

## ***Regular Board Meeting***

**Tuesday, October 25, 2016**

**Education Centre**

**St. Catharines**

**5:30 – 6:00 p.m. [Information Session]**

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

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

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

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

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

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

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

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

E.L. Crossley Secondary School orchestra will play 'O Canada', via video

### **D. REFLECTIVE READING**

By Trustee Helga Campbell

**E. BUSINESS OF THE BOARD**

**1. Adoption of the Agenda**

**Recommended Motion:**

“That the Agenda be adopted.”

**2. Approval of Board Minutes**

Pages 6-17

**Recommended Motion:**

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated September 27, 2016 be confirmed as submitted.”

**3. Business Arising from the Minutes**

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

**Recommended Motion:**

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

**F. EDUCATIONAL SHOWCASING OR PRESENTATIONS**

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

W Hoshizaki  
Pages 18-24

Update from Provincial, Regional and Local Perspective

- a) Director’s Recognition – Sama Nanayakkara, Student, Governor Simcoe SS
- b) Director’s Recognition – Linda Chown, Teacher, Lockview PS (formerly Harriet Tubman PS)
- c) Director’s Recognition – Rosemary Findlay, Principal, Power Glen PS
- d) Director’s Update to Trustees

**2. Educational Showcases**

- a) E.L. Crossley Secondary School

H McGregor

**G. STUDENT ACHIEVEMENT REPORT**

**1. Board Improvement Plan for Student Achievement (BIPSA)  
2015/2016 End of Year Report**

H McGregor/J Roberto  
Pages 25-40

**Recommended Motion:**

“That the Board receive the Board Improvement Plan for Student Achievement (BIPSA) 2015/2016 End of Year Report.”

**H. DELEGATIONS**

**I. BOARD RECESS (Optional)**

**J. OLD BUSINESS**

**1. ACCOUNTS**

S Veld  
Page 41

**Recommended Motion:**

“That the Summary of Accounts paid in Batch Numbers 1779 to 1793, for the month of August 2016 totaling \$17,250,818.18 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 October 5, 2016 be received.”

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

H Campbell / L Campbell  
Pages 45-46

**Recommended Motion:**

“That the report of the Parent Involvement Committee dated October 5, 2016 be received.”

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

J Ajandi / D Robinson  
Pages 47-64

**Recommended Motion:**

“That the report of the Special Education Advisory Committee dated October 13, 2016 be received.”

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

S Alazzam / K Luciani  
Pages 65-69

**Recommended Motion:**

“That the report of the Student Trustee Senate dated October 18, 2016 be received.”

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

**L. NEW BUSINESS**

**Recommended Motion:**

“Pursuant to By-Law K-2, the Chair of the Board is calling for a Special Meeting of the District School Board of Niagara to be held on Tuesday, February 14, 2017 for the purpose of staff presenting the Final Staff Report regarding the West Niagara Secondary Accommodation Review.”

**M. INFORMATION AND PROPOSALS**

**1. Staff Reports**

**2. Trustee Information Session**

Information session: Mental Health Training Update

**3. Correspondence and Communications**

a) Correspondence from Bluewater District School Board

Pages 70-71

b) Correspondence from Peel District School Board

Pages 72-73



4. **Trustee Communications and School Liaison**

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

J Ajandi

6. **Future Meetings**

Page 74

The November calendar is attached.

**N. ADJOURNMENT**

**Recommended Motion:**

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

**October 25, 2016 Board Meeting  
Director's Update to Trustees**

**Director's Recognition for Extraordinary Contributions – Sama Nanayakkara, Student,  
Governor Simcoe SS**

Sama Nanayakkara's voice and presence is a force to be reckoned with!

She is a natural-born leader who influences positivity throughout the group that others admire and are compelled to follow. She works completely selflessly; her goals are to help people in need, work with like-minded individuals and infuse worth of all human life while accepting nothing in return for her good deeds. She is very humble and always refers to "her group" when discussing successes of which she led.

Sama participates in a number of extracurricular activities, such as rowing and jazz band, which takes a tremendous amount of dedication and effort in addition to her already industrious schedule. The jazz band plays at weekend events, fundraising events and school-based events, which she has participated in for the past three years. In rowing, she won the "Coxie of the Year" award for the past three years of high school and led her crew to win the Canadian Secondary School Rowing Association Championships last year.

Most notably, Sama responds when human injustice strikes her. An example of this is when she was impacted by what she saw on the news about the Syrian refugee crisis, which prompted her to organize a school board-wide event to raise funds for refugees who were arriving in the Niagara Region, her own community. She led a group of other compassionate students by following the WE Day format for event-planning, and she successfully executed the plan which concluded with a debrief session and celebration of her team's accomplishments. In this particular event, she surpassed her initial goal by tripling the amount of the fundraising goal! Sama was adamant about delivering these funds to the organization herself, as she felt such a strong connection.

Sama is an exceptional student! Her average last year in grade 11 was a 98.5%, all while supporting these important causes and participating in extracurricular activities. Her academic achievements have continued into her grade twelve year. This young woman is a truly remarkable global citizen!

Sama's dedication, determination and passion for all that she does, has resulted in her being recognized by the WE Day organization who nominated her for a service award called the

"Sovereign Medal for Volunteers." This award recognizes the exceptional volunteer achievements of Canadians from across the country, and The Chancellery of Honours, part of the Office of the Secretary to the Governor General, administers the program. Sama is one of ten recipients of this award for 2016.

Sama was honoured at a VIP event hosted by WE Day on Tuesday, October 18, 2016 where she did in fact receive this prestigious award which was handed to her personally by Craig Kielburger, the founder of Free the Children and WE Day. This award is one that represents integrity, compassion and heart that Sama so genuinely expresses on a daily basis which is designed to carefully incorporate significant aspects of Canadian culture and volunteerism. What an incredible achievement!

Sama has the power to change the world and was immensely worthy of this illustrious award. We have yet to see the best of Sama, so any opportunity that she is given to shine and be recognized will truly benefit the human population. We are all so very proud of Sama.

Congratulations, you are most deserving of the Director's Recognition for Extraordinary Contributions.

**Director's Recognition for Extraordinary Contributions – Linda Chown, Teacher, Lockview PS (formerly Harriet Tubman PS)**

Last year, Harriet Tubman Public School was approached by Martha Swan, a teacher from New York, who was awarded a grant to support her project called Harriet Lives Here. The idea of the grant was to help teachers and students who currently live in communities where Harriet Tubman lived to develop a deeper understanding of her impact. Martha approached the administrators of Harriet Tubman Public School with her ideas, and teacher Linda Chown stepped up to the challenge.

As part of the grant, Linda had her grade five class at Harriet Tubman and her grade two class at Lockview Public School, skyping famous historians and authors for more information. Two musicians from the United States came to St. Catharines and stayed with Linda in her home for a week. They worked with Linda and the grade five students to write and compose a song for the Harriet Tubman Public School grand opening which can be found on the school website.

