



Front (L-R): Vice Chair Kim Figliomeni, Director of Education David Tamblyn, Chair Pinky McRae.  
 Back (L-R): First Nation Trustee Stanley Sabourin, Trustee Michael Groulx, Margaret McIntyre, Marlo Sarrasin, Mark Mannisto and Aaron MacGregor. Missing are Trustees Allison Pelletier and Student Trustee Mia Audia-Gagnon.

**MARATHON** – The Superior-Greenstone District School Board held its 2017 Annual Organizational and Regular Board Meeting on Monday, December 5, 2016.

Trustee Pinky McRae was acclaimed as 2017 Board Chair, while Trustee Kim Figliomeni was elected to the office of Board Vice-Chair.

Returning members are Michael Groulx (Red Rock, Dorion, Hurkett), Aaron MacGregor (Manitouwadge), Mark Mannisto (Greenstone), Allison Pelletier (Greenstone), (Margaret McIntyre (Marathon), Stanley Sabourin (First Nation Trustee), Marlo Sarrasin (Nipigon) and Student Trustee Mia Audia-Gagnon. Together this group will represent their constituents and work with Superior-Greenstone DSB Senior Administration in the delivery of quality education for students.

Upon assuming the role of Chair, McRae thanked the Board and expressed her gratitude for her fellow trustee’s support. She complimented the Board on their strong ability to work well together as a team and with Senior Administration. She stated that, “it is important that we continue working well together so that we can continue to achieve the strategic goals of the Board.”

**Town Hall Meetings - What do you envision for your school 5 years from now?**

Director of Education David Tamblyn will be visiting schools and meeting with staff to hear their views on what they envision for their school/board five years from now? He will also be meeting with stakeholders including the student senate, the parent involvement committee, native education advisory committee and the special education advisory committee. The exercise is all part of the process of gathering stakeholder input into the renewal of the board strategic plan.

**Director’s Annual Report** - At the regular board meeting held January 30th. Director of Education David Tamblyn presented his annual report to the board of trustees. The report highlights the achievements of the school board over the 2015-2016 school year. Follow the link below to see the Director’s Annual Report

<http://www.sgdsb.on.ca/upload/documents/sgdsb-directors-annual-report-2015-2016-001.pdf>



SGDSB  
**Director’s Newsletter**  
 February 1st 2017  
 “Small Schools Make a Difference”





Nicole Morden-Cormier,  
Superintendent of Education

**Our Board Learning Plan:  
Promoting Success for ALL Learners**



**The Well-Being Theory of Action: Student-Centered Pedagogy Evidence to Date**

By now (as it is a yearly process), guided by school leadership, schools will have determined the area of greatest curricular need and the student-centered method by which they are going to meet this need, and have articulated this belief through a theory of action. Schools will have looked closely at their data to not only determine their greatest need, but to also celebrate their gains. Last year, every school completed a baseline self-assessment using the success criteria for our Well-Being Theory of Action which is grounded in shifting to increasingly Student-Centered Environments and Pedagogy in every one of our classrooms. This data was compiled board wide, and is represented below for your information. This is being shared in response to the feedback that we received from many of you during the Pearson Efficacy Review, asking that more board wide data be shared so that schools could determine "how they were doing" in relation to our SGDSB Learning Plan.

When reviewing the data below, it is important to remember that schools have worked hard to achieve the gains that they are celebrating, and have collected much school-wide evidence to support their self-assessment, just as we ask our students to do in the classroom. Schools who have self-assessed a Stage Three of Implementation (Partial Implementation) have much student voice (observations, conversations and products) evidence to support their self-assessment, as it is the impact upon students that defines the Partial or Third Stage of Implementation. Schools are continuing to collect evidence of impact this year, as they prepare to, once again, engage in this self-assessment of the areas of focus (Conditions for Learning, Foundational Principles, Assessment for/as Learning, and/or Formal/Informal Leadership) that they have determined in their theory of action. This self-assessment will be completed by all schools by June, 2017. Please take a few moments to review the data below, in relation to the success criteria. What conclusions can you draw from this data so far?

