

SGDSB

# Director's Newsletter

February 2015

"Small Schools Make a Difference"



## **SGDSB Releases *Aboriginal Peoples in the Superior-Greenstone Region: An Informational Handbook for Staff and Parents***

Superior-Greenstone District School Board is pleased to release *Aboriginal Peoples in the Superior-Greenstone Region: An Informational Handbook for Staff and Parents*. The publication is the result of extensive research and interviews with elders, community members and education officers. The resource is intended to provide staff a historical perspective of the First Nation and Metis people of our region.



At the seventh and final hearing of The Truth and Reconciliation Commission, the chair, the Honourable Justice Murray Sinclair, reminded people that the achievement of reconciliation, however one defines it, within the lifetime of the commission was not a realistic ambition. Justice Sinclair states that Indian residential schools were around for over 100 years, and that several generations of children went through these schools. The damage that the schools inflicted on their lives and the lives of the members of their families and communities will take generations to fix. The loss of language and culture, the impacts on family function, the devastation to self-identity, the loss of respect for education, and the loss of faith and trust in Canada's government will take many years to overcome, and will only be achieved with a focus on a vision for a new relationship and a commitment to behavioural change and positive action (Justice Murray Sinclair, special to CBC news April 18<sup>th</sup>, 2014).

Reconciliation is not an "aboriginal problem" Justice Sinclair goes on to say but a Canadian one and it is up to all of us to be a part of forging a new relationship between aboriginal and non-aboriginal people. To be truly effective reconciliation must take place at the personal, family, school and community level. Superior-Greenstone District School Board is committed to being a part of this vision of forging a new relationship to support the specific needs of our aboriginal students. We believe that by creating welcoming learning environments for aboriginal students, parents and community members we will increase student success, achievement and well-being. The areas that support our approach to creating a welcoming learning environment include; our school, our staff, instructional practices and community partnerships. *The Aboriginal Peoples in the Superior-Greenstone Region: An Informational Handbook for Staff and Parents* hopes to contribute to achieving these priorities by providing background information to staff and parents on many of the aboriginal heritages within our district – their traditions, cultural teachings, celebrations, treaties, language, and human resources. The information presented in this handbook is based on extensive research, interviews, and literature. The objective is twofold; to build an aboriginal cultural awareness among our staff and parent community and support a strong sense of cultural identity among our aboriginal students. This knowledge will create an aboriginal cultural awareness in Superior-Greenstone public schools that will assist in delivering quality education, build a supportive school climate, meet the specific education needs for aboriginal students and nurture a positive relationship between the staff of Superior-Greenstone and the aboriginal students, parents, guardians and First Nation communities we serve.

Reconciliation will be a lengthy process but if each of us recognizes the role we have to play and how through our actions and our words we can contribute to positive change we can hasten the process by building a greater understanding and respect for the cultural heritage of the aboriginal people within our district.

## **System Implementation and Monitoring Team**

by Nicole Morden Cormier, Superintendent of Education

The SYIM Team attending the second of three 2-day conferences last month. The focus of the work continues to be on leading, learning and teaching mathematics, however our team has been making significant connections between the information shared through a mathematical lens, to that of leading, learning and teaching language based subjects. Growth mindset continues to be a common thread that was woven throughout the sessions, with a reminder to all of us that “our work around growth mindset is *in service of* our student achievement focus (such as mathematics) and goals” (Judy Speirs, Ministry of Education). This team is looking forward to the artifacts that represent the learning that has been taking place throughout our district around growth mindset! Wondering if this work is having an impact on learners...YET!



For a look at the resources from SYIM, please visit: <http://sim.abel.yorku.ca/>.

