



MRHS students Davina Gagnon and Wesley Jacobs look out over Pic Island during a field trip to Neys Provincial Park on June 9, 2016. Ray Lake's grade 11 Aboriginal Voices students teamed up with Chris Keetch's grade 9 Art Students to hike the tower trail, to view Pic Island (as famously painted by Lawren Harris). The students heard from speakers about the First Nation, environmental and geological history of the region, then spent the afternoon painting Pic Island. Funding for this trip was provided by the Outdoor Education Initiative.

Commencement Ceremonies

Nothing better represents the nature and purpose of a school board than graduation. I had the distinct privilege of taking part in graduation ceremonies across the district this week and it is with a sense of pride, we all share, that I watched as our students crossed the stage to collect their diplomas. You have seen your students grow and mature into young adults. You have helped them along the way with support and understanding. Today they are full of confidence and determination. They are ready to take the next step in their learning journey.

We honour those who are graduating but we also take this opportunity to express our appreciation to the staff that has played an integral part in shaping the lives of our students. The success of our students is the result of the support you provide. Some of you have reached your retirement milestone and will not be returning in the fall. If you are so fortunate we wish you all the best and thank you for your years of dedication and service to our students.

Although commencement ceremonies usually come at the end of the year the word "commencement" means beginning and in many respects that's what graduation is...a new beginning. For our students it is the start of a new leg in their learning journey. For our staff it is a time to pause, reflect and recharge before returning to a fresh start in September. I am proud of all we have accomplished over the course of the last year and I thank you for demonstrating, in your day-to-day work, that small schools truly make a difference.

Wishing you a safe and restful summer.
Dave



SGDSB

Director's Newsletter

June 21, 2016

"Small Schools Make a Difference"

Nicole Morden-Cormier,
Superintendent of Education

Gratitude And Appreciation



Gratitude. As an educator, parent, community member and learner, the month of June consistently overwhelms me with gratitude as I reflect on the growth and the learning that has occurred over the past year. As a leader in our school district, I am fortunate each day to witness the impact of our collective work on my own child – to see her flourish in our system is all of the motivation that I require to continue our work. And I know that I am not alone in this. Throughout our district, there are dedicated, caring, focused educators who are **making a difference** in the lives of our young people each and every day. A number of these educators have shared the sentiment that they don't want their students to leave them yet, as they are feeling like "everything is coming together"; they are truly seeing the impact of their teaching on the knowledge, skills and attitudes of their students (someone even mentioned how they are seeing why the curriculum expectations are written *By the end of grade...*). There are those who are already thinking about what they will do differently next year. Everyone is collecting evidence and everyone is thinking about their impact. This is a sign of a healthy district that is moving in the right direction.

This past week our team of System Leads' met to articulate, through three or four slides, what the impact of their work has been over the past year as they manage complex change and build capacity in our district. To prepare for this meeting, each Lead spent time analyzing their documentation against their success criteria to determine which stage of implementation they were able to meet with the learning that was facilitated in various ways - thus they turned their documentation into pedagogical documentation. Needs Assessments resulted from this documentation as they identified where their leadership needs to take our system next. Once we have the School Learning Plan Evaluations from each school, each Lead will ensure that the needs of the schools are also addressed by their plans for 2016-2017; thus ensuring that the needs of the schools' drive the Board Learning Plan for Student Achievement and Well-Being – not the other way around!



So what impact have we had this year? What is different? There is much to celebrate. Although we had a slower than normal start, this district, with the formal and informal leadership that exists in it – classroom teachers, system leads, principals, developing leaders – has been working together to truly engage in learning and leading – thus illustrating that the Culture of Learning is strong in SGDSB. Our schools are at various stages of implementation, however here are some of my global observations. The following is certainly not an exhaustive list of our impact, but it gives you a sense of what I am speaking about...and as your School Effectiveness Lead, what I am extremely grateful for.

