

Near North District School Board



# Annual Director's Report

2017-2018

# Message from the Director of Education

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Jackie Young

Once again I am delighted to share my Director's Annual Report. Near North District School Board has much to celebrate as we look to the many notable accomplishments contained within this document. As usual, this has been a highly productive year for our board. Staff have exemplified their efforts through strong plans and alignment to our overarching goals outlined in the Multi Year Plan.

I would be remiss if I did not take this opportunity to thank the many outgoing trustees, Chair Thompson and Vice Chair Beatty, for their dedicated years of service focused on student achievement and well-being. It has been an honour to work alongside you, to problem solve through challenges, and to demonstrate our realization to these goals through the many outstanding presentations provided by staff throughout the year. I would also like to thank the many staff members and students who have worked so hard to achieve these accomplishments, as well as our many stakeholders and volunteers who contribute in so many meaningful ways to support our work and our students. We honour all of these contributions. We continue to be supported by and enjoy many long standing partnerships throughout the region which often focus on and highlight our uniqueness as a board and incredible geography.

I am looking forward to working with the newly elected Board of Trustees to update our Multi-Year Plan and to solidify and strengthen our strategic visioning together. We know we have challenges and are at a significant time of change and transition, but are well positioned to continue this journey as a strong team to achieve even greater results.

I know you will find the contents of this plan significantly impressive and hope that you will share in my sense of pride.

# Message from the Board Chair

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## David Thompson

As this was the final year of the 2014-18 Board of Trustees, I wish to thank my fellow Trustees for their continued focus on our students success and a collective commitment to the Near North District School Board.

Even though this year has been a challenge, the NNDSB continued to be trusted stewards with public funds as we reported a \$1.4million surplus for 2017/18, while at the same time, continuing to address the ongoing impacts of aging infrastructure and declining enrollment especially in the City of North Bay.

Due to the review of capital spending approvals and the school closures process, the NNDSB has had to pause any restructuring including the consolidation of two secondary schools in North Bay and the J-12 new build in Parry Sound. The Board continued to work on the consolidation of the three elementary schools onto the Fricker site. Until the funding freeze is lifted, this will continue to add pressures to providing 21st century programming for our secondary students.

As well, the Board of Trustees initiated the long overdue review and updating the governance manual that applies to the annual NNDSB Multi-year Plan.

NNDSB Trustees have contributed both locally, and at the provincial level, in maintaining and advancing positive changes in public education. A special thank you to Trustee Beam for representing the Near North DSB at OPSBA as she has been a valuable representative and voice at the provincial level.

I would like to thank Marcus Hlady for this past year as student trustee and welcome Joe Drinkwalter. We are so thankful for these students and those who sit on our Student Senate, as they truly bring a student voice to our board table.

Partnerships with parents, guardians and our communities including our First Nation partners are vital to providing an effective education for each student. Maintaining strong public education is a responsibility shared by all.

On behalf of all Trustees, I wish to thank Director Young, Senior Staff and most importantly, all of our frontline staff for their professionalism, commitment, development and delivery of initiatives that support student success. We are especially proud of our initiatives to address the recommendations from the Truth and Reconciliation Commission.

For the last four years as Chair of the Board and the past twelve as a public school trustee, it has been an honour to serve on the Near North DSB.

Thank you, Miigwetch, Merci.



## Biindigen

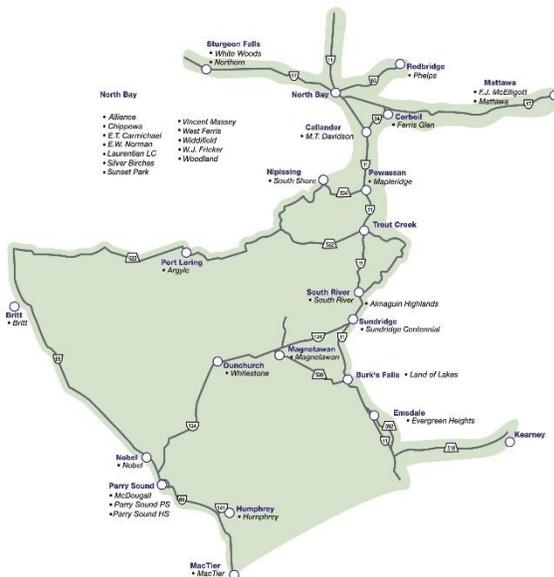
*The schools of the Near North District School Board are situated on the traditional territories of the Anishinaabe. The Near North District School Board values the significant historical and contemporary contributions of local First Nations and the Indigenous Peoples of Turtle Island (North America).*



## ABOUT US

The Near North District School Board (NNDSB) is responsible for the public education of approximately 10,000 learners from across the geographic regions of the Almaguin Highlands, North Bay and Parry Sound. The Board serves a wide variety of communities within a 17,020 km<sup>2</sup> area in towns and communities from Mattawa to Sturgeon Falls, North Bay to Emsdale and Britt to MacTier and, eight Indigenous communities.

The amalgamated board was formed in 1998 as a result of a government initiative to reduce the number of boards in the province of Ontario. The Board currently operates twenty-eight elementary schools, seven secondary schools, one alternative education learning center and related programs and services.



The NNDSB Head Office is located in North Bay with satellite offices in Parry Sound and South River.

The Board is one of the districts largest employers with over 2000 employees.

# Multi-Year Plan

The Near North District School Board’s Multi-Year Plan focuses on blending successes of the past with pedagogical changes that are based on a holistic view of education. It also identifies the guiding principles and qualities that have and will continue to make the Near North District School Board distinct and successful.