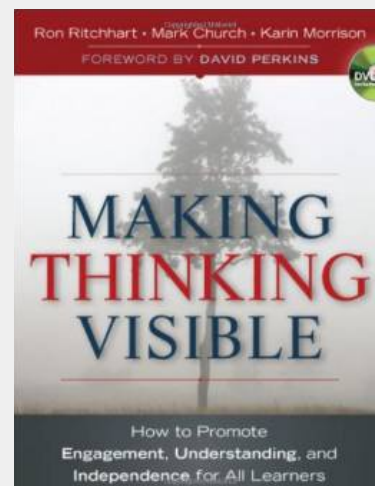
## **When we ask our students to “Think About It”, do they know what we mean?**

Submitted by Nicole Morden Cormier, Superintendent of Education, School Effectiveness/Early Years

Many of us have been reading and discussing Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners by Ritchhart, Church and Morrison. This resource helps us to understand what it means to think...what kinds of mental activity we are encouraging in learners when we ask them to “think about it”. The following “thinking moves” are essential to aid in understanding:

- 1.Observing closely and describing, in detail, what is there.
- 2.Building explanations and interpretations.
- 3.Reasoning with evidence.
- 4.Making Connections.
- 5.Considering different viewpoints and perspectives.
- 6.Capturing the heart and forming conclusions.
- 7.Wondering and asking questions.
- 8.Uncovering complexity and going below the surface of things.

When we say *making thinking visible*, can we see/hear these thinking moves? This book is filled with formative assessment practices for the classroom to develop these thinking moves.



## **Practicing Formative Assessment to Drive Improvement: District Support Visits**

Descriptive feedback is widely recognized by the educational community as an *assessment for learning* tool that supports learning and growth. When learners engage in peer and self-assessment, they are providing feedback to each other or to themselves regarding the degree to which they have achieved the criteria for success and hence, the learning intention. Effective feedback includes the identification of the successes, as well as prompts/provocations regarding next steps. As a school district, we have been committed to practicing these formative strategies in all of the work that we do, including District Support Visits. These visits provide an opportunity for our schools to engage in a formal self-assessment of their progress towards achieving the goal(s) that they have collectively identified as a staff, followed by a peer-assessment which occurs when an outside team visits the school. The outside team provides feedback based upon the criteria that was identified by the school and the Board Learning Plan criteria identified by the system. This feedback takes the format of the identification of strengths and celebrations, as well as next steps to consider, which are generally provided in the form of a question, thus allowing the school team to enter into the question in multiple ways. As the School Learning/Improvement/Growth processes are strictly formative in nature, there is no *assessment of learning* that takes place during these visit. These visits also provide an excellent opportunity for the entire team (both internal and external) to engage in relationship building with students and staff; another extremely important part of our commitment as a school district. We always welcome questions, invite feedback on the process, and look forward to the time to visit!

## Transition to Kindergarten Season

Submitted by Nicole Morden Cormier, Superintendent of Education,  
School Effectiveness/Early Years

Elementary schools across our district are engaged in working collaboratively with our partners from Child Care and Family Support Programs (such as Best Start) to ensure that the transition to Kindergarten is a smooth one for all children and families. This is an incredibly important time in the lives of children as we know that how quickly children adjust across settings increases their success in school. SGDSB supports the Vision for the Ontario Early Years that states, *“Ontario’s children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow”* (OEYPF 2013).

Thus, our elementary system is engaged in planning and coordinating activities, conversations and events to ensure that children are feeling a sense of belonging and engagement in our school environments. Many schools are also engaging parents in this process; parents know their children best and can help us with ideas to ensure that their child’s transition is successful. This is example of effective parental engagement, whereby parents are true partners, invited to share their expertise with us, has been shown to positively impact student achievement.

As a district, our early primary educators who teach grade 1 are also thinking about transitions. The following quote was discussed at length at a learning session for Early Years Educators in November: *“(If) children move on to a grade where expectations are radically different they may experience a transition called “hitting the wall”.* Entwisle and Alexander (1998) describe what happens to children and the possible impact on success in school. In the face of such a drastic shift, children who previously loves going to school may quickly lose their enthusiasm for school and learning. Such a turn of events is distressing and problematic because the adjustment from Kindergarten to first grade can have long-lasting effects on school success.” (Copple and Bredekamp, 2009, in Ontario Ministry of Education Early Years Training Session, 2014). Consequently, there has been some attention given towards considering the transition of Year 2 (SK) Kindergarten student to grade one – again, to ensure that this transition does not impact student achievement and well-being. Some educators have an understanding that learning through play based inquiry does not just exist in Kindergarten as it meets many of the requirements of the Ontario Achievement Charts, Grade 1 to 8. Have a look to see...thinking, planning, problem solving, experimenting, investigation, research, communication...