To gain a deeper understanding of Harriet Tubman, Linda organized a narrated tour with Rochelle Bush from the Salem-BME Church for the grade five students that took them through the Niagara Region to key destinations known to have been visited by Harriet Tubman. While at the Whirlpool Bridge, Rochelle casually told the grade five students that she wished there was a heritage marked at the site where Harriet crossed into Canada. Linda and the students were on it!

Last June, after mounting a letter campaign along with posters and a formal petition on Change.org, the grade 2 students at Lockview and the grade 5 students at Harriet Tubman were successful in their bid to convince the Niagara Parks Commission to mark the only documented

site where Harriet Tubman brought freedom-seekers to Canada. The petition garnered over 500 signatures from across Canada and the United States and two front page stories in local papers. During the summer, Linda was invited to a panel presentation at the Niagara Parks Commission where they discovered the project had been approved. A team of students from both Lockview and Harriet Tubman will now collaborate and play a role in the development of an interpretive panel about Harriet Tubman and the site where she crossed in Niagara Falls. The panel is set to be unveiled this coming June.

Without Linda's tireless passion and efforts, this project would not have taken on the life it has. It is an extraordinary effort that deserves to be recognized. Congratulations Linda, you are most deserving of the Director's Recognition for Extraordinary Contributions!

### **Director's Recognition for Extraordinary Contributions – Rosemary Findlay, Principal, Power Glen PS**

The role of a school principal is one of great influence. They lead the instructional agenda, ensure the learning environment is safe and inviting for students and create a welcoming atmosphere for parents and community. Rosemary Findlay has been a principal with the District School Board of Niagara for the past 10 years and is currently the principal at Power Glen Public School.

Rosemary leads by example and sets high standards for her staff to believe and support each child. She inspires all to work hard and pushes for change through the improvement of practice and the fine tuning of procedures. She puts her strengths into action by getting the absolute best from those around her and pushes back at times in order to challenge her staff to grow and strive toward new positive thinking. Rosemary has always put into action the current DSNB message "I Matter." She sees every staff and student from a perspective of their strengths.

Rosemary is caring and compassionate. Her leadership is focused on caring for all students and she sets the needs of her students as a priority. Going beyond their academic needs, she considers their mental health and well-being, coupled with their environment (including family connections) in order to understand and support who the student is as an individual. She models her passion for students by consistently collaborating with all stakeholders to find the best strategies, supports and interventions so that each child feels safe, respected and challenged to be a student of excellence. She develops relationships with students based on trust and mutual respect and asks for kindness and strong thinking from her students. One student stated, "Ms. Findlay is always there for me when I need to talk to someone. She cares and understands what I am going through. Every day, Ms. Findlay puts a smile on my face." She is particularly caring and thoughtful when students and families are experiencing challenging circumstances.

Rosemary is willing to approach problems from a variety of angles and has a natural way of finding exactly what each person needs. She asks challenging questions during conferences, she never gives up on an idea or concern and connects with community agencies in order to utilize the expertise of others. Her Stress-Less Strategy day, was an example of Rosemary reaching the

needs of many while fostering a community of togetherness. She truly goes above and beyond. Rosemary has proved that her leadership skills are exemplary, her heart has no limit and she continuously portrays intelligence and fair professionalism. Her leadership results in students, staff and community members feeling valued and heard which builds a strong foundation for all to reach their potential. Rosemary is an amazing principal and a great example of the profound impact one can have on a school. She deserves to be congratulated and recognized for her extraordinary every day work. Congratulations on receiving the Director's Recognition for Extraordinary Contributions Rosemary!

## Local

### **Excellence of DSBN Teachers Recognized**

Two Central French Immersion Public School teachers have recently been honoured.

**Lee Martin** has been recognized by the Ontario Teachers Insurance Plan (OTIP) as an outstanding Ontario teacher, being awarded the OTIP Teaching Award for Excellence in the Beginning Teacher Category at a ceremony on September 27, 2016.

Lee's passion in making learning fun and interesting brings his lessons alive for his students. The variety of characters he brings to the classroom engage the students so much that they forget that they are learning. Whether it be robotics, coding, green screening or blended learning, Lee integrates it into his class and the school culture at Central P.S.

Lee was also responsible for initiating the COMPUTERS4CHANGE crowd funding initiative which seeks to ensure access for all students to technology. Félicitations, Lee!



**Julie Arsenault-Howick** was awarded The Right Honourable John Turner Award for Water and Environmental Leadership at the Niagara Peninsula Conservation Authority (NPCA) Gala on September 29, 2016.

Julie has not only immersed her students in the French language, but also the importance of water conservation. Central P.S. has enjoyed a very active 'Eco Fierté' Club (Eco Pride) with over 60 student volunteers.

Julie was responsible for organizing the shoreline cleanup of 40 Mile Creek. Students were able to collect over 23 kilograms of garbage as well as conduct water consumption tracking and reduction.



NPCA John Turner Award | Scott Rosts/Metroland  
Central Public School principal Mario Zeoli, right, and teacher Julie Arsenault-Howick, left, stands with The Right Honourable John Turner after the school received one of the Niagara Peninsula Conservation Foundation's Water & Environmental Leadership Awards named in Turner's honour last Thursday night at Queen's Landing in Niagara-on-the-Lake.

The NPCA also recognized Julie for her leadership with the Yellow Fish Road initiative which helps inform students on how to protect our area watershed. Félicitations, Julie!

### **Premier Wynne Visits Glynn A. Green Public School**

Premier Kathleen Wynne visited the onsite YMCA child care centre at Glynn A. Green Public School on October 11, 2016 to make a formal announcement about the Province's commitment to further their investment in child care. While at the school, students and staff were able to interact with the Premier and provide her with a tour of the building.

The Premier was very proud of the school and the child care facility. She also made specific mention of the Board's "I Matter" campaign while speaking with media.

Sincere thanks to students Ben and Shalynn, who were exceptional ambassadors, and to school staff for their excellent preparations for the visit.



### **Orange Shirt Day – EVERY CHILD MATTERS**

The DSBN joined with others across Canada in celebrating Orange Shirt Day – Every Child Matters on September 30, 2016 to recognize the harm done to generations of children by Residential Schools and as an affirmation of our commitment to ensure that every child matters. This initiative calls for everyone to wear an orange shirt to honour the experience of survivors. It is an excellent opportunity to continue the discussion on Residential Schools in the spirit of reconciliation and hope for generations of children to come.



## Kindergarten Class Field Trip

Harriet Tubman Public School kindergarten classes were at St. Catharines Collegiate recently for a field trip to the automotive classroom to learn about car and engine repair, which also included trike repair!