The Right Driver: Capacity Building We know that our BLPSA is in mid-implementation (full implementation in all schools and classrooms by June 2018) and that we need to continue to build capacity in ourselves and in all stakeholders. Capacity building work is challenging work (due to many factors) as it involves leading complex change. This year, there is much evidence to support that we are getting better at leading this change, as the following components of "Complex Change" are increasingly being managed and thus greater understanding is resulting.



I am grateful for the discourse that is taking place in our district, as this is a sign that we are thinking about the work, and we know that conversation creates change and builds capacity. Our Efficacy Review launched much discussion and truly helped us to focus our work and to plan for the future. We have recognized once again that communication is a challenge for us, however with attention, we are proving that it is one that we can overcome. Participating in school based and board based learning has allowed us to hear our staff members challenging each other productively, thus shifting from a culture of "niceness" as Katz has called it, to a culture of learning. We have moved past the personal and understand that it is about impact.

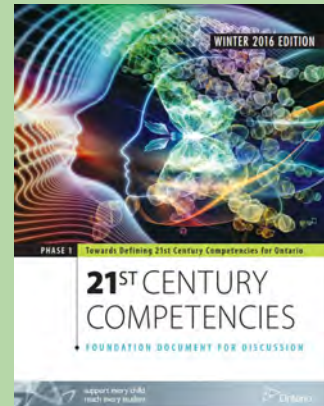


Nicole MordenCormier @NickiMC40 · May 31

Why Emotions Are Integral to Learning ww2.kqed.org/mindshift/2016...
to Motivation @sgdsboard "we only think about things that we care about"



When we think about how important it is to have a clear vision (to ensure that confusion does not result), we are reminded of the *21st Century Competencies* document and of how this document reflects exactly where we heading as a district. If there is one Ministry Document that you plan to read from cover to cover this summer, I would say that this one truly hits home as it aligns completely with our SGDSB Theory of Action. We can easily find evidence that our schools are paying attention to these competencies as they are embedding instruction that aligns with the competencies. There are many examples of tremendous growth district wide this year in our understanding of these six competencies and how vital it is that we model these competencies in our practice and ensure that the classroom and instructional environment are rich with opportunities for our students to develop them. This is urgent work as our world continues to change rapidly.



You Retweeted



Growing Leaders @GrowingLeaders · May 31

Because our world changes so rapidly, we must be resourceful, finding answers to new problems efficiently.



4



5

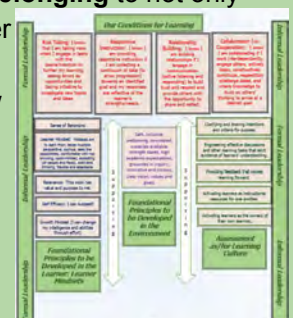


The Right Driver: Collaboration

Policy Program Memorandum 159 entitled, Collaborative

Professionalism was released last month and provides us with clear expectations for collaboration in our province. In reading this memorandum it was exciting to reflect on how this has been a stance that we have believed in for several years – as evidenced by our Conditions for Learning in the BLPSCA. We know that we all need to own the vision of our BLPSCA and that learning and growth occurs at a faster rate when we work together, when individuals have a voice, and when we leverage exemplary practices through this collaborative work. There are many examples of how deep collaboration (not cooperation) is moving us forward. Walking through the halls of our schools and sitting in staffrooms there is constant conversation about meeting the needs of our students. Some may say that this has always happened, however there is much evidence to support that it is happening more now – that the culture of collaboration that begins at the PLC table is becoming the norm in unstructured environments such as the hallway between classes. The natural collaboration of the System Leads as they work to de-silo their portfolios – seeing the strong connection that something like the challenges that we face with attendance can bring. The growth of our NEAC group as they work to ensure that our system truly reflects, in a deep and embedded way, the recommendations of the Truth and Reconciliation Commission. The children with hard hats led by the Plant Department as they have a voice in the renovations to their school. The monthly meetings that occur throughout our district that have shifted to a focus on collaborating around the learning of those within their sphere of influence so that best practices are shared. The examples are endless and they are having a positive impact.