**Leadership (formal and informal) Success Criteria**

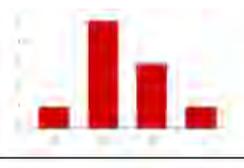
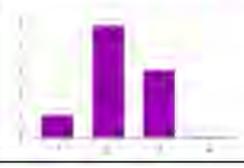
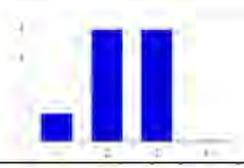
<p><b>LSHP 1</b>  <b>(SEF 2.1)</b></p>	<p><i>We know we are successful if we act in ways that demonstrate our understanding that collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</i></p> <ul style="list-style-type: none"> <li>a) School Improvement Planning:             <ul style="list-style-type: none"> <li>o Involves all staff in planning, implementing, monitoring and refining the School Learning Plan, based on analysis of the current needs assessment that is drawn from a variety of data sources (e.g. perceptual, demographic, program, achievement)</li> <li>o Identifies areas requiring an instructional emphasis (e.g. through the development of a small number of goals based on current student achievement data)</li> <li>o Communicates progress in improving student achievement and meeting targets to parents and the school community (eg newsletters, school council agendas, school website)</li> <li>o Informs the school budget (e.g. resources are purchased to support the achievement of the goal)</li> <li>o Is supported by school leaders through "open-to-learning" classroom visits and conversations.</li> <li>o Includes the review of student achievement data, including evidence from collaborative inquiries at specific times throughout the year, to ensure that schools can demonstrate progress in meeting the targets and goals in all classrooms for every student.</li> <li>o Includes student input/voice.</li> </ul> </li> <li>b) A school improvement team supports the principal/staff to collaboratively develop and monitor the goals in the school improvement plan and to complete the School Self-Assessment, based upon the SEF.</li> <li>c) Professional learning priorities are based upon the needs that emerge from the analysis of student work and are aligned with the goals in the School Learning Plan.</li> <li>d) Structures are in place to ensure that school leaders actively co-learn with staff.</li> <li>e) A collaborative learning culture (e.g. a commitment to continuous improvement, a collective focus on student learning for all, de-privatization of practice and reflective dialogue) is evident. (This is about genuine collaborative rather than the culture of "niceness".)</li> </ul>	
<p><b>LSHP2</b>  <b>(SEF 2.4)</b></p>	<p><i>We know we are successful if job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</i></p> <ul style="list-style-type: none"> <li>a) The vision that underlies "a culture of learning" is explored and consensus is built/co-created with staff – what does this vision look like and sound like in our school?</li> <li>b) Professional learning is inquiry-based and responsive to student assessment data (schools utilize the Collaborative Inquiry Continuum to assess the degree of collaboration and to determine next steps).</li> <li>c) School leaders are engaged in professional learning with staff.</li> <li>d) Conditions (e.g. time to meet and talk, common planning time where possible) that promote collaborative cultures are established</li> <li>e) School leaders regularly visit all classrooms to engage in ongoing inquiry regarding effective instructional practices and how to increase their impact on student learning</li> <li>f) School leaders seek out relevant professional learning and resources (e.g. curriculum and resource documents, webcasts, monographs, podcasts, ministry websites, community visits, online professional learning networks, etc.) to support educators.</li> <li>g) Evidence of student learning (e.g. writing samples, mathematical representations of thinking, running records, class profiles) is shared as a catalyst for professional dialogue.</li> <li>h) Professional dialogue, based on research literature and learning in the field, supports the use of consistent language and practices.</li> </ul>	

**Foundational Principles to be Developed in the Learner and the Environment - Learning Mindset for All: Success Criteria**

<p><b>FE 1</b> <b>Our Attitudes and Values</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Value and model the strengths-based approach (asset-orientation)</li> <li>Believe that all students can learn given the necessary conditions for learning.</li> <li>Maintain an interactive partnership with students.</li> <li>Demonstrate an "open-to-learning" stance and be willing to take risks as co-learners.</li> <li>Adopt a reflective approach to teaching and learning; engage in ongoing analysis of the impact of instruction on learning.</li> <li>Embody the work ethic that we want to see in our learners.</li> </ol>	<p>Attitudes and Values</p>
<p><b>FE 2</b> <b>Self as Learner</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Use research and literature to support professional learning and inform instructional next steps.</li> <li>Learn about learning to improve practice that results in more responsive and precise instruction (including assessment for learning strategies, instructional decision making from a repertoire of strategies, etc.)</li> <li>Hold each other accountable for rigor and reflection; moving away from "doing" tasks and towards demonstrating "thinking" in tasks.</li> </ol>	<p>Self As Learner</p>
<p><b>FE3</b> <b>Teaching Practice</b></p>	<p><b>We know that we are successful if we:</b></p> <ol style="list-style-type: none"> <li>Develop tasks that are meaningful and present challenges for learners</li> <li>Support students in their ability to articulate their thinking and ask probing questions to more deeply understand how/why they are thinking this way; support them in setting precise goals.</li> <li>Increase understanding of the "student as a learner" and his/her interaction with instruction (impactful practices)</li> <li>Use pedagogical documentation, student voice, and questioning to better inform student learning needs and instructional next steps.</li> <li>Ensure that there is choice for learning. (Allow students opportunities for students to have periods of autonomy and choice. This will lead to greater persistence, productivity, well-being and ultimately better understanding through finding their own path, learning for themselves)</li> <li>Consistently portray challenges as fun and exciting!</li> <li>Positively praise the learning process (strategies, math processes, effort, persistence, choices that were made, etc.) that they engaged in, rather than the product (provide feedback on the product through the process engaged in).</li> <li>Students receive a grade of "not yet" ....</li> </ol>	<p>Teaching Practice</p>
<p><b>FE-S</b></p> <p><b>We know that we are achieving success if students:</b></p> <ol style="list-style-type: none"> <li>Understand that they can grow their brain/intelligence through learning.</li> <li>See mistakes as opportunities for learning; encounter challenges as opportunities for growth.</li> <li>Value effort; understand that even "geniuses" need to work hard to develop their potential</li> <li>Don't blame others for their struggles</li> <li>Set goals for improvement</li> <li>Are proud of their work</li> <li>Engage in authentic self-assessment according to grade appropriate standards (exemplars)</li> </ol>		<p>Teaching Practice</p>

