

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD PHILOSOPHY	
Policy Name	GOAL STATEMENT	103
Board Approved:	Reviewed:	Review By:
<u>January 22, 2019</u> <u>September 18, 2012</u> <u>March 21, 2006</u> <u>March 12, 1999</u>	<u>October 2, 2018</u> <u>September 4, 2012</u> <u>November 28, 2005</u>	<u>December 2030</u> <u>December-2023</u>

POLICY

To realize our Vision and fulfill our Mission, we will be diligent in putting the following values at the forefront of all we do and pursue the Strategic Priorities as outlined.

- Positive, professional relationships & sense of team.
- Kindness with expectations.
- Learner mindset & dedication to ongoing innovation.
- Belief that experience teaches, engages & connects.

~~❖ Character~~ ~~❖ Citizenship~~ ~~❖ Collaboration~~
~~❖ Communication~~ ~~❖ Creativity~~ ~~❖ Critical Thinking~~

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Culture of High Expectations & Inclusivity

As a district, we will:

- Ensure student centered and data driven decision making in all that we do.
- Continue to pursue our relationship driven approach while ensuring that we balance kindness with expectations.
- Empower every school and department to take responsibility for ensuring the psychological safety of all staff, students, and families.
- Consciously cultivate a strong sense of belonging and community across the entire district.
- Recognize and celebrate our staff who demonstrate our core values in their day-to-day work.
- Continue to invest in leveraging research backed best practices supporting neurodiversity.
- Remain committed to Truth & Reconciliation.
- Ensure the learning of staff is guided by ongoing feedback from teachers and supervisors.

As a staff, we will:

- Demonstrate learning mindsets that are flexible, adaptable, collaborative, and resilient.
- Ensure that relevant, up-to-date data is being used to drive instruction and to make informed decisions.
- Leverage a strengths-based approach in all interactions and always assume a positive intent.
- Work to model behaviour and foster optimism for future possibilities.
- Ensure that every child has a trusted adult.
- Celebrate achievements of our students and staff inside and outside of

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school/district.

- Create safe, restorative spaces in our schools for both staff and students.
- Recognize the neurodiversity in our classrooms and provide personalized support for all students.
- Exercise intelligent accountability as the foundational approach to leading change in the organization.
- Taking ownership over the performance of every student in our classrooms and schools.
- Embed Indigenous systems of knowledge and culture meaningfully into the curriculum.
- Provide ongoing opportunities for student voice to let us know how we can continue to meet their evolving needs.

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Joy in Learning and Teaching:

As a district, we will:

- Embrace experiential learning that deepens engagement for all students.
- Encourage pedagogy and assessment that are rooted in the latest research based best practices.
- Support authentic community integrated learning opportunities.
- Design and implement a rich social emotional development plan for our elementary schools where we purposefully talk about identity, healthy relationships, and emotional regulation.
- Monitor student wellbeing, engagement, and skill development.
- Offer responsive professional development and ongoing professional learning.
- Recognize the contributions of staff who volunteer their time to lead extracurricular activities that enrich our communities and our students' lives.

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As a staff, we will:

- Design learning experiences that engage students in deep inquiry and seek cross curricular projects/learning.
- Leverage universal design for learning principles that provide greater differentiation and personalization.
- Meet every student where they are at, help them design what personal success looks like for them and support them in charting their growth forward.
- Find opportunities for experiential and authentic community integrated learning.
- Leverage approved diagnostics to determine where we can best support each student in their individual learning.
- Collaborate to create interdisciplinary learning experiences that engage students in understanding the connections between concepts.
- Purposefully develop students' digital literacy through development including entrepreneurship and design thinking.

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Meaningful Community Connections & Partnerships

As a district, we will:

- Engage in decision making as per the process identified in the Engagement Framework Agreement with Indigenous partners.
- Engage Indigenous Knowledge Keepers to share language, knowledge, and culture with our students.
- Leverage Mental Health professionals to help our schools better support our students and staff.
- Partner with municipalities to brand the region as an incredible outdoor lifestyle to

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attract new talent to our communities.

- Utilize outside partners to attract teachers/ staff/ families to the region.
- Hire consultants to support leadership development through ongoing coaching.
- Continue to invest in digital infrastructure to support operational excellence.
- Leverage an external organization to provide ongoing diagnostics and progress tracking for all of our priorities.
- Cultivate partners who can provide regional opportunities for employment.

As a staff, we will:

- Ensure all our students Grade 7+ have annual outdoor learning trips where they work together to problem solve in teams.
- Enable our students and their families to explore all the different pathway options.
- Support families to easily access and leverage mental health resources available from the district.
- Find opportunities for meaningful service-based learning that makes a difference in our communities.
- Provide greater career exposure to all students in grades 6-12.
- Provide opportunities for student to expand their global and future vision, including emerging technologies.
- Leverage new technologies, tools, frameworks, and resources as they are made available.

Learning through and with:

- ❖ ~~Increase daily attendance~~
- ❖ ~~Planning strategically for our student to succeed and to reach our long term goal of an 80% graduation rate;~~
- ❖ ~~Increase four year graduation rate~~
- ❖ ~~Increase experiential learning opportunities~~
- ❖ ~~Achievement gaps between Indigenous and non-Indigenous students will close~~
- ❖ ~~Ongoing monitoring (measurement) of impact~~
- ❖ ~~Monitoring of SLPs~~
- ❖ ~~Board wide and provincial assessment results~~

Well-being with and through:

- ❖ ~~Student achievement~~
- ❖ ~~Graduation rates~~
- ❖ ~~Student attendance~~
- ❖ ~~Staff attendance~~
- ❖ ~~Violent incident reports — Suspension rates~~
- ❖ ~~EDI~~
- ❖ ~~Taking Stock~~
- ❖ ~~AWE Committee — Qualitative (perceptual)~~
- ❖ ~~Meet the success criteria outlined in the Board Theory of Action~~
- ❖ ~~Survey results from Tell them From Me~~
- ❖ ~~OPHEA Healthy School Certification~~
- ❖ ~~ABA Survey~~
- ❖ ~~Extra-curricular Activities to meet the needs of all students~~

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Relationships by:

- ❖—Decrease in incidences of bullying as reported in the Tell them from Me survey data
- ❖—Collect evidence from survey results to support efforts to create a more inclusive learning environment
- ❖—Increased student voice and leadership opportunities and participation in Student Senate activities
- ❖—Through mentoring and leadership opportunities, an increase in the number of internal promotions
- ❖—Development of a communication plan and regular feedback regarding the effectiveness of the plan
- ❖—Community use of Schools.

Stewardship through:

- ❖—Increase in programming in experiential education
- ❖—Increase in student leadership opportunities
- ❖—The number of Indigenous teachers and staff members will increase
- ❖—The graduation rate among Indigenous students will increase
- ❖—Increase in the number of indigenous students pursuing a postsecondary education
- ❖ The number of schools achieving Ontario Eco Schools accreditation will increase