagara Regional Police changed the Police Criminal Record Check – Police Vulnerable Sector Check into two separate police checks. This includes now a Police Vulnerable Sector Check (PVSC) for school- based staff and a Police Criminal Record and Judicial Matters Check for non-school based employees.

***Moved by Shannon Mitchell, seconded by Kate Baggot***

***“That Policy E-06: Police Criminal Record Check – Police Vulnerable Sector Check and Offence Declaration be approved as amended and adopted.”***

attached

**CARRIED**

#### **E-15: Workplace Violence and Harassment Prevention**

Superintendent Lora Courtois presented this policy. Feedback asked if there is an anti harassment officer, that responsibility falls under Lora Courtois, superintendent of Human Resources, the Director of Education and the Board Lawyer. Changes reflect current practise as the term “programs” have been replaced with “resolution process”. The process is detailed in the administrative procedure. A resolution process is more appropriate to what our organization practises.

***Moved by Kate Baggot, seconded by Elizabeth Klassen***

***“That Policy E-15: Workplace Violence and Harassment Prevention be approved as amended and adopted.”***

attached

**CARRIED**

#### **G-08: DSBN Code of Conduct for Schools**

Superintendent Kelly Pisek presented this policy. As an outcome from this approved policy in May, the Code of Conduct is posted to every DSBN school website along with policy G-28: Student Discipline. This provides consistency across the board and clarity for parents. PPM 128 was revised to include the use of personal mobile devices in August 2019. This policy has been revised to incorporate the responsibilities of the teacher and student as outlined in PPM 128 with regards to use of personal mobile devices.

***Moved by Doug Newton, seconded by Kate Baggot***

***“That Policy G-08: DSBN Code of Conduct for Schools be approved as amended and adopted.”***

attached

**CARRIED**

#### **NEXT MEETING**

The next Policy Committee meeting is scheduled for Tuesday February 11, 2020 at 5:30 p.m. Policies will be open for vetting from November 29, 2019 – January 24, 2020.

#### **ADJOURNMENT**

***Moved by Doug Newton, Seconded by Shannon Mitchell***

***“That the Policy Committee meeting adjourn.”***

**CARRIED**

The meeting adjourned at 6:15 pm.





## DISTRICT SCHOOL BOARD OF NIAGARA NAMING OF THE NEW SECONDARY SCHOOL IN WEST NIAGARA REPORT

NOVEMBER 26, 2019

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### **Background:**

On May 1, 2019, Chair of the Board, Sue Barnett received a written request for Beamsville District Secondary School and Grimsby Secondary School to come together to begin the naming process for the new secondary school being built in west Niagara; proposed to open in September 2022. At the regularly scheduled Board Meeting on May 28, 2019, the Board of Trustees approved the motion to begin the process of naming the new secondary school.

### **Rationale:**

The naming process provides an opportunity for students, staff, families and community members of the West Niagara area, including Town of Lincoln, Town of Grimsby and Township of West Lincoln, to collectively participate in the naming of the new secondary school. Deciding upon a name for the school is an important element of the transition process as Beamsville District Secondary School (BDSS) and Grimsby Secondary School (GSS) that will close in June 2022 prior to the new school's opening in September of 2022. A naming committee was formed comprised of student representatives from BDSS and GSS, principals, parents and community representatives. Information was shared with area schools and the 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 responses of suggested names received, the following criteria from Policy A-09 was used to help guide their discussions, considerations and the selection of their final proposed names:

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

- *Inspire students*
- *Reflect DSBN's strategic plan 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 a historical name or an 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*