## **Healthy Eating at MPS**

MPS has always promoted healthy eating and this week our kindergarten class got a lesson with Krisite Lachance from the Best Start program. Our little chefs enthusiastically cut fruit, poured juice, yogurt, and all kinds of other healthy, yummy ingredients. Even the excitement of pushing the buttons on the blender became a vied for position! After all of their hard work, everyone (even the office staff!) got to enjoy the fruits of their labour with a yummy, delicious, healthy smoothie!!!! Thank you so much to Krisite for being part of our kindergarten class and making another day at MPS a healthy, educational and enjoyable one!





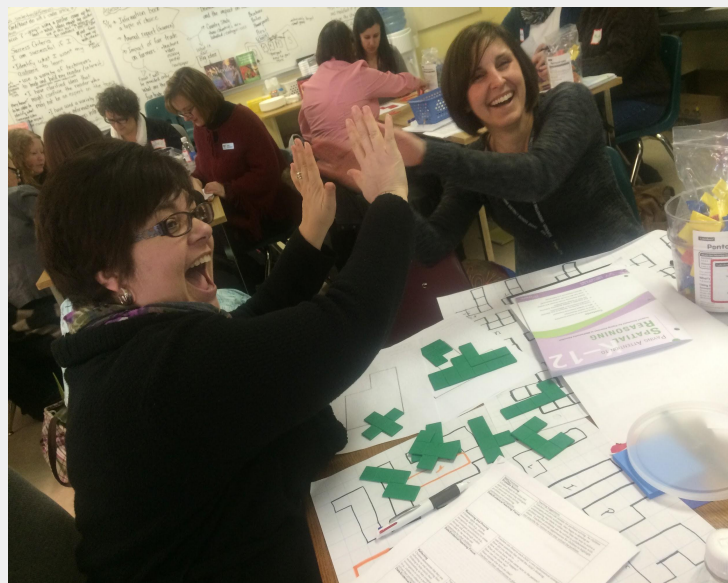
**“Play is thinking time. It is language time.**

**Problem-solving time.**

**It is memory time, planning time, investigating time. It is organization-of-ideas time.”** (Adapted James L Hymes Jr)

Using the Paying Attention to Spatial Reasoning document, we developed an understanding of why spatial reasoning is important and played with some math, exploring the role of spatial visualization, working at learning to notice and name the literacy and numeracy behaviours in a variety of spatial reasoning contexts.

We also continued with our journey around learning about pedagogical documentation and the relationship it plays with our assessment framework as well as the need to shift our focus from that of ‘teaching’ to that of ‘learning’.



Teams of educators from our schools as well as from our Best Start/[Family Support Program Hubs](#) gathered on Feb. 17<sup>th</sup> to continue with our focus of ‘what are we learning about learning?’

### **Student Success Update Submitted by Suzanne Eddy, Student Success Lead**

Dual Credit Programs: Four dual credit programs concluded in semester I with over 75 students achieving both credits. There will be an additional four programs running in semester II.

SHSM: Superior Greenstone offers two Specialist High Skills Major programs in semester II, one in health and wellness and the other focused on the environment. Gord Martin, teacher of environmental science at Manitouwadge High School is in partnership with Pukaskwa Park in implementing a pilot project on Ingenuity, Creativity and Entrepreneurship in his course. Gord will be sharing his findings at a province wide symposium on the ICE pilots in March. The Ministry may make this unit mandatory in all Specialist High Skills Major programs in the next school year.

Teachers from several secondary schools are participating in a series of professional development focused on improving literacy in the adolescent learner. Schools will be preparing students to write the EQAO Ontario Literacy Test on March 26, 2015.

Student Success Teachers from across the board will be meeting next week to look at how to support at risk students, best practices in achieving success, and learning how anxiety affects student success.