<b>Vision</b>	•To create and sustain a dynamic culture that provides a relevant and engaging learning experience that inspires excellence in everyone.
<b>Mission</b>	•To educate learners to their fullest potential in preparation for life-long learning.
<b>Values</b>	• <b>Knowing, honouring and supporting</b> our students, families and staff



**Multi-Year Priorities**

Focusing on the priorities will ensure that we continue to provide high-quality education while also continuing to grow and develop as an organization.

***Excellence in  
Teaching and the  
Learning Environment***

Quality teaching and learning is critical to nurture responsible and productive citizenship and to set the foundation for life-long learning. Students will be prepared to live productive lives. The Near North District School Board is committed to creating opportunities for students to develop the skills and knowledge to learn effectively and live productively in an increasing global and digital world.

## Mental Health Literacy

In 2017-2018 Principals, Vice Principals, Educators, and Education Assistants were engaged in learning to gain a better understanding of students' individual strengths, needs and backgrounds, in order to identify and remove barriers and promote a greater sense of belonging. Some of these learning opportunities have included Mental Health Literacy.

Principals, Vice Principals, system leads, and key school staff were engaged in at least two full days of mental health literacy in 2017-2018. This included Supporting Minds, Safe Talk training, Understanding the Brain and Behaviour and a comprehensive introduction to the NNDSB Suicide Risk Management Best Practices Guideline. We know that continued dissemination of the new best practices guideline in conjunction with ongoing training will increase the confidence of all educators to notice and respond to students in a proactive and supportive way. As part of the spring Mental Health Literacy training, Principals were provided with an opportunity to learn more about Zones of Regulation, Kids have Stress Too and Learning to Breathe, as evidence-based programs to support mentally healthy schools. A key focus in 2017-2018 highlighted professional learning sessions for Well-Being Champions from each of our schools in collaboration with staff connected to Healthy Schools and Indigenous Education. Sessions were framed around, "*Knowing your Child, Knowing your Space and Knowing What to Do*". Child Development Counsellors worked with school teams to support the implementation of social emotional learning approaches of evidenced based programs.





# Getting to Know Our Students as 'Mathematicians'

ASSESSMENT RESOURCE for Educators

subject area presenting authentic contexts for students to think, express, reflect and act." (NNDSSB Board Improvement Plan, 2017-2020)

## Getting to Know Our Students as Mathematicians

The NNDSB believes that all learners can develop the literacy and numeracy skills essential for life-long learning. We believe that effective programming responds to the diverse interests, learning preferences and readiness of learners. Literacy and numeracy learning lives within every subject area presenting authentic contexts for students to think, express, reflect and act. During the 2017-2018 school year, the NNDSB educator working group developed the assessment resource "Getting to Know Our Students as Mathematicians".

The diagnostic assessments contained in this resource are designed to help educators develop an understanding of what students can already do and need to learn next. These "assessments for learning" will help teachers "get to know our students as mathematicians", informing responsive and relevant instruction and observations of growth over time.

At each grade level, one question is highlighted as the "KEY" Question, with two questions highlighted in grade 3 to capture addition/ subtraction and early multiplicative thinking. These questions are aligned with the curricular expectation at grade level - allowing educators to observe growth as students progress. Using an asset lens, we can support personalized and responsive instruction for all students.

This NNDSB educator working group will observe and continue to refine the resource.



## PRIMARY LITERACY PROJECT

Initiated in September 2015, the Grade 1 Literacy Pilot project has evolved to become the Primary Literacy Project, supporting classrooms from ELK to Grade 3 in achieving a balanced literacy program, developing the skills in service of reading and writing and engaging students in personally meaningful writing. This project is supported through the Vice-Principal Learning Network (VPLN) and focusses upon early literacy instruction while aligning professional learning with a foundation of related research and expertise.

The impact of the Primary literacy project has been increasingly visible in School Improvement Planning (goals and monitoring), as more schools are referencing key learning and measures from the project - including running record data and student writing samples. School visits have also produced observations that have made visible the impact of the primary literacy work. With consistency, teachers are engaging students in Writers' Workshop and the Chalk 'n Sock Word Building Framework across classrooms and schools.



## Summer Learning Opportunities

### PILOT INDIGENOUS SUMMER SCHOOL CLASS

The Board partnered with Nipissing University for the Reach Ahead program which allowed students entering Grade 9 to earn a summer school credit in Native Studies (Expressing Indigenous Cultures NAC10) before they began school in the fall. Seventeen students participated from all areas of our district. The course involved a four-day learning experience at Nipissing University where students stayed on campus. Nipissing University provided all valued support in-kind, including support staff.

### SUMMER LEARNING CAMPS

The Council of Directors of Education funded camps offer a board-wide response to preserving the academic gains students make during the year. Participating students were recommended by their schools' staff. The following camps were offered summer 2018:

- Power Math Camp
- REEL Writers
- Power Readers

# Community Connected Experiential Learning

Community connected experiential learning opportunities enhance the already rich learning environments of our schools, providing students with alternative ways of engaging in their learning. As noted in the Ministry's education and career/life planning document, Creating Pathways to Success, it is through these experiences that students "develop confidence in knowing that their school programs are created with them in mind, that the world beyond school has something to offer them, and that they have something to offer the world" (Ontario Ministry of Education, 2013, p. 7).