**Conditions for Learning (Risk Taking, Collaboration, Responsive Instruction, Relationships): Success Criteria**

<p><b>C4L 1</b> <b>(SEF 3.1)</b></p>	<p><b>We know that we are successful if the teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</b></p> <ol style="list-style-type: none"> <li>Educators <b>collaborate</b> to identify and implement evidence-based conditions for learning that support and respond to the physical and social needs, and academic, behavioural, psychological and cognitive engagement of students (e.g. learning experiences that are clear, meaningful, interesting, motivating, challenging, productive and include ongoing descriptive feedback and opportunities for metacognition)  <i>*Academic Engagement – Time on task, problems attempted, credits earned towards graduation, homework completion</i>  <i>*Behavioural Engagement – Attendance, classroom participation, question-posing and question answering, extracurricular involvement</i>  <i>*Cognitive Engagement – self-regulation, learning goals, perceived relevance of schoolwork to future endeavors, value of the knowledge or skills to be learned</i>  <i>*Psychological Engagement – feelings of identification or belonging to the school community, safety, relationships with teachers and peers, experiences of autonomy.</i> (Tosbals and Makkula, 2012)</li> <li>Engaging learning experiences require that all students use higher-order thinking skills, solve complex problems, develop increased understanding, and construct new knowledge.</li> <li>Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to <b>support student strengths and needs.</b></li> <li>The school environment promotes strong, positive, <b>relationships</b> between students, parents, the community, teachers and leaders. Positive relationships are foundational to responsive instruction (two conditions for learning).</li> </ol>	
<p><b>C4L2</b> <b>(SEF 4.2)</b></p>	<p><b>We know that we are successful if there is a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</b></p> <ol style="list-style-type: none"> <li>A comprehensive literacy and numeracy focus supports student achievement through use of the current Ontario curriculum and associated resource documents.</li> <li>Literacy and numeracy instruction takes a balanced approach, is often inquiry-based, intellectually challenging and developmentally appropriate for all students.</li> <li>Instructional practices are strategically used to meet the diverse learning needs of students (e.g. Assessment Framework is fully implemented).</li> <li>Digital tools are accessible as tools to support learning and to make thinking visible.</li> </ol>	
<p><b>C4L-S</b></p>	<p><b>We know that we are successful if students:</b></p> <ol style="list-style-type: none"> <li>Are able to see themselves, their strengths, values, culture and interests integrated into learning and reflected by their learning environment.</li> <li>Assume ownership in learning experiences that are <b>collaborative</b>, innovative and creative.</li> <li>Willingly participate in feedback processes to refine thinking and learning.</li> <li>Demonstrate the characteristics of grit in order to take <b>risks</b>: courage, perseverance, endurance, conscientiousness, personal excellence, and resilience as reflected by report card Learning Skills.</li> </ol>	

<p><b>A4L1</b> <b>(SEF 1.2)</b></p>	<p><b>We know that we are successful if a variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</b></p> <p>a) collaborative processes are in place to guide problem-solving and decision-making in relation to prevention and interventions that may be required where data indicate students are not demonstrating the intended learning expectations.                      b) student achievement data are collected (e.g. through observations, work samples, conversations, assessment tasks) and disaggregated at critical checkpoints in the learning each term/semester/year to monitor progress toward school targets and in order to determine next steps to ensure continuous improvement in student achievement.                      c) student assessments and achievement data is used to inform the focus of professional learning and provide insight into its impact on student learning                      d) a variety of assessment strategies and tools that meet the needs of all students are used to improve student learning and inform instructional decisions (e.g. observations, demonstrations, portfolios of student work)                      e) instructional decisions are made and actions taken in response to students' demonstrations of learning.</p>	
<p><b>A4L1 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <p>a) use assessment data to refine their work, plan next steps and monitor their own progress.                      b) advocate for what they need as learners.</p>	
<p><b>A4L2</b> <b>(SEF 1.3)</b></p>	<p><b>We know that we are successful if students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</b></p> <p>a) learning goals and success criteria identify the intended student learning, based on the knowledge, skills, concepts and processes from the Ontario curriculum, including the achievement charts                      b) during learning, students and teachers co-construct the success criteria linked to learning goals.                      c) learning goals and success criteria are expressed in language that is meaningful to students.                      d) learning goals and success criteria are open to review and revision.</p>	
<p><b>A4L2 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <p>a) describe what they are learning, the purpose of the learning and what it looks like.                      b) co-construct success criteria linked to learning goals.                      c) articulate their understanding of the learning goals and the success criteria that will be used to assess their understanding.                      d) participate in the development of their individual learning goals.                      e) use learning goals and success criteria to assess and improve their own learning.</p>	
<p><b>A4L3</b> <b>(SEF 1.4)</b></p>	<p><b>We know that we are successful if during learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.</b></p> <p>a) timely, explicit and constructive feedback related to the success criteria is descriptive rather than evaluative and extends thinking.                      b) student learning and progress is clarified throughout the learning process (e.g. through interviews, conferences and learning opportunities with small groups, pairs and/or individual students).                      c) students have multiple and varied opportunities to revise and refine their demonstrations of learning.                      d) opportunities for students to provide quality feedback to classmates, educators and themselves are planned and occur.</p>	
<p><b>A4L3 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <p>a) use descriptive feedback, based on the success criteria, to revise and refine their demonstrations of learning and set individual learning goals.                      b) provide accurate, constructive and descriptive feedback to themselves, their classmates, and educators in relation to the predetermined success criteria.</p>	
<p><b>A4L4</b> <b>(SEF 1.5)</b></p>	<p><b>We know that we are successful if students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</b></p> <p>a) self-assessment is used throughout the school as a skill connected to higher order processes such as metacognition and self-regulation.                      b) self-assessment skills and goal setting are taught, modelled and practiced.                      c) opportunities are planned for students to practice peer and self-assessment using the co-constructed success criteria.                      d) educators provide students with quantitative feedback on their peer and self-assessment skills.</p>	
<p><b>A4L4 – S</b></p>	<p><b>We know that we are successful if students:</b></p> <p>a) engage in learning conversations and peer assessment to explain and question their own thinking.                      b) use work samples to help them understand what quality work looks like and to develop or refine their understanding of success criteria.                      c) use success criteria to assess and monitor their progress and set individual learning goals                      d) participate in the collection and development of personal documentation of learning (e.g. portfolios, learning logs, course notebooks, student files) that assist in informing the next steps in their learning.                      e) set and track learning goals based on identification of strengths and needs through a variety of forums (e.g. student led conferencing).</p>	

### 2016-2017 Short Term System Goals

By June 2017, 100% of schools will demonstrate an increase of at least one stage of implementation (awareness, beginning, partial, full) in an area of focus in their overall rating of the self-assessment of the SGDSB Well-Being: Student Centered Learning and Pedagogy Success Criteria, as we work towards full implementation by June 2019.