## “I Matter” Campaign Comes to Life in DSBN Schools

John Brant Public School launched their “I Matter” campaign at the recent grand opening celebration.

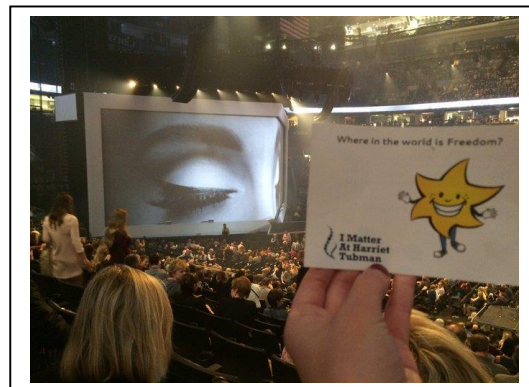
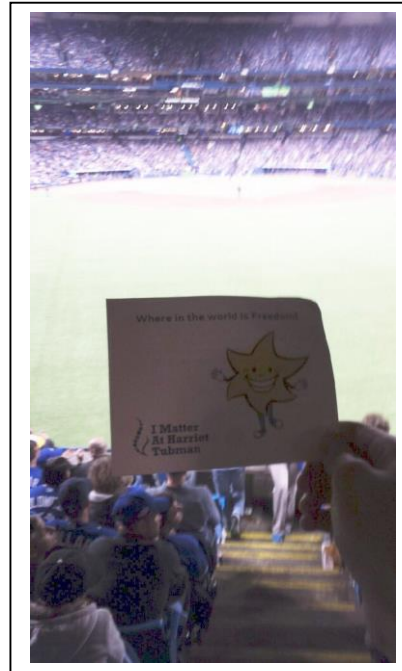
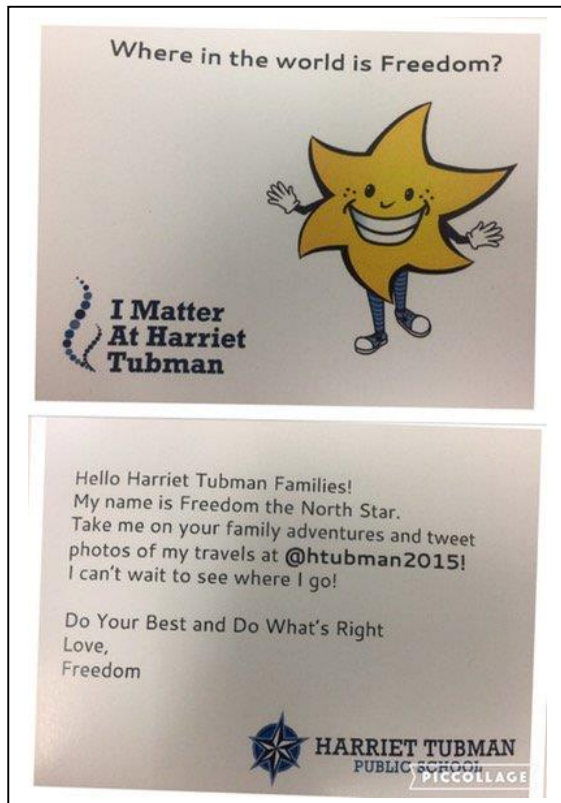
Students Michael Wiley and Giana Jarry made a speech at the Grand Opening about why they and their fellow students matter at John Brant Public School. As well, all 500 students together with teachers, staff and many guests participated in a community circle about why they matter.

At a recent PA Day, teachers addressed their needs as individuals, as learners and as community members.



Harriet Tubman Public School has also used “I Matter” to promote their belief that we all matter as individuals, learners and as community members.

The school’s mascot is Freedom the North Star. With the help of the Communications Department, they printed 1000 “Where in the World” post cards so students and families could take Freedom on adventures and tweet them out to the school community. From Toronto Blue Jays games, to Adele concerts, to museums to Tim Hortons to pumpkin patches, Freedom and the “I Matter” message is getting around!







Board Improvement Plan  
For Student Achievement

**2015/2016**

**END OF YEAR 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:

#### Responsibilities

##### WE WILL:

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

#### Relationships

##### WE WILL:

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

#### Respect

##### WE WILL:

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



# From the Director's Desk

As the largest public school board in Niagara, the DSBN is proud to serve the needs of over 36,000 students. Our mission is to inspire, empower and support all learners to reach their full potential. To succeed in this mission, we must commit ourselves to continuous improvement. A carefully considered, student-focused plan grounded in solid evidence establishes the foundation of the improvement process. With that in mind, I am pleased to present the final report on the 2015/16 DSBN Board Improvement Plan for Student Achievement (BIPSA).

The plan is an important tool used to focus and direct the DSBN's efforts to best support student learning. The goals and strategies identified in the plan reflect the Board's system priorities and strategic plan, while also aligning with the expectations and mandates of the Ministry of Education. Our results indicate that our efforts are making a positive impact on student learning.

As we have in years past, our Board focus remains on literacy and mathematics. We maintain our commitment to ensuring that our schools are safe and welcoming places for all students. We recognize the important role technology has to play in supporting student learning. Our Board will continue to be on the forefront of integrating technology into the classroom and supporting the kind of learning opportunities that will benefit students now and into the future.

The District School Board of Niagara's staff is one of our greatest strengths. As a Board, we will continue to provide opportunities for all staff to further their learning and develop professionally.

We have experienced many successes together. With the expertise and continued dedication of educators, administrators, support staff, senior staff and trustees, I am confident students will experience outstanding learning opportunities and that success will continue to trend upward. This plan represents an important framework in reaching that goal, but it is your work each day that breathes life into this document and makes a positive difference in the lives of students.

Thank you for all you do as we continue to achieve success together,



Warren Hoshizaki  
Director of Education

## Contents

- 4** BIPSA Goals & Results
- 6** Five Year Trend
- 8** Strategies & Actions





## Education: A Unique Journey

### System Goals

- ▶ Students will demonstrate self-regulation, efficacy and take ownership of their effort and learning
- ▶ Administrators will participate in and lead the professional learning of staff in support of student learning
- ▶ All professional learning will focus on the use of data and research-based instructional strategies and strategies to support the well-being of students
- ▶ All students will demonstrate mastery learning
- ▶ All schools will implement a process to effectively respond to student needs
- ▶ The Director will lead the system by focusing on evidence-based, professional learning
- ▶ Superintendents will lead and support their schools through learning cycles
- ▶ Staff will be involved in job-embedded professional learning using evidence-based instructional strategies that enhance student learning