## Great Lakes Garden

Grade 11 college and workplace math students at West Ferris Intermediate Secondary School participated in the design and construction of an Indigenous Garden located outside the school. Students learned about Indigenous cultural elements incorporated into the garden, built scale models and applied measurement and geometry skills for the design, and finally participated in construction and planting. Thanks to the Great Lakes Garden Community Fund, Karen Bond and Stu Bowness for their involvement in this project.



# Growing with the Biosphere

During the 2017-2018 school year the NNDSB Parent Involvement Committee partnered with the Georgian Bay Biosphere to offer six free events for families across the school board. The events were designed to increase parent engagement in learning, while providing participants with an opportunity to develop awareness of the importance of habitat and the environment.

Under the title of “Growing with the Biosphere”, sessions were held in which students and parents were able to learn more about monarch butterflies and mason bees. Families were provided with the opportunity to gain hands-on experience with respect to seed starting and vegetable gardening.

The final event was held at Humphrey Public School on May 10th, 2018 where a group of elementary students and their families had the unique experience of building homes for mason bees. The event also involved the creation of seed starting pods to grow the important plants for our pollinators.

These homes and seeds will be placed in the Humphrey Public School community as a part of their new Outdoor Learning Space.



## GOALS OF COMMUNITY CONNECTED EXPERIENTIAL LEARNING

- Deepening understanding of the knowledge and skills within the curriculum and their life experiences beyond the curriculum;
- Acquiring the knowledge and skills needed to make informed education and career/life choices;
- Developing the capacities for deeper learning and helping them to acquire important 21<sup>st</sup> century competencies so that they have the talent and skills they need to succeed and lead in the global economy;
- Contributing to a local, national, or global community and developing competencies related to their identity as individuals and members of the community, society and world. (Ontario Ministry of Education, 2016)

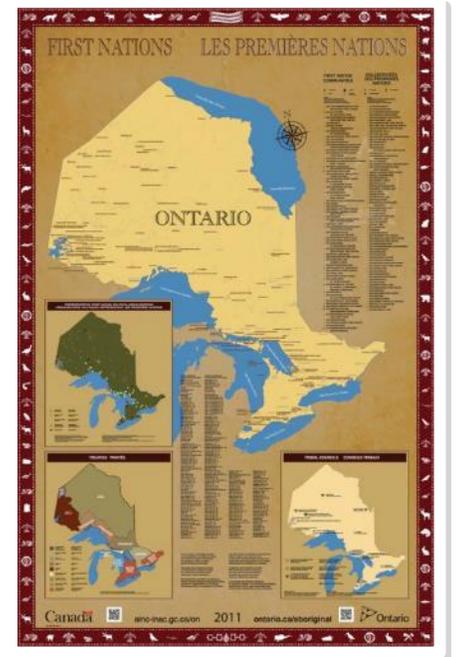
A culture of caring can be achieved through a dedication to knowing, honouring and supporting students and their families, staff and members of our community. Together, we must model our stated values, we must practice acknowledgement of others and we must continuously meet student needs. There is a definite relationship between a culture of caring and student achievement and well-being. Creating a culture of caring also involves a celebration of our successes.

*Excellence in  
Creating a Culture of  
Caring*

## Truth and Reconciliation Calls to Action

We are committed to fostering a strong identity and self-esteem for First Nations students by creating an environment that fosters the appreciation for Anishinaabe language, culture, history and perspectives for all staff and students. We are committed to supporting all educators and students to learn about Treaties, the legacy of colonialism, including Residential Schools and the rights and responsibilities we all have to each other as reflected in the Calls to Action #62 and #63. We work towards this through:

- Professional Development
- Treaty Education
- Culturally Responsive and Relevant Pedagogy



### PROFESSIONAL DEVELOPMENT

In April of 2018, educators across the Near North District School Board took part in a professional learning experience through the lens of the revised Social Studies and History curriculum using a cross curricular approach. Topics and conversations reflected and included historical and contemporary realities, local, provincial and national perspectives and included concepts such as culturally responsive approaches, cultural competence, appropriation and cultural safety. Central to the day's learning was understanding the truth about our history in order to move forward. We understand that students, educators, school communities and families all benefit from this learning.

Existing resources were shared, priorities were established, and a summer writing team continued building resources with a local focus, looking ahead to further professional development in the fall of 2018.

Equity does not mean treating people the same without regard for individual differences.

### PROFESSIONAL DEVELOPMENT

Principals, Vice Principals and Equity Champions from each school, K-12 were invited to participate in a full day professional development session facilitated by Jeff Kuglar and Nicole West Burns who support the Culturally Responsive and Relevant Pedagogy Initiative for the Equity Secretariat. Throughout the day, concepts such as, power, privilege, and bias were explored. Staff were challenged to investigate the difference between social justice and charity and equity versus equality. This was valuable time set aside for professional learning, dialogue and reflection focused on our shared roles in ensuring equity across our system.



## GUIDING PRINCIPLES OF THE EQUITY AND INCLUSION EDUCATION STRATEGY FOR ONTARIO SCHOOLS

Equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

Ontario's Equity and Inclusive Education Strategy (2009)

### Special Education – Increasing Our Online Presence

A priority for the Special Education Department was to increase our online presence through the opportunity to reflect the role of the department and key initiatives as outlined in the Board's Multi-Year Plan on the Board's Website. The NNDSB launched a new Website in September 2017 and included a new page dedicated to Special Education and resources.