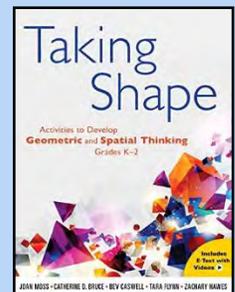
*Submitted by: Leslie Blackwood, Numeracy Facilitator*

*"We need to think about creating classroom environments that give children the opportunity for wonder, mystery and discovery; an environment that speaks to young children's inherent curiosity and innate yearning for exploration is a classroom where children are passionate about learning..."*  
*(Heard & McDonough, 2009, p. 2)*

## **Volume 2**

*As we transition to the new Kindergarten program and communication of learning tool this year our K-2 educator teams have been working hard at enhancing their classroom environments to promote thinking through purposeful play. In our numeracy programs we want our youngest learners to see themselves as **capable and competent mathematicians** and for educators this means gaining a better understanding of the integrated learning that occurs during play and inquiry in our early years classrooms. Over the next few months, K-2 educators and school administrators will be invited to continue with our Early Years math learning sessions that began last year as a book study. Through a series of web-based learning sessions we will be using the new **Taking Shape** text as a springboard to continue to explore playful pedagogy and effective math communication through the specific content lens of geometry and spatial sense. As a collaborative learning team, we will be sharing examples of student work with the goal of developing pedagogical habits of mind where we can notice and name the math behaviours, identify key learning, growth in learning and the next steps for our students.*

***If you would like more information about this learning opportunity please contact your school administrator or myself.***



## Why Is Spatial Reasoning Important?

*"Research on spatial reasoning substantiates the critical importance of spatial reasoning abilities in geometry, measurement and problem solving both early in students' mathematics experiences as well as later in high school and beyond, especially in STEM areas."*

(Shumway, 2013, p. 50)



# SGDSB – Numeracy Dates

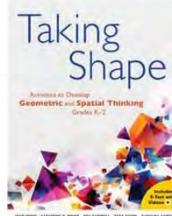


If we foster effective communication in our classrooms, then our students will be able to organize and consolidate their mathematical thinking AND analyze the mathematical thinking and strategies of others.

## K-2 Book Study (In School Teleconferences 1-3 pm)

- Wednesday, February 15<sup>th</sup> - PM **Initiative Code #184**
- Wednesday, March 8<sup>th</sup> - PM **(for Release time)**
- Wednesday, April 12<sup>th</sup> - PM

In preparation for the first teleconference educators can request release time (.5 or Full day, before the Feb. 15<sup>th</sup> session) to further engage in learning from the resources shared on the Numeracy PD Day around the first 4 chapters of the book.



Continue to understand “play that involves math” and “playing with math itself”; while developing pedagogical habits of mind, learning to use documentation to support our learning and the learning of students

## Problem Solving

- Friday, February 10<sup>th</sup> - AM
- Tuesday, April 11<sup>th</sup> - AM

- ❖ Foster the development of problem-solving processes and strategies for whole class analysis and discussion
- ❖ Introduce forms of representation that can be useful to students
- ❖ Use visual models to support student’s understanding
- ❖ Connect strategies to more efficient procedures as appropriate

These sessions are running as **IN-School Teleconferences from 9 – 11 am**. Administrators can extend these sessions to full days with school teams or choose to extend the learning on an alternate ½ day.

**Initiative Code #184**  
**(for Release time)**

## Number Talks

- Friday, February 17<sup>th</sup> - AM
- Wednesday, April 19<sup>th</sup> - AM

- ❖ Model mathematical reasoning by thinking aloud
- ❖ Build relational understanding
- ❖ Introduce forms of representation
- ❖ Engage in sharing of mathematical ideas using varied representations
- ❖ Ask clarifying and extending questions
- ❖ Connect to contextual situations

## Numeracy Leads

- Tuesday, February 7<sup>th</sup> **Full Day Sessions at GOPS**
- Thursday, March 2<sup>nd</sup> **Full Day Sessions at GOPS**
- Thursday, May 4<sup>th</sup> **Initiative Code #184**
- 1 other day TBD **(for Release time) #180 for Travel** as required

- ❖ Deepen mathematical knowledge through professional learning that involves student’s mathematical learning with other teachers, applying learning to professional practice, and sharing learning with other educators