Transition plans are underway as schools begin to prepare for the next school year. There are a variety of activities planned for the incoming grade 8s, such as school visits, shared sports days, parent information sessions, etc.

Numeracy Professional Development: Over 60 teachers from grades 7 - 10 and administrators from Superior Greenstone and our co-terminus board participated in two sessions on numeracy. These sessions will be continuing throughout the spring. The goal is to focus on mathematical thinking in the classroom as well as to build capacity in our teachers for numeracy instruction. Jan Olson, a provincial math coach, has conducted one session in each hub area (Geraldton, Marathon - Manitouwadge, and Nipigon Red Rock – Terrace Bay) and three further sessions with him are scheduled. As well, teachers are receiving professional development on supporting students with learning disabilities in mathematics.

The Student Success Branch is holding a leadership camp for FNMI students from the Thunder Bay region. Up to 8 students from our board are invited to attend the camp being held in Parry Sound in April. We are currently working on the logistics of this project.

Principals Learning Day was held in January and involved presentations on ensuring healthy and inclusive schools. Principals and leads from the board participated in an LGBT inclusivity workshop and met with Dr. Chris Mushquash to discuss mental health supports for FNMI students.

## **Mental Health Report** submitted by George Dranzenovitch

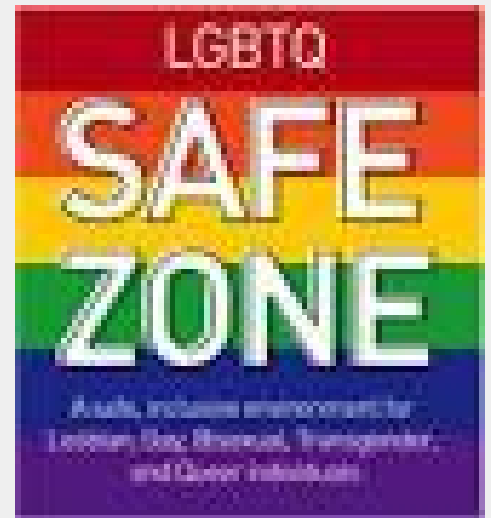
On January 30, 2015, the principals' meeting focussed on lesbian, gay, bisexual, and transgendered (LGBT) student inclusion and First Nation mental health. We had two sessions; one in the morning and the other in the afternoon led by two leading experts in their field.

The LGBT inclusion session was led by Martin Krajcik of Egale Canada.

Egale Canada Human Rights Trust (Egale) is Canada's only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement while advancing equality,

diversity, education and justice. Martin delivers workshops for police officers, teachers, school administrators and members of the public with a goal to create safer and accepting schools and communities for LGBT people therefore making LGBT peoples' lives visible and celebrated. There was ample time for learning about LGBT issues, sexual orientation, identity, and most importantly how to make our schools welcoming places for LGBT students and families. Each participant completed a commitment form at the end signaling our individual and collective commitment for safety, inclusion, and belonging and how each of us can make that a reality in our setting.

The afternoon session was led by Dr. Chris Mushquash. Chris is Ojibway and a member of Pays Plat First Nation. He has consulted to the Centre for Addiction and Mental Health (CAMH), and Health Canada (First Nations Inuit Health) on issues related to culturally appropriate addictions treatment and program development for First Nations people. In addition to his academic appointments, He is registered with the College of Psychologists of Ontario and works as clinical psychologist at Dilico Anishinabek Family Care. Dr. Mushquash is a Canada Research Chair in Indigenous Mental Health and Addiction. Chris shared his personal story, his own tradition, roots in the community, family, background and how this is more important to many in his community than his many academic credentials and accomplishments. He also shared some of his concerns around how different cultural attitudes towards parenting (e.g. non-interference) might impact some of our students. Chris challenged us to think about how we are applying Western constructs and values when it comes to mental health, education, and interventions and importantly how we might think and act differently. For example, too many children are being diagnosed with mental "illnesses" (humorously referred to as Western medicine naming ceremonies) and not enough attention is being paid to context, family, and community histories (e.g. their stories). His talk was well we received and he shared how we can access his services through Dilico for further consultation. Additionally, he is available for further professional development with our staff.