# ENSURING EQUITY

## RICH MATERIALS FOR CLASSROOM DISCOURSE



## Spotlight on Sunset Park

Sunset Park is a Globally Inclusive Community and is committed to ensuring equity for all our school members. From guest speakers such as Eva Olsson to the Get Real Movement, junior students are exploring personally relevant themes about acceptance and individuality. Staff are engaging in professional development to better understand Indigenous perspectives and students have had opportunities in the classroom to work with community elders and our artists in residence. Student voice is valued throughout the hallways and opportunities are created in order to bring our older and younger students together in the classrooms. On a regular basis family members are invited in to share their own experiences, support student learning, or share a talent.

Sunset Park students are becoming well equipped at using strategies to self-regulate, exploring the Zones of Regulation or using moments of mindfulness as needed. An investment has also been made to ensure a wider range of rich read aloud texts exist at the school addressing diversity, inclusivity and acceptance. As life-long learners, we know that we are on a journey at Sunset Park and we look forward to deepening our own understandings as educators and supporting our students to achieve success both academically and personally.



It is the firm belief at Sunset Park that in order to improve student achievement and to promote well-being, we must ground the work we do each day in equity for all.

Erinn Hansman, Principal, Sunset Park



Celebrating Bullying Awareness and Prevention Week, November 19-25, 2017



## Bullying Prevention and Awareness

The staff at NNDSB work to promote a climate of acceptance and inclusivity on a daily basis. Bullying Prevention and Awareness is a key component of this strategy. In addition to the activities and events associated with Bullying Prevention and Awareness Week, the NNDSB strives to bring attention to this throughout the year with continuous learning and meaningful opportunity for dialogue with students and staff throughout the year.

The third week of November the NNDSB celebrated Bullying Awareness and Prevention Week. On the Wednesday of the Bullying Awareness and Prevention Week, schools were encouraged to mark the day by wearing pink. School communities celebrated the week and drew attention to creating a safer learning environment for all students and raising awareness of bullying-related issues with parents and local community members.

Many activities, celebrations and events occur in all Near North schools to set a welcoming, inclusive and positive school climate throughout the year. Each school developed a Bullying Prevention and Intervention Plan. While modeled after the Board's Plan it was also customized to reflect each school's culture and list special events and activities that would occur throughout the school year – to bring awareness to bullying, and to teach students strategies to implement if they are: victims of bullies; are bullies; or, have witnessed bullying.

The celebrations may range from: Celebrating Bullying Awareness and Prevention Week the third week of November (all schools celebrate this week), Character Education Assemblies, Bullying Presentations and Plays, Special Guests, Testimonials and assemblies to teach specific skills and strategies to students, etc.







## Professional Development

There has been significant progress made through capacity building with principals to deepen understandings of how to support student physical, cognitive and emotional well-being. Throughout the school year, Safe Schools maintained a consistent place on the Principal's Agenda at Principal's Meetings. More than 41 Principals engaged in learning sessions on: Investigating and Documenting Incidents; they shared several exemplary documentation systems currently in place at various schools; they discussed suspension scenarios considering mitigating and other factors; principals streamlined their Progressive Discipline Plans using a template that focused on specific areas of prevention throughout the school environment; they reviewed "Notifying Parents" in detail; and finally, covered "If a serious incident occurs how to develop a Student Safety Plan for the harmed student."

Every school has a clear process to ensure that all incidents are reported and investigated and resolved in a timely fashion. Students and parents are aware of how to report incidents and employees are aware of their obligation to report serious incidents to their school administration as well as dealing with incidents themselves - as they occur with their students or as they are observed.

We have a great deal of knowledge and expertise in our leaders within the NNDSB. Having opportunities to learn from colleagues and build collaborative expertise at our monthly principal meetings this year has helped to develop capacity and align system practices.

**Karen Waller, Principal Equity and Well-Being**

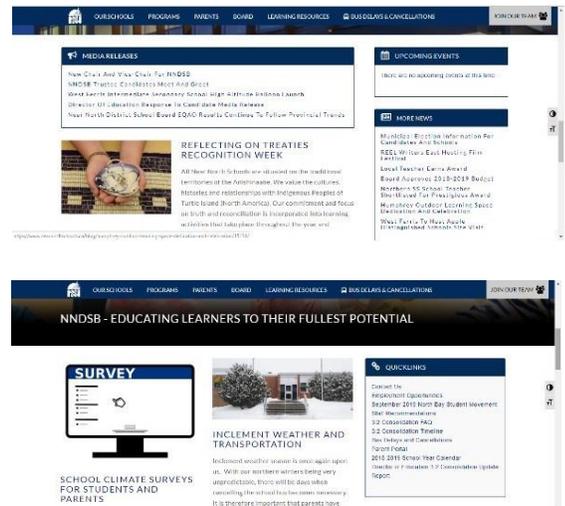
***Excellence in Communication***

The NNDSB is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share information and ideas that build stronger relationships. Good communication practices throughout our organization are vital to the success of our mission. When we work together, we will know, honour, and support our students, families and staff.

**LAUNCH OF NEW NNDSB WEBSITE – SEPTEMBER 2017**



Communicating accurate and timely information to our parents, students and community stakeholders is a priority. In order to ensure that messaging is accessible to all, the NNDSB is constantly evaluating and adjusting as needed. The increased use of web-based technology and ever-changing social media platforms requires continual monitoring and assessment of our practices. In September 2017, the NNDSB launched its new website. The new website was designed to be user-friendly and included access to many new and existing resources for staff, students and parents. In addition, numerous updates were made to ensure that accessibility requirements under the AODA had been met.