The Right Driver: Systemness is the notion that we are all connected and see a common vision. We began this year with the messy introduction of the one page Theory of Action graphic which contained the thinking of many who had participated in the Leadership Learning Teams for the past number of years, but which had really only been used by a few members of our board. Today, there is a much greater understanding of this document; we are expanding our understanding of **Belonging** to not only reflect the sense of belonging to the school environment, but also to include the importance of each learner possessing a sense of **belonging to the learning** – which is the result of a student centered learning environment. The focus of the work has returned to the learning, as when it began, it was focused on how busy the one pager is – a true distractor to the important work of continuing to enhance the learning of our students. I believe that this is the result of unpacking the document and building our understanding by connecting the dots. There is also an understanding that this document represents the work of all of our schools and that it keeps “the end in mind” – when we look at the document, we understand what our “IF” statement (*If we foster learner centered environments and pedagogy*) looks like and sounds like in action.



The Right Driver: Pedagogy The focus of pedagogy has continued to shift in our district to reflect the shift from a culture whereby the focus is on teaching and the teacher, to one where the focus is on the student and the learning. There are many reasons for this shift however the most impactful continues to be the study of student work – observations, conversations and products. When student work is on the table, we focus on impact and thus, we are monitoring the strategies that work for a particular group of learners at a particular time in their learning – and thus instruction is becoming increasingly precise and responsive. In addition, the partnerships between teachers and students that are apparent in many classrooms is growing as we increasingly shift to student centered learning environments whereby students have greater voice, autonomy, and are engaged in co-constructing the learning environment. They are increasingly engaged as they see the relevance of their learning. Technology has played a huge role in this shift this year as our Tech Champions (and many others) have truly embraced the notion of technology as a tool for learning and have been both modelling and spreading their learning.

Culture of Teaching vs. Ensuring Learning

- Teacher view: It's my job to teach and the student's job to learn.
- You can lead a horse to water but can't make them drink.
- Parents just don't do their jobs any more.
- Students just don't/won't work for me. They're not motivated.
- Where do I send the students so that they can learn.
- NO LATE WORK and one chance to be successful.

- Teacher view: It's my responsibility to create the conditions and support systems to ensure student learning and I will not accept failure because that means I have failed.
- Formative assessments are frequently used.
- Students get multiple chances to prove they can learn.
- SPED is a last result rather than a first result.

Dr. Justin Tarte

A Culture of Teaching vs. a Culture of Learning - and student success potential

It is clear that we are focused on the right work and that positive change is occurring. During this time of reflection and analysis, it is imperative that we all see the growth as this enhances our sense of efficacy as educators. We need to be reminded however, to not see the idea of change as a “negative” or implying that we are “doing something incorrectly”, but that we are exemplifying the urgent need to grow as the result of the dramatic changes that are occurring in our world. The *21st Century Competencies* document helps us to see this and reminds us of this urgency.

You Retweeted

Stewart Pratt @Stew_Pratt · Jun 2

"The world has changed around us ..We cannot stand still, we must keep moving forward" - @willrich45 #GOInnovate16



GIF

As our summer break approaches, it will soon be time to slow down, rest, continue to reflect and to increasingly celebrate the growth, the change and the enhancements that we have collectively made all year, in the name of student achievement and well-being for our learners. Thank you a million times for making such a powerful difference in the lives of our children and youth. Small School truly do MAKE A DIFFERENCE! Wishing you the best!



Behaviour Management System Training

By Dwayne Oldford, Marathon High School Guidance Counsellor

The Behaviour Management Systems Training (BMST) program was developed by the Ontario Education Services Corporation in co-operation with the Ministry of Education. BMST provides educators with an effective behavioural intervention program that is cost efficient, and tailored to the requirements and realities of school settings. BMS is shaping up to be the kind of tool that we have needed for a while:

- The model is one that stresses support for students, parents, teachers and administrators.
- BMS focuses on strategic information gathering, specific actions to help manage day to day behaviours, student emergencies and school emergencies.
- The principles of de-escalation, verbal and non-verbal interventions, restorative practice, as well as the increased focus on review and debriefing are ones that practically guarantee improved relationships between all parties to the education provided in our school communities.
- BMS makes students, parents, teachers and administrators members of a team that has student success at the heart of everything it does.
- BMS Leads in each of our schools have received excellent and thorough instruction to become BMS trainers. All are eager to engage in BMST with their colleagues.