## **Aboriginal Mentorship Program The Aboriginal Mentorship Program (AMP) has arrived at Marathon HS!**

AMP matches experienced university students (at the undergraduate, graduate and postgraduate levels) with Aboriginal high school students to create a positive connection that both inspires and assists the high school student in learning about science.

In December, four mentors arrived from Lakehead University and led hands-on science activities with 10 of our students. The mentors will return February 26 & 27 and again in March. In May, our AMP students will travel to the Lakedhead University campus in Thunder Bay to tour the campus and participate in a science fair with AMP students from other high schools in the region.

## What is School-wide Positive Behaviour Support (SWPBS)

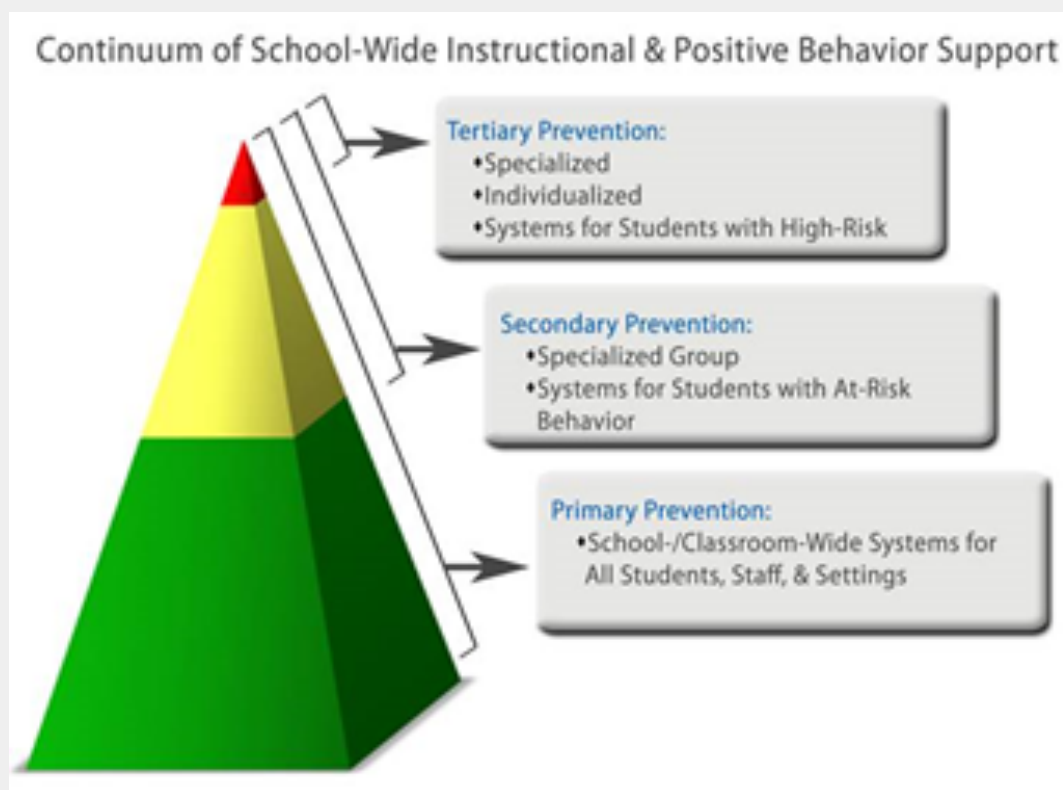
By Melissa Bianco, Positive Behaviour Support Lead

SWPBS is a framework that uses a tiered approach for organizing a continuum of best practices and evidence-based strategies to decrease problem behaviours, improve academic performance, increase safety, and establish a positive school culture. SWPBS builds the capacity of schools to educate all children by developing evidence-informed, school-wide, and classroom discipline systems. By providing a school-wide approach, comprehensive support is provided to prevent problem behaviour. Procedures are proactive and implemented across all school settings in academics, non-academic subjects, on the playground and individualized to meet each student's needs. Establishing a structured framework helps to build inclusive, quality learning environments that support change towards positive behaviour.