*Proposed names cannot:*

- *Be of current employees or members of the Board*

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

Elizabeth Klassen - DSBN Trustee  
Helen McGregor - Superintendent of Curriculum & Student Achievement, Area 5 Secondary Schools  
Mat Miller - Principal, Grimsby Secondary School  
Matt Wilson - Principal, Beamsville District Secondary School  
Emily Bigger, Luc Sivyer, Elijah Wilts, Keerthana Srikanth - Students of Beamsville District Secondary School  
Emine Asdemir, Aiden Dennie, Harmony Clouser, Jake Harnock, Matthew Campbell, Abby Talic - Students of Grimsby Secondary School  
Kathy Horton, Parent, Beamsville District Secondary School  
Ginelle Polmanter-Gentle, Parent, Grimsby Secondary School  
Kathaleen McNeil, Community Member  
Carrie Beatty, Community Member  
Larry Lanosky, Community Member  
Sarah Sweeney, Community Member

### **Consultation Process:**

The Naming Committee met on October 1, 2019 to discuss the policy and the process for the naming of the new secondary school. A naming campaign was conducted that involved the solicitation of name suggestions through the DSBN board and school websites. The naming submission website was promoted through various media and school communications. There were 187 unique names submitted as possible considerations. At the Naming Committee Meeting of October 28 the committee, through discussion and a dotmocracy voting process as outlined at the first meeting, were able to narrow the choices to 11 preferred names. The Naming Committee met again on November 14 and following further conversations, considerations and using the same voting process the top three name recommendations were determined. The committee has provided the top three choices according to Policy A-09, below.

### **Name Significance:**

#### **Lakeridge Secondary School**

This name impresses the significance of the school's location topographically; directly between the prominence of the Niagara Escarpment (frequently referred to as "the ridge") and Lake Ontario. In fact, when built, the school will face "the ridge" and Lake Ontario will be in view from the north visage of the school.

Additionally, the committee felt this name invokes a feeling of connectedness with the general locale and the natural elements of the environment associated with the shared features of Lincoln, Grimsby and West Lincoln communities.

The committee agreed that the name Lakeridge has a favourable "ring" and that LSS is a - suitable acronym that would be well received by students, staff and the community.

This name satisfies the requirements of Policy A-09 by identifying the community served by the school and providing inspirational significance to students through the inference to the natural connected elements of water, earth and sky.

### **West Niagara Secondary School**

This name clearly defined to committee members the new school's location. Through this name communities are able to identify with the commonly shared locale of the school. Committee members expressed that they are proud of their community and should this name be selected it would demonstrate that the three communities have come together to share in the culture of one secondary school with all students who attend residing in the are of West Niagara.

This name meets the criteria set out in Policy A-09 by as it identifies the community served by the the school.

### **Ridgeview Secondary School**

The name, Ridgeview Secondary School, was put forward as it is representative of a unique area of the Niagara Escarpment. It is also interesting to name the school the same as the garden centre that was previously located on the site of the new school.

Members like that the name pays homage to the close connection to the Escarpment ridge. Regardless of the community students are from, Lincoln, Grimsby or West Lincoln, all students have a frequent view of the "ridge" on a regular basis.

Ridgeview Secondary School satisfies the criteria outlined in Policy A-09 by identifying the area in which the school is located and provides inspiration for students as well as the community awareness and connection.

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The committee has provided the top three choices according to Policy A-09. Following the presentation of the proposed choices, Trustees are asked to submit their preferences by ballot with balloting continuing until there is a clear majority.

### **Recommendation:**

That the three choices as determined by the combined Beamsville District Secondary School and Grimsby Secondary School Naming Committee be received and that the Trustees vote by ballot to choose the name for the new DSBN Secondary School:

1. Lakeridge Secondary School
2. West Niagara Secondary School
3. Ridgeview Secondary School

Respectfully submitted,

Helen McGregor  
Superintendent of Curriculum & Student Achievement, Area 5 Secondary Schools

Date: November 26, 2019

***For further information, please contact Helen McGregor or the Director of Education.***

# December

## 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Strategic Plan Mtg 8:30 am Organization Mtg 6 pm COW 6:15 pm Regular Mtg 7 pm	4 PIC 5:30 pm	5	6	7
8	9	10 Program and Planning 6pm	11 SAL 1pm	12 SEAC 5:30 pm	13	14
15	16	17 Student Trustee Senate 6pm	18	19	20	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break				