During the June 6 PD day at Marathon High School a number of supply teachers received training in theoretical perspectives behind BMS, legislation that guides everything we do as educators and risk and protective factors for students. During this half-day session, a central focus was on the action phase of BMS. Supply teachers discussed a number of verbal and non-verbal de-escalation strategies aimed at preventing power struggles in the classroom. The Marathon group primarily consisted of teachers who had retired after extremely successful careers. In essence we had hundreds of years of experience in our training session. The reception of BMS principles indicated that these educators looked at BMS strategies as effective and worthwhile in managing any number of situations encountered in the classroom and the school environment as a whole. Several in our group remarked that it was never too late to teach old dogs new tricks! We took that as an endorsement.

At Marathon High School we are using BMS to guide us as we move toward a future of increased student success. We are excited to use principles of BMS and Collaborative and Proactive Solutions to build increased stability in our school community. As we get ready for a new year and a new approach to managing student behaviour our code of conduct has been modified to align with the BMS vision we have for our school. Excerpts from our new code of conduct below illustrate how we intend to use BMS to enhance the well-being of everyone in our building.

“Students are expected to be on time to classes in order to participate fully in classroom activities. Punctuality and attendance are required for optimal success in all classes at Marathon High School. Repeated late arrivals and attendance issues will be subject to collaborative and proactive measures to solve such problems.”

“Students experiencing difficulties can expect to meet with parents, teachers, the guidance counsellor, attendance counsellor and the principal to remedy situations that directly affect student success. During meetings aimed at optimal success, students can expect to have difficulties measured through a Functional Behaviour Assessment and/or an Assessment of Lagging Skills and Unsolved Problems.”

“Marathon High School staff will use principles of Behaviour Management Systems & Collaborative and Proactive Solutions to help students succeed. These principles include, but are not limited to de-escalation techniques, progressive discipline, restorative practice, Lagging Skills Assessment, and Functional Behaviour Assessment.”

Of particular note is the removal of detentions from our approach to dealing with behaviours that affect student success. BMS is leading us to a proactive approach aimed at reducing classroom conflicts, encouraging positive behaviour by everyone in our environment, and identifying and addressing behaviours before they escalate into larger issues that are detrimental to the success of our students.

While the BMS model will not completely eliminate the need for suspension and/or expulsion for behaviours in direct contravention of the Education and Safe Schools Acts, we are confident it will significantly reduce the need for such actions.



Inspiring our Students to Succeed and Make a Difference

At SGDSB, we believe in Welcoming Learning Environments for First Nations, Metis and Inuit learners, to celebrate the cultural identity of all learners.

What a better way to show we are #SGDSBproud than to put the school board logo on a beaded medallion!

Director of Education, David Tamblyn, will wear the medallion and represent SGDSB with pride and respect.



What an exciting year at SGDSB! It has been a whirlwind of travel, school visits, community outreach, teacher support and experiential learning. Our work has been guided by the Call to Action 62(i) of the Truth and Reconciliation Final Report, that schools must: *"Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory requirement for Kindergarten to Grade 12."*

SGDSB has been working hard on many levels to achieve this goal. In particular, our teachers are making huge efforts to ensure resources are relevant and instruction is responsive to the very special cultural realities of our First Nations, Metis and Inuit learners. From history teachers incorporating units on residential school into their grade 10 classes, to strengthening our Native Language programming at the elementary and secondary level, to integrating learning about Anishnabe and Indigenous land, culture, spirituality and values into all classrooms -- we have had a huge, impactful year that everyone should be proud of.