### Elementary Goals & Results (2013/14 to 15/16)

#### PRIMARY MATHEMATICS

- ▶ **GOAL:** Primary EQAO scores will increase 4%, from 69 to 73%  
**RESULT:** Primary EQAO scores increased 1%, from 69 to 70%
- ▶ **GOAL:** Primary English Language Learners' (ELL) results will increase 4%, from 68 to 72%  
**RESULT:** Primary ELL results decreased 17%, from 68 to 51%
- ▶ **GOAL:** Primary students with special education supports will increase 2%, from 39 to 41%  
**RESULT:** Results of primary students with special education supports increased 1%, from 39 to 40%

#### PRIMARY READING

- ▶ **GOAL:** Primary EQAO scores will increase 3%, from 73 to 76%  
**RESULT:** Primary EQAO scores increased 5%, from 73 to 78%
- ▶ **GOAL:** Primary ELL scores will increase 3%, from 73 to 76%  
**RESULT:** Primary ELL results decreased 14%, from 73 to 59%
- ▶ **GOAL:** Primary students with special education supports will increase scores 5%, from 49 to 54%  
**RESULT:** Results of primary students with special education supports increased 5%, from 54 to 59%

#### PRIMARY WRITING

- ▶ **GOAL:** Primary EQAO scores will increase 3%, from 82 to 85%  
**RESULT:** Primary EQAO scores decreased 2%, from 82 to 80%
- ▶ **GOAL:** Primary ELL scores will increase 5%, from 79 to 84%  
**RESULT:** Primary ELL results decreased 7%, from 79 to 72%
- ▶ **GOAL:** Primary students with special education supports will increase results 7%, from 64 to 71%  
**RESULT:** Results of primary students with special education supports increased 2%, from 64 to 66%

### Elementary Goals & Results (2013/14 to 15/16)

#### JUNIOR MATHEMATICS

- ▶ **GOAL:** Junior EQAO scores will increase 7%, from 47 to 54%  
**RESULT:** Junior EQAO scores increased 12%, from 47 to 59%
- ▶ **GOAL:** Junior ELL scores will increase 6%, from 37 to 43%  
**RESULT:** Junior ELL results increased 13%, from 37 to 50%
- ▶ **GOAL:** Junior students with special education supports will increase scores 5%, from 21 to 26%  
**RESULT:** Results of junior students with special education supports increased 10%, from 21 to 31%

#### JUNIOR READING

- ▶ **GOAL:** Junior EQAO scores will increase 4%, from 79 to 83%  
**RESULT:** Junior EQAO scores increased 5%, from 79 to 84%
- ▶ **GOAL:** Junior ELL scores will increase 5% from 59 to 64%  
**RESULT:** Junior ELL results increased 6%, from 59 to 65%
- ▶ **GOAL:** Junior students with special education supports will increase scores by 5%, from 51 to 56%  
**RESULT:** Results of junior students with special education supports increased 10%, from 51 to 61%

#### JUNIOR WRITING

- ▶ **GOAL:** Junior EQAO scores will increase 4%, from 77 to 81%  
**RESULT:** Junior EQAO scores increased 6%, from 77 to 83%
- ▶ **GOAL:** Junior ELL scores will increase 5%, from 67 to 72%  
**RESULT:** Junior ELL results increased 9%, from 67 to 76%
- ▶ **GOAL:** Junior students with special education supports will increase scores by 7%, from 51 to 58%  
**RESULT:** Results of junior students with special education supports increased 14%, from 51 to 65%

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

## Secondary Goals & Results (2013/14 to 15/16)

### MATHEMATICS

- **GOAL:** Grade 9 EQAO Academic scores will increase 4%, from 78 to 82%  
**RESULT:** Scores increased 1% to 79%
- **GOAL:** Grade 9 EQAO Applied scores will increase 3%, from 45 to 48%  
**RESULT:** Scores decreased 2% to 43%
- **GOAL:** The results of Grade 9 EQAO students with special education supports will increase by 2%

#### RESULT:

Academic	Applied
12% decrease to 59%	2% increase to 35%

- The percentage of students achieving above 70% in all grade 9 and 10 math courses will increase by 2%

#### RESULT:

	Academic	Applied
Grade 9	2.8% increase	4.6% decrease
Grade 10	1.0% decrease	0.6% increase

### LITERACY

- **GOAL:** OSSLT Academic scores will improve by 1%, from 94 to 95%  
**RESULT:** Scores decreased 1% to 93%
- **GOAL:** OSSLT Applied scores will improve by 3%, from 49 to 52%  
**RESULT:** Scores decreased 2% to 47%
- **GOAL:** OSSLT ELL scores will improve by 1%, from 89 to 90%  
**RESULT:** Scores decreased 6% to 83%
- **GOAL:** OSSLT special education scores will improve by 2%, from 59 to 61%  
**RESULT:** Scores decreased 2% to 57%
- **GOAL:** Improvement by 2% of students achieving above 70% in all grade 9 and 10 English courses

#### RESULT:

	Academic	Applied
Grade 9	0.9% increase	0.2% decrease
Grade 10	2.6% decrease	0.7% increase



### GRADUATION RATE

- **GOAL:** Graduation rate will increase by 1%, from 84 to 85%  
**RESULT:** Scores increased 1% to 85%

### CREDIT ACCUMULATION

- **GOAL:** Credit accumulation will improve by 2% for grades 9, 10 and 11

#### RESULT:

Grade 9	1% increase
Grade 10	1.3% decrease
Grade 11	2.4% increase

## Informed Decisions

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

### ►► Elementary (PRIMARY)

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

##### PRIMARY MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

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

##### PRIMARY LITERACY

Percentage of students achieving or surpassing provincial standard:

READING	Change over 5 years	
All Students	69 - 77%	8% increase
English Language Learners	64 - 59%	5% decrease
Students with Special Education Support	37 - 59%	22% increase
WRITING	Change over 5 years	
All Students	79 - 80%	1% increase
English Language Learners	77 - 72%	5% decrease
Students with Special Education Support	44 - 66%	22% increase

### ►► Elementary (JUNIOR)

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

##### JUNIOR MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

MATHEMATICS	Change over 5 years	
All Students	53 - 58%	5% increase
English Language Learners	50 - 50%	no change
Students with Special Education Support	24 - 29%	5% increase

##### JUNIOR LITERACY

Percentage of students achieving or surpassing provincial standard:

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

\* Elementary students across Ontario did not write EQAO in 2014/15 school year



## ►► Secondary

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

#### GRADE 9 ACADEMIC EQAO

% of Students at the Provincial Standard		1 Year Change	5 Year Change
Students who wrote the assessment for the first time	79%	1% increase	2% increase (from 73 to 79%)
Students with special education support	59%	12% decrease	2% decrease (from 61 to 59%)