## Grades 7 – 9 Capacity Building

**GRADE 9 Teachers: Wednesday, February 15<sup>th</sup> @ GOPS** **Initiative Code #186 (for Release time and travel)**

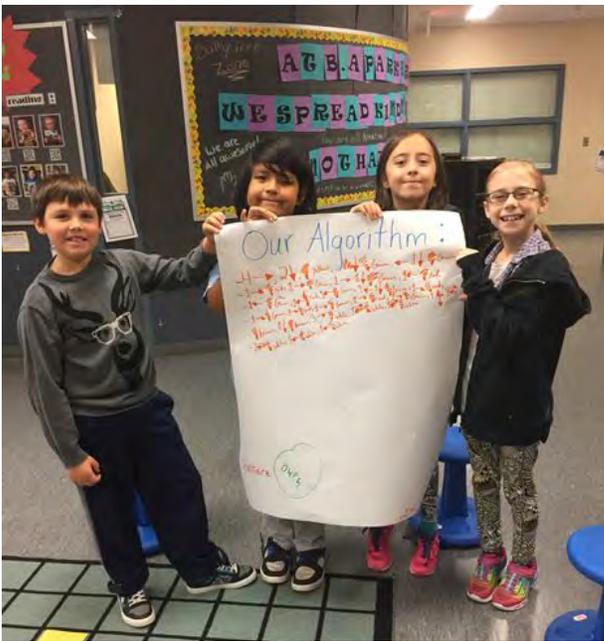
Hub Sessions to continue on:

- Tuesday, April 4<sup>th</sup> @ GCHS
- Wednesday, April 5<sup>th</sup> @NRHS
- Thursday, April 6<sup>th</sup> @ MRHS

Additional release time for cross-panel collaboration available upon request.

- ❖ Develop a continuum of learning for our intermediate students
- ❖ Create the conditions to support discourse

**VOLUNTARY CONTENT DEVELOPMENT SESSIONS will also be made available**  
**Dates & Times to Be Determined**



BA Parker has been learning a lot about coding and how a meaningful task can create so much thinking and learning. Here are a few pictures from our Grade 4 Math Intervention group experimenting with codes, algorithms and Christmas art. The group even challenged the Grade 7s to crack their code!

## Special Education Report - Will Goodman SE Coordinator

### Google Read & Write Learning -



Special Education teachers and Educational Assistants spent time learning how to use new assistive technology tools to better support our learners. This technology is not only cost effective but also available to all students at SGDSB. Students are able to use the tools that benefit them based on their own needs from any computer, anytime, and any place in the world. Read & Write for Google Chrome offers a range of powerful support tools to help students gain confidence with reading, writing, studying and research, including:

- Hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- See the meaning of words explained with text and picture dictionaries
- Hear text translated into other languages
- Get suggestions for the current or next word as you type
- Turn words into text as you speak
- Highlight text in documents or the web and collect for use in other documents
- Create and listen to voice notes directly inside of Google Docs
- Simplify and summarize text on web pages

### **SGDSB Transition to the Ontario Autism Programming- New Funds**

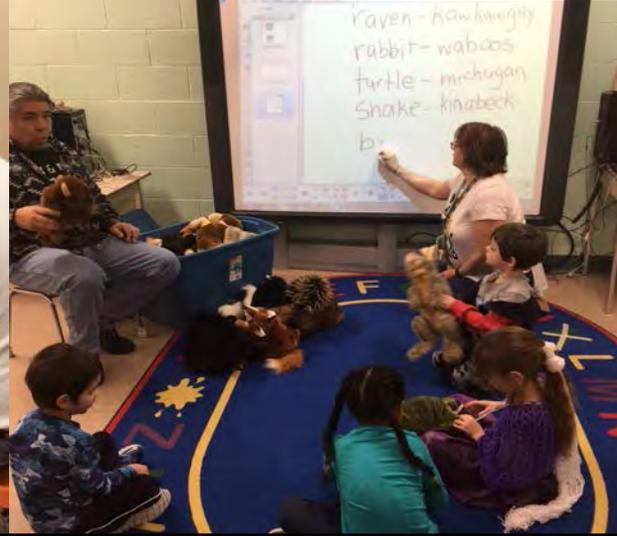
In the fall of 2016 all school boards had the opportunity to apply for additional funding under the new “Transition to the Ontario Autism Program” to implement skills development sessions to build and enhance skills for students affected by changes to autism services. Skills development sessions are funded as opportunities that exist for families and students outside of the school day. SGDSB in conjunction with Best Start successfully acquired \$59,650 to support students with ASD and their families across our district. Training and advertising will occur this spring and after school programming will begin in September.



The Syrian family is settling into school at MTPS and the students are among the many in our district who are participating in Indigenous learning opportunities. Prior to the holiday break, Teri Burgess invited Nicole Richmond to teach her grade 8 students to bead. Shown to the right are students Fatma and Maisie, displaying their beaded rings.



**SGDSB takes pride in supporting and welcoming all students and in helping facilitate Indigenous learning for all.**



Thank you to Ron Kanutski for another great set of visits to SGDSB elementary schools. Ron is a member of Red Rock Indian Band and is well known through our district as a cultural educator, musician and comedian. Ron travelled last year in the Nipigon and Greenstone regions and from January 25-27, Ron visited classes at TBPS, MTPS and MNPS and shared teachings about Anishnabe worldview, teachings, culture and history. Students were very engaged with Ron's presentations and we will continue to engage Ron as an educator for staff and students alike. We welcome future visits with Ron, including at the Marathon High School Powwow.

**Using Circles at SGDSB:** Some staff already use circles as part of their regular teaching practice and some are integrating circles as a result of the Restorative Practices and Circles training which was offered to all staff in the Greenstone Region. Kim Crawford (NRDHS) shares her experience with circles ....

“Over the past semester, I employed the use of circles in my daily classroom practice with my grade 9 Native Studies course (NAC10). Some circles were short (5-10 minutes) to do a daily check in or use it as an exit card to evaluate that day's material. Some circles lasted the duration of the period. Students took a short time to warm up to the idea of using the circle, but once they became familiar with it, they began to request circles regularly as it became comfortable, safe, and inclusive for them.