Our work at GCHS with our Collaborative Inquiry has been a major highlight. We have been working hard to strengthen our relationships with First Nation communities in that region. As part of this work, we were invited to visit Henry Coaster Memorial School in Ogoki Post (Marten Falls First Nation) to talk to students about transitioning to Geraldton Composite High School. We sent a delegation of six, including three student ambassadors who originate from Marten Falls First Nation. Reaching out and being good community partners is essential to our success and our growth.

Chi-Miigwetch (big Thank You) for the opportunity and chi-miigwetch to everyone for being so supportive and welcoming. *Nicole Richmond, SGDSB Aboriginal Liaison*



Larissa Achneepineskum, Laurenn Coaster and Nathan Achneepineskum, GCHS student ambassadors to Marten Falls First Nation



Nathan Achneepineskum poses with his mother and two brother, whom he visited during our visit.. Nathan graduated from GCHS this week!!



We started and ended our day with a walking tour of Marten Falls -- admiring the beautiful view of the Albany River and getting to know the grade 7-8 students.

Students from Mr. Ray Lake's Grade 11 Aboriginal Voices class organized the 2nd Annual Marathon High School Powwow, Honouring Our Roots. The students have been studying the Indian Residential School system this year (**truth**) and invited the community to celebrate Anishinabe culture (**reconciliation**) by hosting a huge powwow. Many schools attended, including Margaret Twomey, Schriber Public, Terrace Bay Public, Nip-Rock, GCHS, Holy Saviour, Ecole Val De Bois, Pic River Elementary, Pic Mobert Day.

The students worked hard to make the day a success -- they hosted approximately 600 visitors, and tended to a sacred fire, ensured everyone was welcome, fed and happy. The powwow was the students' final exam and we think everyone passed with flying colours. Thanks to everyone who made this day so awesome.



Matthew Metasinine (NRHS), Francis Goodchild (Pays Plat), MRHS Head Dancers Ocean Cherneski and Wesley Jacobs,, Desire Hardy (GCHS) and Ocean Cherneski (MRHS)



Shy-Anne Bartlett (NRHS) and Elder Diane Richmond, Preparing for Grand Entry, Aboriginal Liaison Nicole Richmond with Ecole Val De Bois kindergarten students, and dancers enjoying the 49er two-step, led by Ocean Cherneski and Francis Goodchild.



MRHS Principal Jennifer Oussoren in her custom "Falcons" ribbon skirt , Powwow spectators, Biigtigong Nishnaabeg youth drummers, Ted Wawia (NRHS), Fearless Ojibway (Pic Mobert) and GCHS School Drum.

Check out a video by Alexander Fortier of GCHS aka Survivor Man, documenting the day: <https://youtu.be/X9WC1J5PoEw>

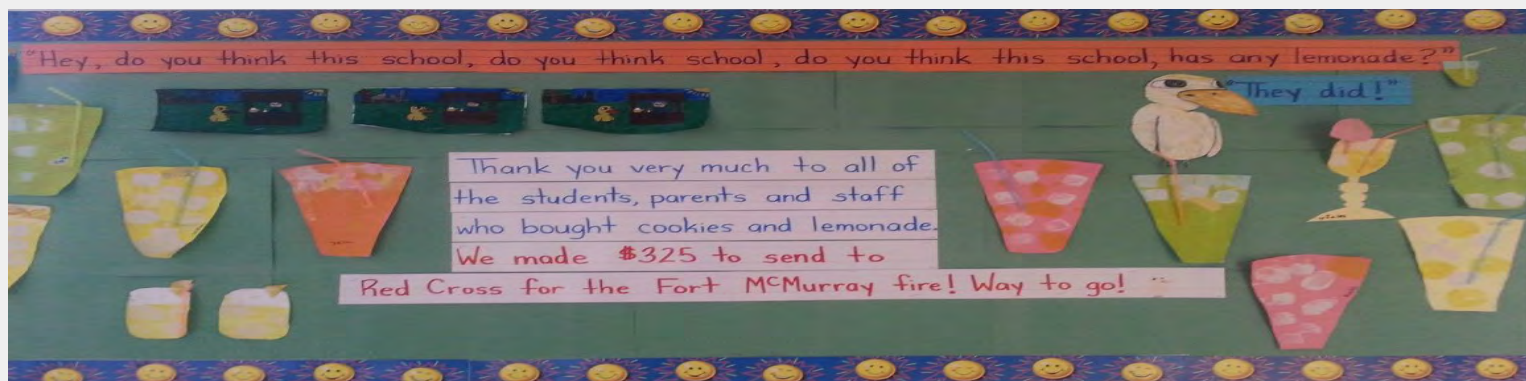
Happy National Aboriginal Day! June 21st is Summer Solstice - the longest day of the year -- and marks the celebration of the cultures and contributions of First Nations, Metis and Inuit People in Canada. SGDSB staff, students and trustees observed the day by participating in a morning Water Ceremony with community members from Biigtigong Nishnabeg and Marathon. Water is sacred, life-giving and sustaining and prayers were offered for the healing of the water and of the earth.