#### GRADE 9 APPLIED EQAO

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

#### GRADE 9 MATHEMATICS

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

#### GRADE 10 MATHEMATICS

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

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

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

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

#### GRADE 9 ENGLISH

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

#### GRADE 10 ENGLISH

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

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

	2011/12	2012/13	2013/14	2014/15	2015/16	5 YEAR TREND
Percentage of grade 9s who earned 8 credits:	83.9%	85.9%	87.1%	87.1%	88.1%	4.2% increase
Percentage of grade 10s who earned 16 credits:	70.7%	74.5%	76.7%	79.5%	78.1%	7.0% increase
Percentage of grade 11s who earned 23 + credits:	69.2%	73.2%	75.1%	80.1%	83.1%	13.8% increase

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

2013/14 - 84%	2015/16 - 85%	1 Year Change - 1% increase
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# Collaborative Instructional Leadership

- ▶ Administrators led a variety of learning teams (division, subject, grade, math, literacy, course type, etc.) to support the achievement of their school improvement plan goals.
- ▶ All administrators and superintendents were involved in learning teams/networks that met throughout the year.
- ▶ Professional learning opportunities for elementary and secondary teachers for new curriculum were provided throughout the year.
- ▶ An additional 360 teachers participated in the 'Earn a Device' program this year including 60 the summer program. Participants were provided with technology and training on how to leverage learning in their classrooms.
- ▶ A secondary Teacher Learning and Leadership Program (TLLP) team from three ESL schools worked to support ELL learners with literacy and numeracy strategies.
- ▶ Secondary PD day in November offered over 140 different learning opportunities in all subject disciplines lead by DSBN teachers, social workers, youth counsellors, instructional coaches, consultants, educational assistants, IT4 Learning Team and administrators.
- ▶ All secondary subject councils met twice during the year to focus on assessment and evaluation, new curriculum, First Nations, Métis and Inuit (FNMI) awareness and integration of technology.

"I was able to immediately implement what I learned from Earn A Device into practice in my classroom."

– Grade 2/3 Teacher

- ▶ The Leadership Development Program expanded to include two new workshops: 'Mentoring for All' and 'Facilitation for Group Effectiveness'. Additional supports were added for new administrators, instructional coaches, teachers and aspiring leaders.
- ▶ Consultants and instructional coaches met regularly with principals and superintendents for job-embedded professional learning.
- ▶ Four elementary schools worked intensively with the special education team to tier targeted special education supports for at-risk students.
- ▶ All elementary schools participated in a collaborative inquiry learning team in mathematics.





## Math & Literacy

- ▶ All K-6 students in elementary schools have a DreamBox license for use at school and at home. Teachers used data from the DreamBox Teacher Dashboard with support from elementary instructional coaches.
- ▶ 61 schools used Levelled Literacy Intervention (LLI) in their primary classrooms. All elementary areas have an LLI early intervention teacher to support teachers in its use.
- ▶ BAS or GB+ are used in all junior classes to support student reading development and to determine next steps for students.
- ▶ All schools participated in a DSNB created mid-year EQAO assessment for grades 3 and 6, with the support of elementary instructional coaches and consultants.
- ▶ All learning resource teachers (LRTs) and ESL teachers have directly supported students based on the action plans developed in response to grade 3 and grade 6 mid-year assessments.
- ▶ 140 teachers participated in the Primary and Junior Math AQ (Parts 1, 2 and 3) course that DSNB provided this year, bringing the total to 550 credits achieved.
- ▶ 48 primary French Immersion teachers participated in Collaborative Inquiry Learning sessions (CILs) based on student needs in language and math.
- ▶ 573 junior students from 53 schools, 318 intermediate students from 33 schools and 175 secondary students from 19 schools participated in the Silver Birch®, Red Maple™, and White Pine™ conferences. Students celebrated their reading accomplishments through participation in hands-on workshops and interaction with some of their favourite Canadian authors.
- ▶ Lexia Learning was piloted to target the support for individual learners in literacy in some elementary schools.
- ▶ English, French, literacy and math secondary subject councils met during both semesters to share instructional strategies, delve into assessment practices and identify specific learning needs for their students.
- ▶ A grade 9 practice OSSLT assessment was administered to all grade 9 students in March and the data analyzed by school teams. Action plans were then developed at system sessions in April and May.
- ▶ 14 teachers collaborated to restructure some of their secondary math courses to incorporate the idea of spiraling. Teachers met for a half day every 3 weeks throughout the year to plan, share activities and develop assessments.