Our board is currently learning and engaging in multiple opportunities to support positive behaviour at each of the three tiers. Exciting work is being done surrounding 'Conditions for Learning' and building a solid foundation to support all of our students' diverse learning needs. This in-depth work ensures that we are being preventative and proactive and allows us to learn and reflect on our roles as educators to ensure we are meeting the learning needs of our students.

Earlier access to less intensive evidence-based academic and behavior interventions promotes better student outcomes across school settings and may reduce the need for more intense supports. Active progress monitoring of these academic and behavioral interventions establishes greater likelihood they are delivered with fidelity, effectiveness and sustainability. Matching the range of academic and social needs within a school involves layering of interventions from a universal curriculum to targeted group instruction and, for some students, adding on highly individualized interventions that are linked to the lower-tiered structures and instruction (Freeman et al., 2006).

Below you will see the commonly known 'pyramid of intervention'. Research suggests that when SWPBS approaches and supports are implemented with fidelity, 80% of students will respond to universal supports (primary prevention), 15% will require further targeted group support (secondary prevention), and 5% will require more intensive, individualized supports and intervention (tertiary prevention).



## **Protocol for the Investigation of Child Abuse and Neglect**

We are in the final steps of formalizing a protocol between The Children's Aid Society of the District of Thunder Bay, Dilico Anishinabek Family Care and Superior-Greenstone District School Board. The section applicable to the school board is presented below.

Every person in the Educational system has a legal responsibility to report suspected child abuse/neglect to the Children's Aid Society when he/she has reasonable grounds to suspect that a child is or may become in need of protection. The C.F.S.A. clearly states that those people who work in a professional, official capacity with children have a special responsibility and duty to report suspected abuse or neglect.

If school staff have reasonable grounds to suspect that a child is or may be in need of protection, the person must immediately report the suspicion and the information upon which it is based to the Children's Aid Society. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, they must report this to the Children's Aid Society. The person must make the report directly to the CAS and must not rely on anyone else to report on his or her behalf. "Reasonable grounds" are what an average person, given his or her training, background and experience, exercising normal and honest judgement, would suspect.

A referral to the Children's Aid Society can provide an assessment of the safety of the child and a protection plan to provide support to the child and the family. Intervention must be sensitive to culture, values and religion.

### **Procedures for Board Personnel:**

1. Any suspicion that a child is or likely will be in need of protection shall be given the highest priority. Action shall be taken immediately on any suspicion. A report must be made to the Children's Aid Society even if the information is considered confidential or privileged.
2. It is the responsibility of the School Principals to ensure that all staff members are aware of, understand and comply with the relevant sections of the Child and Family Services Act (C.F.S.A.). Upon request from School Principals, Children's Aid Society staff will attend the school and present information to school staff about their 'duty to report' child abuse/neglect; the role of the agency in the community and to answer any related questions.
3. When any school employee has reasonable grounds to suspect that a child is or likely will be in need of protection, the staff member, with the support and assistance of the principal (or designate), shall immediately make a direct report to the Children's Aid Society. Once reasonable grounds are identified, school employees shall not conduct any further investigations or interviews of the child. The Children's Aid Society has the legal mandate to conduct a complete investigation and take appropriate action to ensure the safety of the child, and will receive full cooperation from the boards during its investigation.
4. Where reasonable grounds are unclear, consultation with the school social worker, or other designated board personnel or the Children's Aid Society is recommended.
5. After a report is made to the Children's Aid Society, the principal shall, at the request of the Children's Aid Society, detain the child at school if necessary.
6. After a report is made to the Children's Aid Society, and at the request of the Children's Aid Society, the principal shall permit Children's Aid Society workers/Police access to the student, and siblings if necessary, at school.
7. Documentation and assessment of physical injuries are the responsibility of the Police and Children's Aid Society.
8. It is the responsibility of the Children's Aid Society to notify the parents of the child when there is suspicion that a child is in need of protection and a referral has been made. Notification should occur as soon as it is reasonably possible given the circumstances.
9. When a student over the age of 16 years discloses that abuse/neglect is occurring or has occurred, and children under the age of 16 years may be in need of protection, a report shall be made immediately to the CAS.