What an awesome powwow at Beardmore Public School on June 17th! Planned by Native Language instructor Christina Murphy (shown below with rocks painted by her students as gifts for participants), the first annual powwow was attended by the Native Language ("NL") classes from BA Parker, GOPS and Marjorie Mills Public School, as well as Rocky Bay School from BZA, and community members, dancers and drummers. The Beardmore NL students were each presented with an Eagle Feather for their hard work and dedication by Animbiigoo Zaagi'igan Anishnaabek Chief, Chief Theresa Nelson. Anjie Ice's NL students from BA Parker sang a hand drum song. We had several drums, including Lone Wolf, the Metasinine drum, the BZA childrens' drum, the Biigtigong Nishnabe Children's Drum and the LL58 Children's Drum. Everyone enjoyed lots of sun, delicious feast food, spot dances and jokes from MC Talon Bird. What a great day to dance and catch up with friends. Thanks to Beardmore Public School for your hard work - we had fun.



Small Schools Make a Difference For Fort McMurray



“Small Schools Make a Difference” is the motto of the Superior-Greenstone District School Board, and the staff and students are constantly enacting this pledge in their daily lives. This was especially apparent recently in the district’s response to the events of the Fort McMurray fires, when students and staff immediately jumped into action and began raising funds to support those in need. The combined total was an impressive \$7715 (before the matching commitments of the various organizations).

While the amount donated was very impressive, it was made even more so by the commitment of the students from across the school district who engaged in these acts of kindness. Students rose to the challenge and demonstrated their leadership skills and positive values by organizing and running the activities that generated funds. Each project illustrated the uniqueness of the school and the community and included events community BBQs, sales of ice cream, popcorn, homemade cookies, lemonade stands, community dances, a cake walk, community yard sale, bottle drive, and even a “Fair for Fort McMurray” whereby students had a style booth, an art booth, a baking table and games. Some students in Geraldton even came together on their own to raise funds after school hours by selling plants, homemade lemonade, bracelets and painted rocks. Throughout these events, all students engaged in significant learning as they were required to apply their literacy and numeracy skills to real life contexts, writing letters, budgeting, planning, etc.

The level of caring, empathy, commitment and desire to make a difference in our country was truly inspiring and should be celebrated in every community. The district school board as a whole is extremely proud of and truly grateful to all of their staff and students for demonstrating how they can work together to engage in small acts that make a tremendous difference. It continues to exemplify the board’s Mission, Vision and Values statement which reads, *“At the Superior-Greenstone District School Board everything we do is designed to help all students achieve to the best of their abilities. It is our commitment to ensure our collective daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values we build positive places for learning and working...together.”*

Student Absenteeism and Behaviour Management Systems

Manitouwadge High School has started looking further into student absenteeism using the Behaviour Management Systems (BMS) framework and process. This includes analysis of four ecological domains (individual, secondary, community and social) in order to guide and monitor meaningful and appropriate community, school, classroom, and individual student interventions. Information from multiple sources has been collected and the school team has now started the process of developing a school-wide plan in response to the information presented. The plan will be rooted in collaboration among staff, students, families, and the community and will be supported by SGDSB's leadership team.