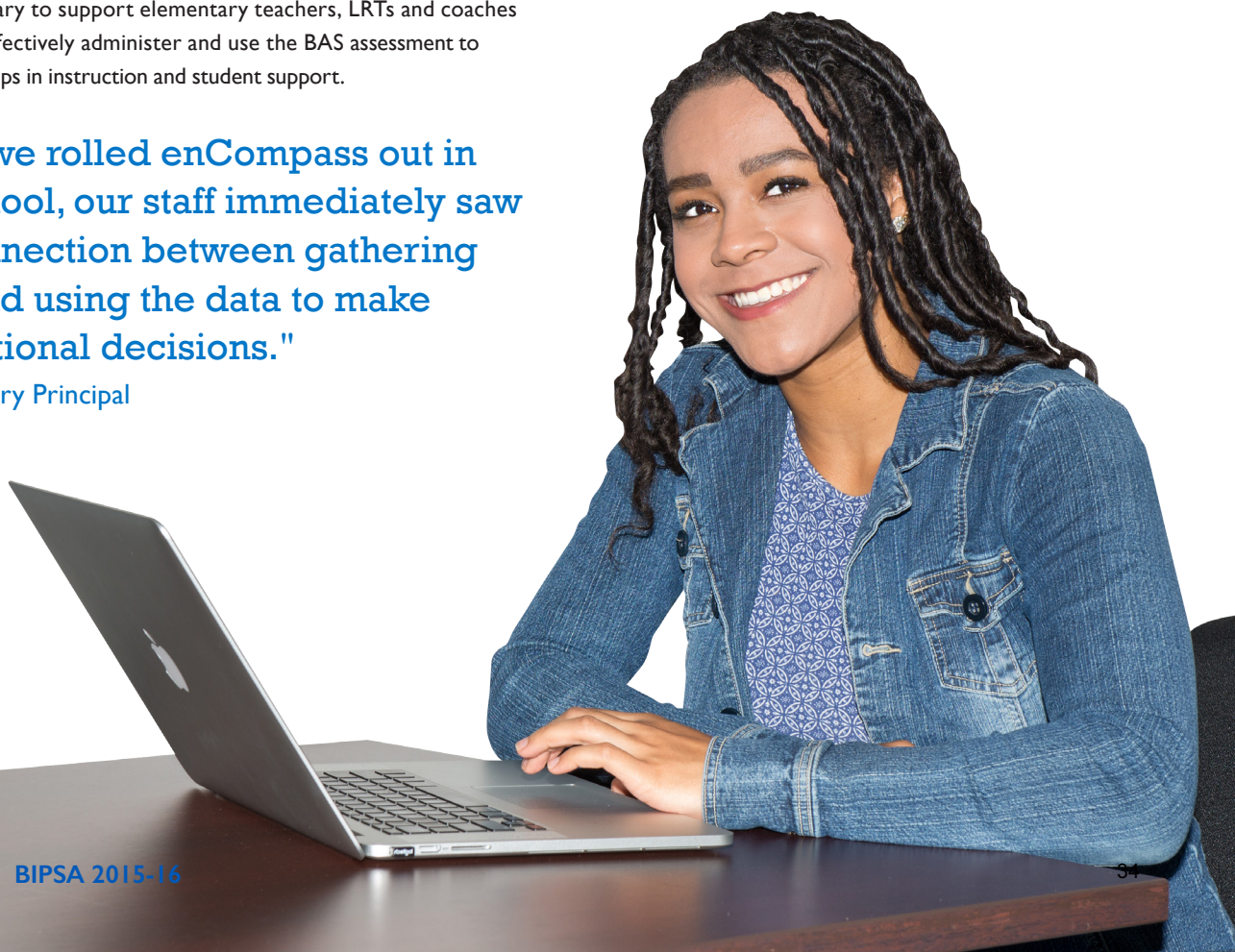


# Data-based Decision Making

- ▶ School improvement plans were created based on student needs and assessment data which supported BIPSA goals, and were implemented in every school. Strategies were included to support student achievement and well-being as well as professional learning for staff.
- ▶ Every learning team, network and CIL used student data as an integral part of their learning cycles.
- ▶ All superintendents had focus schools to intentionally enhance and support professional learning and student achievement. This strategy allowed superintendents to differentiate supports (human resources, financial, instructional strategies, instructional coaches and consultant supports) based on individual school needs.
- ▶ The Compass for Success data tool was rolled out to administrators and central staff through workshops and meetings.
- ▶ Pilot school administrators introduced enCompass to their staff for feedback and developed resources for future implementation.
- ▶ Differentiated learning opportunities were provided from November through January to support elementary teachers, LRTs and coaches on how to effectively administer and use the BAS assessment to guide next steps in instruction and student support.
- ▶ Teachers and administrators from all elementary schools attended EQAO capacity building sessions to learn how to utilize data to enhance instruction and learning.
- ▶ All secondary schools participated in literacy team days in the fall to analyze student data, learn about effective literacy strategies and develop their literacy goals.
- ▶ All secondary school principals and program leaders participated in a math data session in March to identify key areas of student need and identify strategies.
- ▶ The Brigrance Assessment Tool was reviewed with secondary teachers in Specialized School to Community programs to inform student programming.

**"When we rolled enCompass out in our school, our staff immediately saw the connection between gathering data and using the data to make instructional decisions."**

– Elementary Principal





# Career/Life Planning

- ▶ 250 elementary students participated in the DSBN Elementary Techknowledge Skills Challenge which was held in partnership with Ontario Power Generation.
- ▶ 1,000 elementary students participated in the DSBN Elementary LEGO Robotics Skills Challenge.
- ▶ 38 grade 5 classes supported by their youth counsellors, participated in the "Ignition-Digital Citizenship" program to learn how to use the Internet more responsibly.
- ▶ The special education team collaborated with teachers and various departments to discuss workplace experiences and to develop a workplace continuum guide to support student transition planning.
- ▶ A new skills event partnership was developed with Niagara College to host secondary skills events. DSBN students earned four gold, two silver and one bronze medal at the provincials. At the nationals, students earned one gold and one silver medal.
- ▶ A total of 49 Specialist High Skills Majors (SHSM) programs supported over 1,700 students. Nearly half of students enrolled in a SHSM (47%) graduated with the SHSM Seal, compared to 34% across the province.
- ▶ SHSM Construction students were involved with the reconstruction of the DSBN St. John's Outdoor Centre.
- ▶ The Opportunities: Skills for the 21st Century Conference was held in May at Niagara College. This conference provided nearly 400 grade 10 and 11 students a chance to hear over 20 recent DSBN graduates speak about their career paths and experiences.
- ▶ 30 recent DSBN graduates were recommended for the Experience Ontario program. This program allows recent graduates an opportunity for career counselling and job placement support in the year immediately following their secondary graduation.
- ▶ In November, 24 secondary teachers participated in the Educator-Employer Exploration (E3) event. They visited a wide variety of organizations to learn more about the skills employers are seeking in graduates and to make connections to their curriculum.
- ▶ 127 students participated in the DSBN's expanded summer-time EduTravel program completing their careers and civics credits while travelling to Ottawa, Montreal and New York.
- ▶ The new DSBN Leadership Learning website was launched which showcases all the professional leadership development available to all staff.

**"I really appreciate having a place I can go to easily find all the different leadership programs available to staff. After looking through the website, I found several opportunities for PD that I never would have known otherwise."**

– Education Centre staff member



## Achievement & Well-being

- ▶ Director Hoshizaki led three system meetings for Administrators. He focused on intentional leadership and supporting mental wellness for students and staff.
- ▶ Each school identified one staff member to collaborate with the principal in supporting their mental health plan. They took part in two system professional learning opportunities.
- ▶ World renowned expert in mental health, Dr. Stan Kutcher led sessions for administrators and mental health liaison teachers about mental health literacy and strategies to support children and youth.
- ▶ In the spring, Dr. Kutcher ran a parent information session supporting the mental health and well-being of children and youth.

**"Taking an eLearning course allowed me to fit everything into my schedule, semester 2. I was able to get all my university requirements."**

— eLearning student

- ▶ 36% of those who responded to the on-line strategic planning survey were parents.
- ▶ A four day Tribes training session took place during the first week of July. Elementary and secondary participants implemented the Tribes philosophy into their classrooms in September.
- ▶ 90 teachers, administrators and superintendents attended the tour of the Mohawk Institute and the Woodland Cultural Centre to learn more about Residential Schools.
- ▶ The Ontario Federation of Indigenous Friendship Centres (OFIFC) facilitated Cultural Competency training in the fall for 71 teachers.
- ▶ The use of Desire 2 Learn (D2L) for blended learning increased by 11% over last year.
- ▶ Dialectical Behaviour Therapy (DBT) training was delivered by the mental health team to structured strategies, bridge and alternative education teachers in February.
- ▶ All leaders of school concussion teams participated in a one day training session delivered jointly by the DSBN and two local medical professionals. Staff were trained in the proper implementation of a concussed student's Return to Learn and Return to Physical Activity Plan.
- ▶ The DSBN concussion curriculum, 'Head Strong', was implemented for students in grades 1, 4, 8 and 9.
- ▶ 1,575 staff have completed the DSBN web-based concussion training module.
- ▶ The 2016 training for LRTs included "Learning for All", Tiered Interventions, understanding students with learning disabilities and Remediation Plus.
- ▶ DSBN developed a grade 6 social studies/language resource on Residential Schools including a supplemental resource for French Immersion teachers. This resource was piloted with seven grade 6 teachers, including a French Immersion classroom. This resource was rolled out to grade 6 teachers on April 6 and to French Immersion grade 6 teachers on June 17.
- ▶ 351 kindergarten teachers and DECEs attended a three-part series on effective play-based kindergarten programs.
- ▶ 6,770 students from 89 schools participated in outdoor education programming at the Walker Living Campus.
- ▶ The first DSBN Hour of Code week was held in November with 44 elementary and 11 secondary schools participating. Students completed over 760,000 minutes of code.
- ▶ On February 17, 400 educators from across Ontario, including over 200 from the DSBN, participated in the "Turning High Poverty Schools into High Performing Schools" conference hosted by the DSBN.
- ▶ Over 800 parents and students participated in the "Parent Power" conference run by the Parent Involvement Committee (PIC). 17 different learning opportunities were offered to help with supporting positive school experiences.
- ▶ The process for policy review was revised to include opportunities for broader stakeholder input.