“At the end of the term, students shared their thoughts about the past semester. Students repeatedly told how much they enjoyed the use of the circle in both formal and informal ways. It created a community of respect and understanding in the classroom as they listened and responded to their peers. Multiple students expressed their sadness about how they won't be able to access circles next semester.

“Circles are a great way for teachers to listen to students' needs and concerns. You would be surprised what students will share when they feel comfortable to open up. I encourage teachers of all subject areas to use circles to check in, use as an "exit card", or to deliver lessons through. Like many strategies we come across, we never know what will or won't work until we try it for ourselves.”

**Grade 7 - 9 educators**, both from within our Board and other schools in our district, met in a variety of hub locations during the month of December. Our collective goals are to better understand the trajectory of learning for our intermediate students and how we can best support them by asking intentional questions and making explicit connections. In addition, we are further helping students to gain a relational understanding of concepts, all while creating the conditions to support discourse for students.



**Administrators and educators working together through a visualize, verbalize, verify activity recognizing the importance of relationships before formulas.**

Suzanne eddy @Seddy413 · 16 Dec 2016  
 Creating multiple representations in order to share thinking. High school and elementary teachers learning together #sgdsb



**Making connections between multiple representations - building an understanding of patterning to algebra**



Suzanne eddy @Seddy413 · 12 Dec 2016  
 Grade 7 to 10 math teachers unpack patterns to algebra. Working together for better transitions #sgdsb

**Analysis of student responses to common tasks - brings up misconceptions and is used to inform instruction. Reference to research helps in setting goals around student work.**



# **Our Collective Work for 2016-2017:** **Together, We Are Making a Difference...in Our Schools, in Our Communities and in the World!**



## **The Season for Giving**

One of our favourite staff activities during the holiday season is giving to local children in need. For over 10 years, **Nip-Rock High** staff members have been working with local municipal and band offices as well as service organizations to be able to provide Christmas gifts for children who might go without. Here are this year's gifts wrapped, sorted by community and all set for delivery to our community partners who will distribute the gifts closer to Christmas.

Another holiday tradition at Nip-Rock is the annual Pay It Forward lunch. Mrs. Langevin's Food and Nutrition students look after preparing the traditional turkey dinner with some help from our Public Health Nurse, Mrs. Mableson. Mrs. Mannila looks after collecting the money and making sure students and staff are encouraged to "pay it forward" once lunch is purchased for them. Each year our friends at Rocky Bay First Nation, Red Rock Indian Band and Flying Post First Nation make donations to our lunch. This year staff made extra contributions through some activities at our staff party and we had a \$500 donation from an anonymous source.

The extra money from this large donation will be used toward providing free lunches for students on the days the foods classes are selling lunches out of the cafeteria.

New this year is a project running through Mrs. Mannila's Business Leadership elearning class. The Nip-Rock students in the course opted to run a fundraiser for local animal rescue shelters and have been collecting donations of food, blankets and other pet necessities as well as money. The response has been overwhelming.

Another new venture this year has been the making and selling of appetizer platters by the foods classes with proceeds going to food banks and Christmas Cheer funds in our communities. This project was one the students were going to do anyway, but was made even more fruitful through a project fund made available through Northern Credit Union.

At **Manitouwadge Public School** we realize that in order to cultivate the mind of a child it is not only important to teach the academics; it is also important to instill moral, ethical and compassionate standards. This combination of values becomes the foundation for well-balanced life.

Here at MNPS we have been striving to "make a difference" in school, in the community and in the world around us. Within our school, the student council worked hard during our weeklong anti-bullying campaign planning activities and developing our school relationships. One of the activities was to build a wall where the students used a word or phrase to describe what kind of person they want to be. We joined the community of Manitouwadge for Remembrance Day. This year, our local legion asked the schools to make a poster about what Remembrance Day means to them. They constructed a very impressive poster depicting what that day means to them individually. Our Student Council carried on the MPS practice of kindness by contributing to the Good Samaritan Christmas Shoeboxes, and the classrooms collected food for our local foodbank. Every day our students and staff are proud to be part of – 'Another Job Well Done'!



Part of the magic of the holiday season for children comes from unwrapping a new toy. Unfortunately, not every child gets to experience this. That is why we decided to participate the Treats for Toys program this year, and spread holiday happiness to children across Canada.

Students from both **TBPS and SCPS** came together at each school and created their own design of a toy-shaped treat from Rice Krispies cereal. Students sculpted and built their toys. Once created, we photographed and uploaded pictures to [www.treatsfortoys.ca](http://www.treatsfortoys.ca) and transformed their delicious, toy-shaped treats into a \$20 donation for the less fortunate.

Making a Difference — Easy as Snap! Crackle! Pop!

**Dorion** students and staff celebrated “Twelve Days of Giving” by contributing food to the local food bank. (Black Bay Helping Hands.) A new box was added every day and many were filled to overflowing! Students were also given the opportunity to purchase candy canes, and cash profits of \$163 went directly to the food bank. The BBHH was very impressed and grateful for these large donations! Pictured with Food donations is Gr. 3 student, Caleigh Wetick.

The giving continued with Dorion students baking treats and made cards to thank their volunteers. Mrs. Lorraine Trabbish co-ordinated the baking stations and every student participated. The gifts were parceled into decorative tins and bags and delivered to the many volunteers who help at the school.