Administrative Appointments

Charlie Bishop appointed Assistant to the Director effective August 15th 2016

Kathlyn Kennedy appointed Vice-Principal B.A. Parker and Geraldton Composite High School effective August 22nd, 2016.

2016 Best Safe Work Practices - Stan Kuczynski

Earlier this month Manitouwadge High School received the 2016 Best Safe Work Practices for Ontario High Schools award from Guardit Canada. MNHS was chosen because the school demonstrated the highest safety standard for broad based technology shop equipment. Guardit Canada performs safety inspections audits throughout Canada, they award one High School out of all the schools they audit with an annual safety award. For 2016 MNHS was selected.

The Plant Department presented this award to MNHS shop teacher Stan Kuczynski. This award shows the dedication and commitment of MNHS shop teaching staff and school administrator making sure student safety is a priority.

Summer Learning Program

This is the third year for Superior Greenstone District School Board to host the Summer Learning Program. This program runs from July 4th to July 22nd in three different locations: Geraldton, Marathon, and Terrace Bay. It will focus on literacy and numeracy in students from senior kindergarten to grade five.

Throughout the summer, some children can lose valuable knowledge and this can create a gap in their learning. Continuing a child's learning year round is critical to closing this gap and minimizing a child's frustration. Finding literacy and numeracy in day-to-day activities is the key to engaging young children in these important skills. Continuing a child's learning throughout the summer will lessen the gap, build confidence, and strengthen relationships. The Summer Learning Program will help children to start the summer off right by continuing to learn through play.

BMST Workshop for Supply Teachers

On June 6, 2016 Manitouwadge High School hosted a "BMST" workshop for Supply Teachers. The focus of the workshop was prevention and de-escalation of behaviours.

Some key BMST beliefs covered were:

- Safe, secure, dignified and respectful environment for all
- Understanding the roots and triggers, ecological factors, risk and protective factors, and external factors that trigger behaviours
- Integration of critical programming and strategic management of situations that both provide constructive and support responses for successful behavior

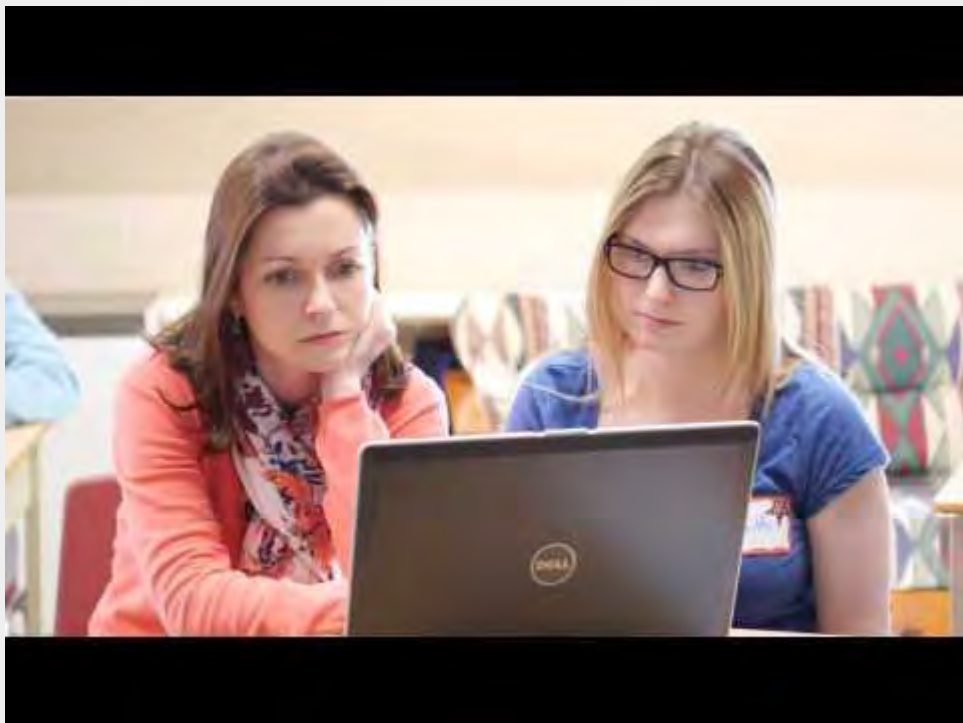
It was a great day of learning as the supply teachers brought key discussions and knowledge forth with their experience in the education field.