## Expanding Online Learning Resources

NNDSB sought more powerful assessment tools and better parent communication capabilities in a modern, flexible platform tightly aligned with Ontario Ministry of Education expectations and guidelines. In 2017/2018 we offered two powerful resources to our students: The Learning Management System and Edsby (Secondary students).



“Near North is committed to providing students, parents, and educators with accessible solutions that foster responsive and collaborative approaches.”

**Amanda Meighan, Superintendent of Support Services**

## EDSBY

Edsby is a platform built to improve school districts, regions and national governments' K-12 digital transformation and their student, teacher and parent engagement. Edsby engages students, parents and teachers on all of their devices. It enables personalized learning experiences and gives school districts powerful new ways to facilitate their digital transformations.

The NNDSB has also implemented several advanced Edsby capabilities, such as collaboration, student achievement and communication solutions that provide real-time access to data that supports student growth.

## Learning Management System

The Learning Management System (LMS) is a Ministry provided, secure platform which is used for e-learning courses. Approximately 10-12 e-learning classes run each semester and there are currently over 6000 users registered on LMS in our Board.

LMS has Dropbox features, assessment tools for teachers, a parent portal, feedback options, access to additional resources like Office 365 and is desktop, iPad and iPhone compatible.

Homework Help, an app within LMS, connects grade 7 to 10 students online with Ontario certified math teachers afterhours through the platform with no need for additional log-ins. The Portfolio tool allows students to capture evidence of their learning.

## ***Excellence in Alignment of Resources***

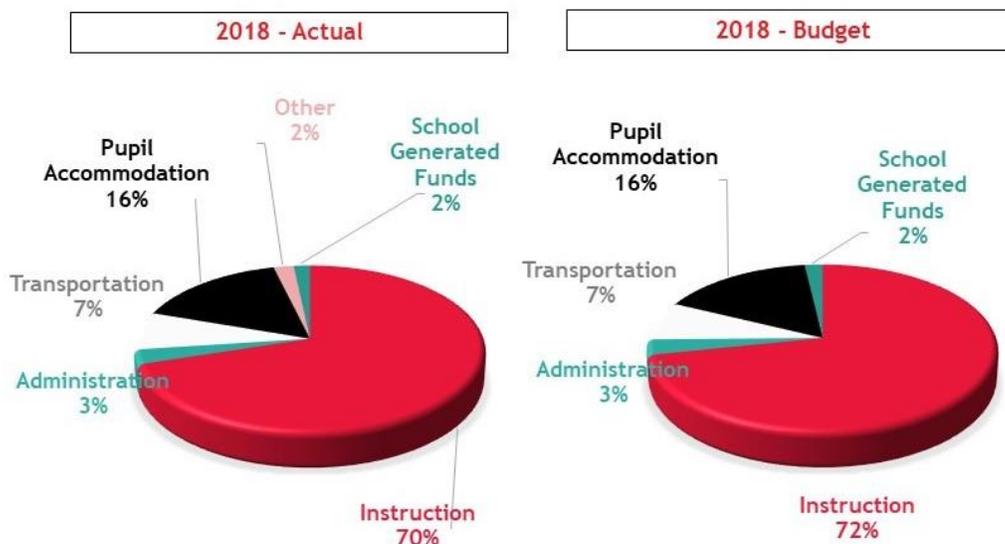
The ability of our Human Resources, Plant, Finance and Technology departments to structure their thinking based on core work is crucial. The core work of the NNDSB is student achievement and well being. All departments within the Board will make all decisions with this core value in mind and from the question, "Is this best for students?"

### **Budget Requirements**

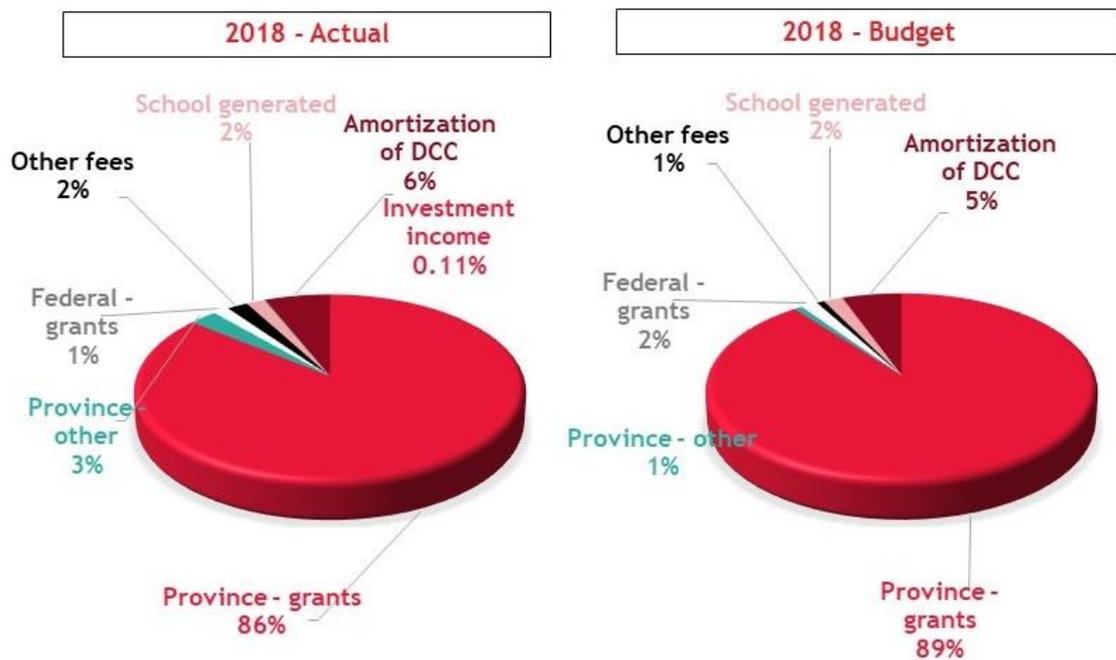
- The need to present a budget to the Board of Trustees that carefully balances the needs of the system, the Board's Multi-Year Plan, while being mindful of the significant financial constraints that the Board is currently facing;
- The budget must be a "Balanced Budget" which takes into account that a Board may have an in-year deficit that is the lessor of 1% of its operating allocation or the prior year's accumulated surplus available;
- Any in-year deficit being presented to the Board must be "manageable" and permit room for the unexpected;
- The need to uphold the core values, key priorities and commitment of the Board's Multi-Year Plan