### We Have the Power

Marjorie Mills Public School participated in the Bullying Awareness and Prevention week held in November with activities that highlighted “We have the Power”. We have the power to be kind, we have the power to declare that bullying is not ok, we have the power to let go and move forward. Students pledged to take back the power by signing a banner that was hung in the school lobby as a daily reminder that we can all make a difference together. Throughout the week students talked about the effects of bullying on others and students learned how extra kindness can go a long way to make someone feel like they belong by completing Random Acts of Kindness.

Submitted by Laura Gerard



### We all Fit Together!

EA Birgit Knoll  
-McArthur and LSHS student Darion White worked on this for Bullying Awareness Week. It is a puzzle piece of all staff and students in the school.

# BMST/Restorative Practices/Trauma Informed

## **BMST/Restorative Practices/Trauma Informed (BRT) Committee**

*By Melissa Bianco, Positive Behaviour Support Lead*

On Tuesday, January 17, the BMST/Restorative Practices/Trauma Informed committee had its first meeting. The BRT committee is comprised of key board and school staff who have a direct impact on the implementation and sustainability of BMST, Restorative Practices, and Trauma Informed initiatives within our board. These representatives include senior administration, leads in the areas of positive behaviour support, mental health, student success, indigenous education and special education. Additionally, the committee includes representation from principal leaders and initiative facilitators (BMST/RP) from within our schools.

The goal of the committee is to achieve outcomes that align with our board's learning plan and theory of action for student achievement and well-being. These include:

- **Enhancing the foundation for positive behaviour and well-being from the Early Years to grade 12;**
- **Reducing stigma and promoting equity and inclusion;**
- **Building school-based capacity to address a range of behaviour, mental health, and addiction issues that impact on academic achievement.**

Our first meeting allowed us the opportunity to discuss successes and barriers and set the foundation and future direction for work that will:

- **Guide the development, implementation, and sustainability of BMST, RP, and Trauma Informed practices within schools;**
- **Guide the development of promotional and communication strategies, tools, and resources;**
- **Provide a system wide structure and effective implementation model for aligning these initiatives that support and promote positive student behaviour and well-being in our schools.**

Some schools have already begun exploring innovative strategies and are building on internal structures to enhance focused conversations around these areas and how they can be used to promote student success. Having identified communication as a very important priority for us, we welcome comments, feedback and suggestions you may have that will contribute to the success of this committee and our continued work throughout our board. Please don't hesitate to contact us!

Members of the committee include:

Nicole Morden-Cormier, Charles Bishop, George Drazenovich, Shelley Gladu, Will Goodman, Rachelle Horner, Suzanne Eddy, Jennifer Johnson, Nicole Richmond, Dwayne Oldford, Andrew Carr, Dion Rose, and Melissa Bianco





## **Tell Them From Me Summary**

**By George Drzenovich, Mental Health Lead**

From October to November of this year, students throughout our board completed the Tell Them from Me Survey. Tell Them from Me is intended to measure student engagement in three key domains; *social, institutional, and intellectual*. Under each of these domains are specific questions intended to get at key areas related to sense of belonging at school, participation in sports and clubs, and positive relationships in schools (that is the *social engagement* sub-domains). Questions around *institutional engagement* relate to valuing school outcomes, attendance, and positive homework behaviour. And questions around *intellectual engagement* related to interest and motivation, effort, and motivation. Our goal was to engage in improved roll out and preparation strategies to maximize student participation and provide more clarity around the purpose of these surveys for both staff and students.

Thanks to the commitment and dedication of our staff our participation rate from students dramatically increased this year from two years ago when we last delivered it. We have been running this survey since 2012 and this year we had more student participation from both the elementary and secondary panels. Many principals have been sharing the findings from their school with their staff with a view to celebrate strengths and find ways to enhance areas of need.

It is evident that staff have been instilling values of hard work, effort, and have been making their course relevant and meaningful for students. Our students exceeded the Canadian average in measures of interest, motivation, and effort. Students report that class time is used efficiently, and homework and evaluations support course objectives. They found classroom instruction relevant to their daily lives (higher than Canadian average). The majority find that classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback. Students felt that they have someone at school who consistently provides encouragement and can be turned to for advice and this was higher than Canadian average. Students felt teachers are responsive to their needs, and encourage independence with a democratic approach. They also report that school staff emphasizes academic skills and hold high expectations for all students to succeed. There is much to celebrate in the work that schools and the entire system has been supporting.

At the same time there were areas that we need to be mindful of. Students reported higher level of anxiety, depression, and lower self-esteem. And higher than Canadian average consumption of alcohol and drugs. While this does not represent the majority of students who completed survey, it does represent a significant enough number (30%) to look at enhancing our efforts at social-emotional learning and positive mental health.

In the months ahead, there will be many opportunities to introduce these in classes and schools through restorative practices, circle, BMS, well-being initiatives, curriculum linkages discussion and on. Some of this is already occurring and the mental health and well-being strategy is looking at providing training and implementation of course material that will support positive mental health and wellness for our students and we hope to have this training this year and launch in fall of next.

Overall, though and encouraging report on our overall school climate. Thanks to all the staff who work so hard and give their time and energy so generously to support student flourishing.