## **Family Literacy Day at BPS!**

It's a bird...It's a plane...No! It's Superhero Family Literacy Day at BPS!

On the afternoon of Tuesday, January 27, 201, Beardmore Public School hosted a superhero themed Family Literacy Day that was organized by the JK/SK/2 teacher and class. Students, teachers, support staff, parents and a pre-k came dressed in their Superhero costumes and participated in a variety of literacy themed activities:



The entire school had a SUPER Family Literacy Day using their Literacy POWERS!



**Marathon High School** – Principal Jennifer Oussoren received word last week that MRHS School has been awarded a \$17,500 grant she had applied for last October from the Thunder Bay Community Social Reinvestment Program.

\$7,000 is for the school breakfast program, and \$10,500 is for an after school homework help program which will include a teacher/tutor's pay and bus transportation to Pic River and Pic Mobert.

**Geraldton Composite High School** - The theme for this year's OSSTF Student Achievement Awards was Transformation. Mia Audia-Gagnon, Brianna Payne, Shannon Nadeau, and Alanna Koning entered a video in the Digital Arts Grades 9-12 category.

Their video was about the impact of bullying on both the bullied and the bully, focusing on the transformation of the bully. They called their video Broken and composed a song that would create a discordant feeling in the listener to further the impact of the video. These girls are only in grade ten, and the grade eleven communications class was their first exposure to video creation. We can expect big things from them in the next few years. They placed in the top five provincially for this award. We are quite excited about all of this, as we are currently planning to take Knightline beyond the usual community broadcast, and go to a digital format on the internet.

To watch the video follow: <http://gchs.ca/2015/02/05/gchs-students-win-regional-student-achievement-award/>



# Health and Physical Education Curriculum

Yesterday Ontario released the updated Health and Physical Education curriculum to give students accurate information that will help keep them safe and healthy. The province is also providing parents with resources to help them understand and participate in what will be taught to their children.

Starting September 2015, the updated curriculum will reflect health, safety and well-being realities faced by today's students. Updates to the curriculum include healthy relationships, consent, mental health, online safety and the risks of "sexting." The curriculum has also been updated to be more reflective of Ontario's growing and diverse population.

Resources to inform parents and to support learning at home include:

- An outline of the new Health and Physical Education curriculum for Grades 1-12.
- Guides on human development and sexual health part of the curriculum - one for Grades 1-6 and one for Grades 7-12.
- Quick reference sheets about healthy relationships and consent as well as online safety, including the risks of sexting.

The revision of the Health and Physical Education curriculum is the result of work done through the curriculum consultation, which began in 2007. The review was the most extensive curriculum consultation process ever undertaken by the ministry and involved parents, students, teachers, faculties of education, universities, colleges and numerous stakeholder groups including the Centre for Addiction and Mental Health, The Ontario Public Health Association and the Ontario Healthy Schools Coalition. More than 70 health-related organizations submitted reports for consideration and thousands of people provided feedback.

## Quick Facts

- The Growth and Development section of the elementary Health and Physical Education curriculum has not been updated since 1998 – before the widespread use of social media and smartphones.
- Studies have shown that girls are entering puberty as early as seven years old, which is significantly earlier than in previous generations.
- The World Health Organization has found that providing kids with comprehensive sexual health information helps prevent early sexual activity and negative health outcomes.
- Studies have shown that the vast majority of parents want schools to provide sexual health education.

## Background Information

- [Support for the Updated Health and Physical Education Curriculum](#)

## Additional Resources

- [Updated curriculum documents](#)
- [A Parent Guide to the Revised Health and Physical Education Curriculum, Grades 1-12](#)
- [A Parent Guide: Learn More About Human Development and Sexual Health in the Health and Physical Education Curriculum, Grades 1-6](#)
- [A Parent Guide: Learn More About Human Development and Sexual Health in the Health and Physical Education Curriculum, Grades 7-12](#)
- [Quick Facts for Parents: Online Safety, Including Risk of Sexting](#)
- [Quick Facts for Parents: Healthy Relationships and Consent](#)
- [Public Health Agency of Canada's Canadian Guidelines for Sexual Health Education](#)
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# Eating 9 to 5! Challenge

## NUTRITION MONTH EVENT OPPORTUNITY

During the month of March, local dietitians are offering lunchtime events for workplaces who are taking part in the Eating 9 to 5! Challenge.