### **BY THE NUMBERS – 2017/2018 BUDGET**

#### **Comparatives: Expenses - 2018 vs. 2018 Budget**



## Comparatives: Revenue - 2018 vs. 2018 Budget



### YEAR END RESULTS AND ELIMINATION OF DEFICIT

The NNDSB is pleased to report not only the elimination of the 2017-2018 projected deficit but also a year-end operating surplus of \$1,401,765. In June 2017 the Board passed an In-Year compliant deficit for 2017-2018 in the amount of \$700,685. When presenting deficit budgets for consideration to the Board of Trustees, Senior Administration continues to communicate that as part of their oversight and fiscal responsibilities they will continually monitor all expenditures in order to bring a deficit budget into balance, where possible, and do the necessary due diligence to find efficiencies and savings throughout the year. Staff have worked attentively during the 2017-2018 school year through a focused constant monitoring and managing of the deficit that was passed by the Board of Trustees.

The operating surplus was achieved through: increased enrolment over projections, carefully planned underspending, reallocation of Board expenditures from Board operating dollars to externally funded projects, clear and concise communication to staff with respect to the constant need to monitor budgets and ensuring that funds are spent as planned in a fiscally responsible manner and recognizing un-planned revenues.

# Enhancing Services and Resources Through Community Partnerships

## HUMPHREY OUTDOOR LEARNING SPACE

In June 2018, Humphrey Public School had a grand opening and dedication of the Humphrey Outdoor Learning Space. The Outdoor Space honours Fynn Bywater, a student at Humphrey who passed away in 2015 when he was in grade 1. The grand opening included a smudging of the space led by Dave Rice, an Elder at Wasauksing First Nation on Perry Island. He also shared some of the work he has been doing with the students of Humphrey including the anishinabe medicine wheel.

There were many local businesses who offered generous donations to make this space an inspiring place to learn. As Mr. Krause, the principal shared, it takes many people and community partners to help a project like this come to fruition.



The hope is that the space will inspire a natural curiosity, strengthen relationships and foster learning experiences. Along with a large platform for students to gather, present and learn, there is natural seating in a circular shape around the stage, re-purposed cable spools for tables and stumps for chairs. The teachers of Humphrey shared that the space can be used for rich learning opportunities across the curriculum and with students from Kindergarten to grade 8.

The students of Humphrey have created peace poles with colourful, inspiring messages and symbols scattered throughout the space. And finally, you enter and exit the space through eight “pollinator and local food” raised cedar beds which the students planted under the guidance of the Georgian Bay Biosphere Reserve.



In 2017 after a successful focus group evaluation, the NNDSB and North Bay Parry Sound District Health Unit (NBPSDHU) extended their School Board Health Promotion Services partnership agreement. The partnership was developed to assist with:

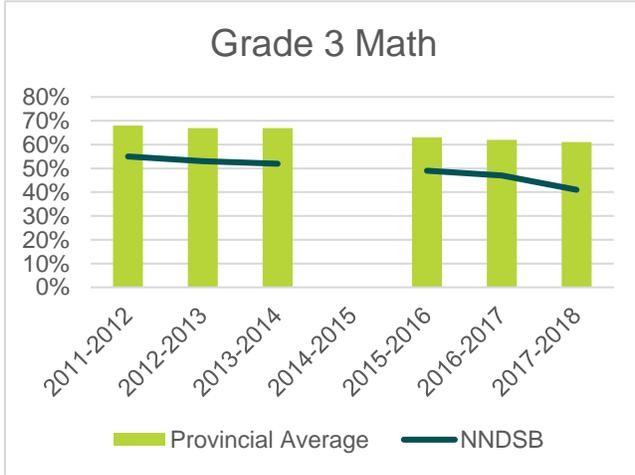
- i. Increasing awareness among both parties' staff regarding what programs, services and resources are available.
- ii. Streamlining communication, planning and implementation processes between the school board and health unit.
- iii. Long-term and short-term planning for Healthy and Safe School initiatives at the school board level and within schools.

Throughout this partnership the NNDSB provided physical work space for the NBPSDHU community health promoter at the NNDS Board Office, for two days per week along with access to any necessary business utilities for use when engaged in partnership activities. Regular meetings occurred between both parties to ensure open communication and to identify future exciting initiatives. This unique partnership was recognized by the Council of Directors of Education and the Council of Chief Medical Officers of Health, for its innovation, as it was the first of its kind in Ontario.