- ▶ 60 educators from year five kindergarten schools participated in a three-part learning series on the Functional Screening and Strategies for Kindergarten Success (FSSKS) Tool.
- ▶ Six evidence-based elementary classroom programs are being delivered by youth counsellors in 166 kindergarten to grade 8 classrooms. Skills include resiliency, self-regulation, stress management and empathy.

**“Dr. Stan Kutcher’s session was fantastic PD! We need more of this information. I’m so grateful that you offered it to just about every leader in the Board as well as to parents.”**

– Elementary Principal

- ▶ The EGALÉ Canada Human Rights Trust provided training for grade 7 and 8 teachers from each elementary school to support the new HPE curriculum with a focus on Ontario human rights, sexual orientation and gender identity.
- ▶ DSNB Academy expanded programming into Grade 11 with students working on credits toward their post-secondary aspirations.
- ▶ A third secondary site for ESL programming was added at Welland Centennial Secondary School to meet student learning needs.
- ▶ The School Support Initiative (SSI) continued in grade 9 and 10 applied classrooms in all schools and alternative programs. Ministry funding expanded this year from 13 to 15 schools.
- ▶ Special education resource teachers (SERTs) learned how to support numeracy and Transitional Aged Youth Protocols through their subject council meetings.
- ▶ A new FNMI resource teacher was added using Ministry funding to support secondary student achievement, SSI and re-engagement in school. *continued on page 14 »*



## Achievement & Well-being

- ▶ A new grade 11 Native Studies English course titled "Contemporary Aboriginal Voices" was added to DSBN eLearning offerings in first semester and 14 students earned the credit.
- ▶ Students earned 391 eLearning credits during the school year, an increase of 2% from 2015.
- ▶ 12 students participated throughout the year in the DSBN ROUTES program for Low German students. In total, students earned 62 credits with one completing their OSSD.
- ▶ Throughout the school year, 79 children and youth in care participated in the Child Youth In Care (CYIC) programs at three different sites. Students earned 244 credits, averaging 3 credits per student, and five students earned their OSSD.



- ▶ 1,653 credits were earned by students in DSBN summer school offerings.
- ▶ This Year, 484 grade 7 and 8 students participated in summer Reach Ahead credits, forty-four students upgraded their literacy and numeracy skills and 330 students learned Arabic, Chinese, Korean, Polish or Spanish.

### "Mental health literacy is crucial for all educators!"

– Secondary Principal

- ▶ A total of 171 students participated in DSBN Dual Credit programs through Niagara College. They earned 236 Dual Credits and 281 other credits. This year, for the first time, DSBN offered a Dual Credit in Traditional Indigenous Knowledge.
- ▶ Ten students completed a summer ESL Dual Credit program at Niagara College. These students all earned both a high school credit and a Niagara College credit and many were supported in also earning two cooperative education credits through a joint program with Niagara College and DSBN summer school staff.
- ▶ Basketball shot clocks were purchased and installed in all secondary schools to meet new OFSAA rules.
- ▶ During the 2015-16 year, DSBN spent over \$16 million dollars on renewal needs and program enhancements in 70 schools. The board spent over \$20 million dollars building John Brant PS and Greater Fort Erie SS.



## Student Voice

- ▶ Ten elementary and secondary students were key participants in the Strategic Planning In-Focus group sessions in January and February.
- ▶ Students made up 21% of all participants in the DSBN on-line strategic planning survey.
- ▶ In February, 143 students Grades 7 to 10 participated in the 'Pink Shirt Day Everyday Forum' to empower them to address bullying in their schools. All schools participated in the DSBN pink shirt day.
- ▶ Students led twenty-nine different Student Voice initiatives in DSBN elementary and secondary schools supported by \$37,000 of Speak Up grants. Initiatives focused on mental health and well-being, literacy, math Olympics, inclusion and anti-bullying.
- ▶ The DSBN received five grants totaling over \$33,000 for students to participate in experiential learning opportunities including excursions to trace the route of the Underground Railroad, opportunities for specialized school to community students to experience community connections and a business plan competition.

**“I think the school organized  
“Pink Shirt Day” makes me feel  
I belong to the school because  
everyone wears pink.”**

– Secondary Student

- ▶ Three DSBN students participated on the Minister’s Student Advisory Council (MSAC) to share their voices with the Ministry of Education.
- ▶ FNMI self-identification increased from 856 students in September 2015 to 939 in June 2016, an increase of 83 students (9.7% increase).
- ▶ DSBN Indigenous Student Voice Leadership Conference and Symposium was facilitated by 16 senior students and attended by a total of 303 intermediate students.
- ▶ Two Indigenous Leadership conferences were held during the year, involving students in grades 7 to 12.
- ▶ The Student Trustee Senate supported mental health awareness and mental well-being in schools. Their “Step Past the Stigma” mental health awareness walk on May 7 had 350 DSBN and community participants and raised over \$4,000.
- ▶ Two Junior Student Voice events were held involving 220 students and 72 grade 11 and 12 students participated in a Senior Student Voice event in the spring. These events were all facilitated by students.
- ▶ A Newcomer Student Voice event led by student facilitators had 48 secondary student participants share their perspectives on learning and school.





**I Matter  
At DSBN**

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



## SUMMARY OF ACCOUNTS

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### Background and Rationale:

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

### Summary of Accounts:

A summary of accounts paid in Batch Numbers 1779 to 1793, for the month of August 2016, is as follows.