It will be an interactive event with stations for employees to visit to gain points and entry into a draw prize. They'll also learn about healthy eating and practical strategies through a day in the life at work.

The number of events is limited and will be scheduled on a first come, first served basis.

To reserve your spot call Sue at 625-5911 or email: [Susan.Armstrong@tbdhu.com](mailto:Susan.Armstrong@tbdhu.com)



[TBDHU.COM/nutritionmonth](http://TBDHU.COM/nutritionmonth)



## OCT Discontinues granting of Equivalency AQ Courses

Effective September 1, 2015, the Ontario College of Teachers will no longer grant equivalency for enhanced degrees. For example, in the past if you had a Master of Library and Information Science degree, you could be granted the Librarianship Part 1 AQ course on your Certificate of Qualification without having to take the course. This practice pre-dates the OCT. Teachers wishing to obtain equivalent standing for an AQ based on enhanced Ontario studies should apply and submit all relevant materials before September 1st. These changes will also impact some certified teachers who are also DECEs (or DECEs who are certified teachers). In the past teachers who had also completed an ECE program could apply to have either Primary Part 1 or Kindergarten Part 1 on their Certificate of Qualification without having to take the AQ course. Effective September 1, the OCT will no longer grant this equivalency for certified teachers who took ECE programs at institutions not accredited to grant AQs, such as St. Clair College. Members who are qualified as teachers *and* ECEs can contact the OCT Membership Services Department about AQ equivalency at 1-888-961-8800 or by email at [info@oct.ca](mailto:info@oct.ca) before September 1, 2015.

# EQAO Assessment to be offered on-line! QUICK FACTS

- The purpose of this move is ultimately to:
  - bring the provincial assessments in line with the digital world we live in and the digital classroom that plays an increasing part in education;
  - make the assessments more engaging for students by allowing them to demonstrate their knowledge and skills in a number of different ways;
  - broaden the evidence EQAO can provide about student learning and achievement;
  - offer assessments with built-in accommodations for students who need them;
  - provide schools with more flexibility in scheduling the assessments and simplify the logistics around administration;
- Throughout the transition, paper versions of the test will remain available for schools that are not yet ready for an online version of the test.

LEARN MORE [Online OSSLT – Key Milestones](#)

[Guiding Principles for EQAO Online](#)

## IT Services Update

1. Welcome Damian Zabienski, the new IT Services technician for the Greenstone area.
2. A new helpdesk/ticket system replacing “School Dude” work-orders for IT will be in place very shortly, details to follow in the next couple of weeks.
3. Student wireless has been given the go-ahead. The last steps of technical configuration are currently being made and are expected to be complete in a couple of weeks. Increased internet speed/bandwidth will not likely be in place until Fall, so we’ll have to see how it goes and adjust guidelines at each school based on observed usage.

## **In Memoriam - Cheryl Lynn McLeod - August 6th 1970 - February 17th, 2015**

On February 17th Cheryl McLeod sadly passed away after a courageous battle with cancer. Cheryl was a valued member of the staff at NRHS, a mother of three and an active member of the community. Our thoughts and prayers go out to the McLeod family.

## Retirements

SGDSB would like to congratulate **Pam McCleary**, Custodian at Manitouwadge Public School, who will retire effective February 27, 2015 and **Shirley Anne Spencer**, Head Custodian at Marathon High School, who will retire April 24, 2015. Thank you for your years of service to SGDSB and we wish you all the best!

## Upcoming Events

**February 24 - PIC Committee Meeting**  
**February 25th Pink Shirt in support of Bullying Prevention**  
**March 16-20 March Break**



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