### HEALTHY SCHOOLS PARTERNSHIP INITIATIVES

- Establishing committees at both the Board and school level to improve wellness.
- Providing educational support and resources with respect to health-related legislation such as the Smoke Free Ontario Act and Cannabis Legalization
- Utilizing Value Walks including creation of a video and ongoing community conversation

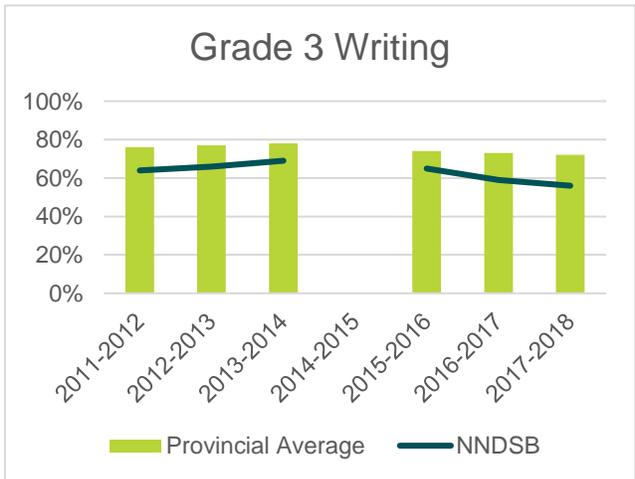
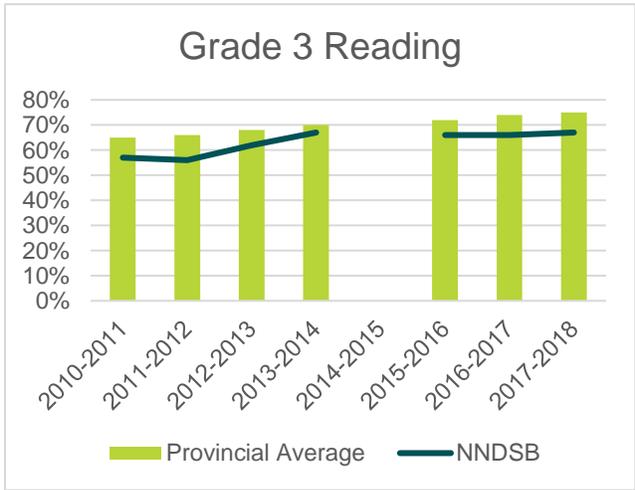
- Promoting physical activity for students through partnerships such as YMCA house league sports, Rugby and Can Bike.
- Developing student champions for initiatives and providing training
- Offering ongoing support for Healthy Schools Teams to ensure that school health becomes part of the school fabric.
- Facilitating ongoing collaboration with our Programming Department.



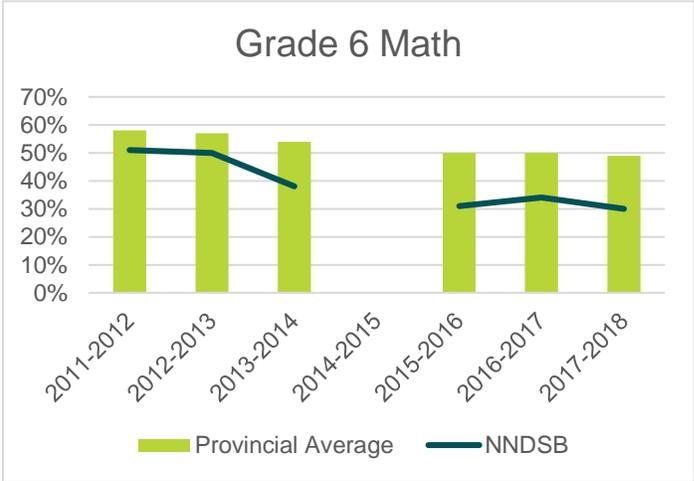
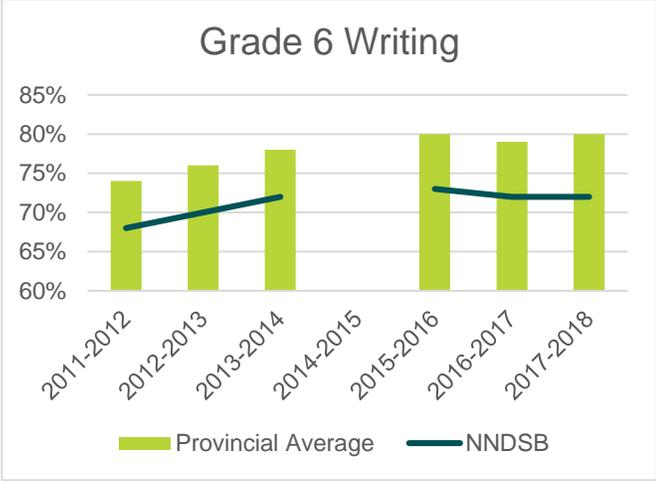
## Grade 3 – Board and Province

**As a district, we have placed a focus on number sense and numeration as a foundation for mathematical understanding across the strands and subject areas. The EQAO data will help to inform our board and school teams as we collectively engage in efforts to improve outcomes for every child. We believe that effective programming responds to the diverse interests, learning preferences and readiness of learners**