# #SGDSBCODES

## #SGDSBCODES Challenge Winners

### Challenge #1 Winners:

Amy Buchan and Jessica Commisso- Schreiber Public School



### Challenge #2 Winners:

Jamie Mallais' classes -Manitouwadge High School



### Challenge #3 Winners:

Jody Kuczynski-Manitouwadge Public School

### Challenge #4 Winners:

:Stephen Wilson-Geraldton Composite High School

### Challenge #5 Winners:

-Karen Enders- Beardmore Public School

### Challenge #6 Winners:

Kristan McMahon-Marjorie Mills Public School

**Grand Prize  
Winner!**

**Congratulations to Kristan McMahon and her Marjorie Mills students for winning the grand prize. They participated in all 6 challenges and won a Spark+ and iPad Mini for their classroom/school!**



## Marathon Falcons Are Off to Provincials!!!

By: Shawna Grouette, SGDSB OYAP System Lead

Students from Marathon High School and Lake Superior High School competed in the Skills Ontario's Secondary Regional Cardboard Boat Race Competition in Thunder Bay on November 23, 2016. Skills Ontario's mission is to champion and stimulate the development of world class technological and employability skills to Ontario youth. Through the Cardboard Boat Race competition, students learn about essential skills and the skilled trades in a fun and challenging way.

SGDSB students have participated in the Cardboard Boat Races for a number of years and have had great success. This year is no different as the Marathon High School team of Dawson Grouette-McDougall, Jalene Rolf von den Baumen, Cailin Dee and Avery Grouette-McDougall took home the "Silver" medal and were invited to participate at the Provincial Championships in March which will be held in Waterloo, Ontario. The up-and-coming team from Marathon High School placed 7<sup>th</sup> and the Lake Superior teams placed 14<sup>th</sup>, 15<sup>th</sup> and 18<sup>th</sup> respectively. Way to go Falcons/Stingers!!!



Silver Medal Winners L to R: Shawna Grouette (Coach), Cailin Dee, Avery Grouette-McDougall, Jalene Rolf von den Baumen and Dawson Grouette-McDougall



### **Upcoming Trade & Technology Activities/Competitions:**

- Provincial Cardboard Boat Race Secondary & Elementary Competitions will be held in Waterloo, Ontario on March 1 & 2, 2017.
- Skills Ontario Qualifying Competition will be held at Confederation College on April 1, 2017. SGDSB Students will be competing in the following areas: welding, carpentry and culinary.
- Trade and Technology Career Exploration Days for senior elementary students will take place on April 11, 2017, at Geraldton Composite High School and May 24, 2017, at Manitouwadge High School



Former GCHS student Dave Soutar graduated from Geraldton Composite High in 1988 and now owns DKS Fabricating & Design in Kingston. He is the owner of the fabricating shop that builds the CNC tables for Fab-Cut Manufacturing.

### **Plasma Cutters included in Shop Upgrades** - Submitted from Marc Paris Coordinator Plant Services

The board is currently investing in 5 CNC Plasma Cutters for the secondary manufacturing/welding shops as part of shop upgrades to meet today's program requirements. After much research on which product will be best suited for student learning and engagement we are going to be purchasing the CNC machines from a company called Fab-Cut Manufacturing.

This unit selected is of high standard and rated very well in the education system, the unit is of smaller scale than the ones being installed in many colleges and university programs but offers the same features which will ensure students are ready for post education programs when they leave secondary schools. Simply put our tables will be 4ftx4ft and the colleges can be as big as 12ft but the operating systems and features of the equipment are the same.

After our research was completed we found the unit from Fab-Cut offered the best teacher training support, best software program (CAD/CAM/CNC), ease of operation for students. The unit was rated very high for technical support, servicing, safety standards, warranty and durability.

Stefan Rohner from MRHS was very helpful in the product research and Plant used his expertise to ensure the teaching requirement and student application was part of the shop program equipment selection.

Below is a you tube link and attached is some product information and project samples of what the schools will be able to do with the new equipment.

<https://www.youtube.com/watch?v=ENGTPmNAOFs>

The plan is to have the CNC Plasma tables installed in April/May, onsite training for teaching staff will be part of the installation process. I will inform Charlie what is required for training time once we confirm the purchase and installation dates.

Plant is currently finalizing the purchase and reviewing the electrical and mechanical installation requirements. Once we place the order there is a 8 weeks manufacturing period.



On January 16th and 17th, Patty Hajdu, Minister of Employment, Workforce Development and Labour visited a number of SGDSB schools including Dorion, Margaret Twomey, Marathon High School and Manitouwadge High School. During her visit Ms. Hajdu visited several classes and responded to questions from students. While in Marathon Ms. Hajdu briefly met with Board Chair Pinky McRae and Director of Education David Tamblyn. Issues including equitable funding for First Nation Schools and mental health support were among the topics discussed with the Minister.

**Public Education Symposium January 2017**

On January 19, 20 & 21 Trustees Marlo Sarrasin, Pinky McRae, Kim Figliomeni, Aaron McGregor and Stan Sabourin attended the Public Education Symposium in Toronto. The key note speaker was Amy Whitaker who presented on the Art of Thinking and the value of a liberal arts education. Mitzie Hunter, Minister of Education spoke to trustees about some of the exciting changes in education and allowed time for a Q&A session. Toward Reconciliation; Understanding our History – Treaties and Residential Schools was a panel discussion on the dark legacy of residential schools. While social media can bring joy, celebration and connectedness to our lives, it often represents a primary source of stress, anxiety and other mental health related issues. Chris Vollum addressed the issues in a presentation entitled Social Media Fitness.



**Nancy Bailey Retires**

Farewell to Mrs. Nancy Bailey! November 29 was Mrs. Bailey’s last day of work as a full-time teacher. She started teaching at Dorion Public School in September, 1988. She is retiring to travel and enjoy her many active hobbies but we expect to see her back to supply teach here after the new year. She was honoured on her last day with a staff lunch and gifts including a presentation from Director of Education, David Tamblyn. At her request the school community gathered in the gym for a “Snuggle up and Read” activity. Her energy and hard work will be greatly missed, but we wish