Employee Benefits	\$ 7,676,160.20
Transportation	100,066.25
Utilities	854,035.84
Other	<u>8,620,555.89</u>
Total	<u><b>\$ 17,250,818.18</b></u>

### Recommended Motion:

**“That the Summary of Accounts paid in Batch Numbers 1779 to 1793, for the month of August 2016, totaling \$17,250,818.18 be received.”**

### Supporting Data:

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

Respectfully submitted,

Stacy Veld  
Superintendent of Business Services

Board Meeting of October 25, 2016

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



# Bluewater District School Board

P.O. Box 190, 351 1<sup>st</sup> Avenue North  
Chesley, Ontario N0G 1L0  
Telephone: (519) 363-2014 Fax: (519) 370-2909  
www.bwdsb.on.ca

October 4, 2016

The Honourable Mitzie Hunter  
Minister of Education  
22nd Floor, Mowat Block, 900 Bay Street  
Toronto, ON  
M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of Bluewater District School Board, we are sending this letter to bring to your attention the following motion that was passed at our Regular Meeting of the Board on September 20, 2016:

Moved by M. Gaviller, Seconded by J. Thomson

*Whereas it has now been a year since our first request to the Ministry to continue to update relevant school curricula to include the true history of the colonization of Canada's Indigenous Peoples, and the legacy of residential schools as per the Truth and Reconciliation Report's Calls to Action;*

*Whereas many Boards have made similar requests;*

*Whereas the Ministry has already made some progress in addressing these requests; and*

*Whereas the "60's Scoop" Hearings have just begun, bringing further attention to the wrongs perpetrated on Indigenous Peoples, be it resolved,*

*That BWDSB write to Minister of Education, Mitzie Hunter requesting a full report on progress made to address our original request, as well as proposed next steps, and that this written report be available for all Ontario School Boards at the time of the Public Education Symposium in January 2017; and*

*That this letter when written be sent to Premier Wynne; OPSBA President, Laurie French; First Nations Director, Peter Garrow; local MPPs and all school board chairs in Ontario.*

We are encouraged to hear about the positive first steps taken and commitment to future investment in initiatives related to reconciliation by the Province of Ontario. Ensuring that our school curricula adequately and meaningfully reflect the true history of Canada's Indigenous Peoples and colonization is a fundamental starting point in our journey toward reconciliation. In reaffirming our original request, we look forward to hearing more about the important work that is being done at the provincial level to assist school boards in further enhancing programs and teachings that pertain to this subject.

As always, our shared commitment remains focused on providing quality education for every student in a safe and caring environment.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ron Motz". The signature is fluid and cursive, with the first name "Ron" and last name "Motz" clearly distinguishable.

Ron Motz  
Chair

cc: The Honourable Kathleen Wynne, Premier of Ontario  
Laurie French, President of OPSBA  
Peter Garrow, OPSBA First Nations Director  
MPP Bill Walker, Bruce-Grey-Owen Sound  
MPP Lisa Thompson, Huron-Bruce  
All school board chairs in Ontario

/jp

September 27, 2016

The Honourable Mitzie Hunter  
Minister of Education  
Mowat Block, Queen's Park  
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing to share concerns we have with respect to newcomer students from Syria and beyond and other excluded/"non-participating" students being included in Education Quality and Accountability Office (EQAO) assessment method one reports. In June 2016, the Peel board wrote to EQAO Chief Executive Officer Bruce Rodrigues to express these concerns and to ask that EQAO reconsider this practice as we believe it to be unfair and demoralizing to students and staff.

Since December 2015, the Peel board has welcomed more than 500 refugees from Syria and beyond. As you know, some of these students arrived in Canada with little or no English language skills, are traumatized by what they experienced and have never had formal schooling. Given their circumstances, these students have been exempted from writing the assessments. Their exemption is appreciated. What is not acceptable to the board, however, is that their "not participating" identification is included in school reports, thus negatively impacting the overall scores of the schools they attend and increasing the likelihood that community members will blame newcomer/refugee students for lowering school scores.

We understand that EQAO reports scores in two ways—one that includes the scores of all students, including those who are identified as "not participating," and a second method that excludes non-participating students. Unfortunately, although the second method is a more accurate reflection of student performance at a particular school, it is clear to us that this method is not shared publicly or widely, not by EQAO or the media. As such, the reports that are more broadly distributed (method one) can and do dishearten and discourage staff, students and parents of a school community, and negatively impacts the perception of student achievement.

.../2

Trustees  
Janet McDougald, Chair  
Suzanne Nurse, Vice-Chair  
Carrie Andrews  
Stan Cameron  
Robert Crocker  
Nokha Dakroub

David Green  
Sue Lawton  
Brad MacDonald  
Kathy McDonald  
Harkirat Singh  
Rick Williams

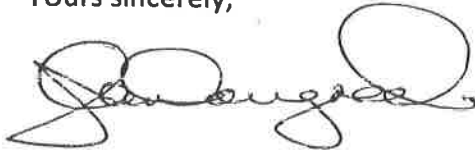
Director of Education and Secretary  
Tony Pontes

Associate Director,  
Instructional Support Services  
Scott Moreash

Associate Director,  
Operational Support Services  
Jaspal Gill

In a recent conversation between Bruce Rodrigues and the Peel board's Director of Education Tony Pontes, we understand that the Government of Ontario, through the Ministry of Education, provides the mandate to EQAO on its reporting of student achievement. As such, we ask that the ministry consider excluding non-participating (absent and excluded) students from its EQAO reporting so that what is most widely shared is a true and accurate reflection of student achievement. We look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a large loop at the end.

Janet McDougald  
Chair

c. OPSBA  
Ontario School Board Chairs  
Peel MPPs

Encl. - Copies of letters sent to Bruce Rodrigues, CEO, EQAO, from the Peel board

# November 2016

## Trustee Calendar

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 30	31	Nov 1	2	3	4	5
		6:00 PM - 8:00 PM Program & Planning Committee	4:00 PM - 8:00 PM PIC Conference		All Day Event Random Act of Kindness Day	
6	7	8	9	10	11	12
		1:00 PM - 4:30 PM SAL Committee		6:00 PM - 9:00 PM West Niagara AR- Public Meeting	All Day Event Remembrance Day	
13	14	15	16	17	18	19
	5:30 PM - 8:30 PM Staff Celebration Event	6:00 PM - 8:00 PM Student Trustee Senate Committee	6:00 PM - 8:00 PM Finance	6:00 PM - 8:00 PM SEAC	All Day Event PD Day	
20	21	22	23	24	25	26
All Day Event Ontario Bullying Awareness and Prevention Week	All Day Event Ontario Bullying Awareness and Prevention Week 5:30 PM - 7:00 PM Audit Committee	All Day Event Ontario Bullying Awareness and Prevention Week 7:00 PM - 9:00 PM Board Meeting	All Day Event Ontario Bullying Awareness and Prevention Week	All Day Event Ontario Bullying Awareness and Prevention Week	All Day Event Ontario Bullying Awareness and Prevention Week	All Day Event Ontario Bullying Awareness and Prevention Week
27	28	29	30	Dec 1	2	3
	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	All Day Event Secondary Open House	