Melanie Gray, Acting Superintendent of Education

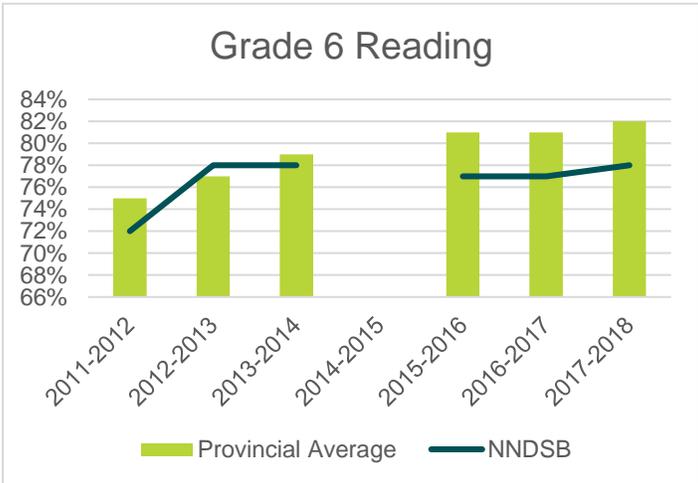


# Grade 6 – Board and Province

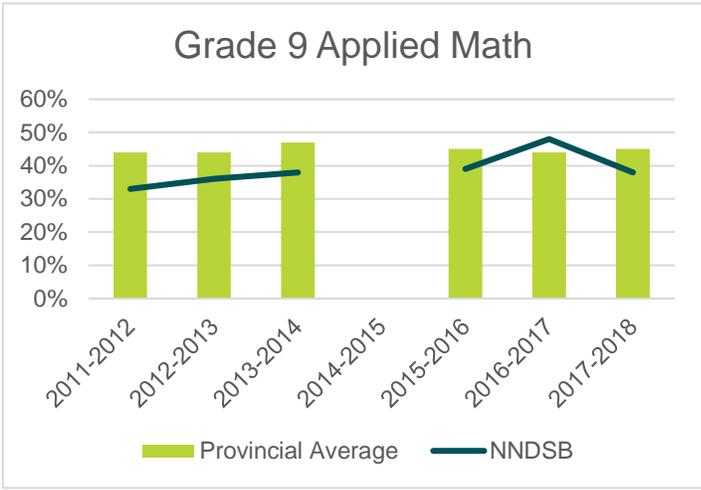


**As a board we understand the value of the information and insight provided by the EQAO results. EQAO continues to provide us with useful data which we will explore in its entirety to help inform our planning and practices. This information is carefully analyzed to ensure that we continue to meet the programming and educational needs of our students, while recognizing the individual strengths and challenges of those same students. I'm very proud of all of our students and teachers and applaud their hard work**

*Jackie Young, Director of Education*

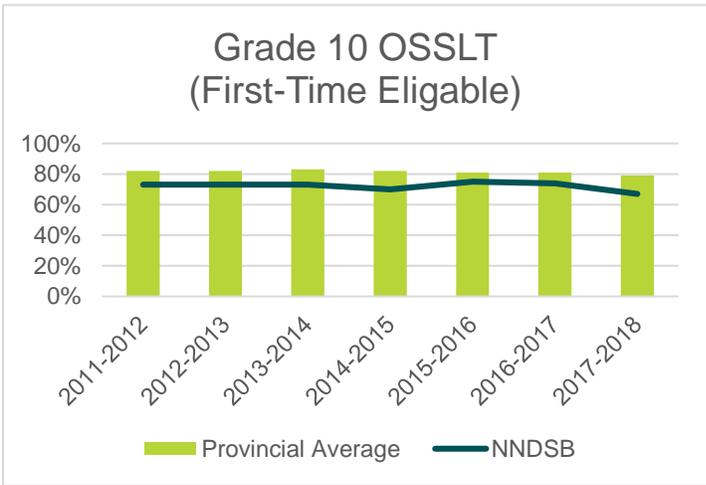
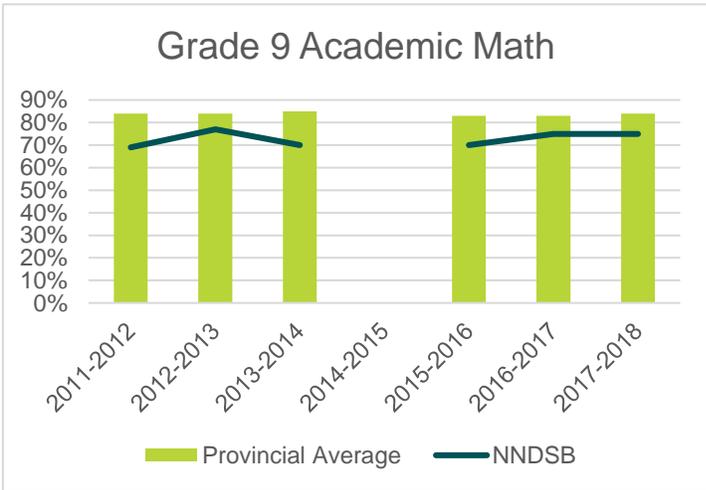


# Grade 6 – Board and Province



**We will continue with our efforts on math improvement, which includes the implementation of the province’s mathematics initiative, “Focusing on the Fundamentals of Math”**

**Craig Myles, Superintendent of Education**



## LOOKING AHEAD TO 2018/2019.....

- Review of the Multi-Year Plan and update capital plan
- Focus on math skills and improve EQAO scores
- Continue to celebrate our students' success and achievements
- Focus on learning about our students in order to improve and promote equity and inclusion
- Continue our work with respect to Truth and Reconciliation: Calls to Action
- Improved communication and social media presence
- Explore opportunities for community partnerships and use of shared resources
- Continue to focus on providing students with high quality education