Rachelle Horner
Educational Assistant
Manitouwadge Public School



Stacey Wallwin
Technology Enabled Learning and
Teaching Contact (TELTC)
[@WallwinS](#)

Click to play the
video of our
LSHS
Google Day!



On May 17th, Lake Superior High School held Superior-Greenstone District School Board's first Google Summit. The day was the result of honouring student voice in terms of student learning. Lake Superior High School has decided to use Google Apps for Education (GAFE) to support peer to peer and professional collaboration, and ongoing, timely feedback. The day was funded by a [Speak Out Grant](#) that was submitted by Alex Halonen (student) and Heidi Patterson (Principal). The day was a powerful day for all learners as teachers and students are co-learners on the Google journey



Stacey Wallwin

Technology Enabled Learning and
Teaching Contact (TELTC)

[@WallwinS](#)

The Technology Champions have done so much in such a short time to build capacity and share all the amazing new things that they have learned. The existing Technology Champions will be in place for next year too! We look forward to kicking off the year with a renewed energy, renewed passion and an excitement to share all that we have learned over the summer. The strength of the Technology Champions team is the empowerment learners have to pursue interests and passion based learning in which to develop capacity. Below is our Wordle of what we are curious to learn more about this summer.



Where will
your
passion
based
learning
take you
this
summer”?

For the latest Technology Champions newsletter click
[here.](#)

The Technology Champions wish everyone a safe, happy & relaxing summer and we look forward to learning with you all in September!



Inclusive Leadership Student Conference – May 26th, 2016

Submitted by Carole Leroux: Student Success Lead

As a direct result of the Egale Canada presentations and workshops which occurred in each high school in February, each of our high schools now has a Gender and Sexuality Alliance contributing to the safe, inclusive and welcoming environments in their school. The names of these clubs and the capacity in which they operate differs in each school and each have advisors from within the school and/or their school community. In order to support the operation of these clubs, we hosted an Inclusive Leadership Student Conference where each GSA was invited to further develop their leadership capacity, increase their awareness of LGBTQ communities and to share and plan future school activities and events to amplify their impact in their school communities. The conference was held at the Michael King Hall in Terrace Bay on the 26th of May and Alyx and Sookie, from Egale Canada, were able to continue their messaging, conversations and building of awareness that began in February.

The day was well received: students made connections across our region while learning, sharing and reflecting on their own levels of awareness and support as a member or ally of the LGBTQ community and other diversities around them. One student shared, and many echoed similar comments, identifying the importance of this work in our schools. “I am really happy that all of our clubs were able to get together for a day to talk about issues, challenges and also all of the great things that are happening in our schools. I have made new friends today that I hope to keep in contact with to be able to share what our clubs are doing. It is good to know that our schools care about people feeling welcome. “

It is very important that we continue with the momentum created this year. We have challenged the clubs to reach out to their feeder schools next year to engage them in an activity or session to create awareness about their club, which will also align with our transition work and goals.



Thank you to all of our supporters this year that helped plan or host these events and also those who continue to support the students' work to create more inclusive and welcoming environments for all our students! One student did comment that they had "...no idea that so many people at their school cared."



B.A. Parker Year End Celebrations

June was another busy month at B.A. Parker Public School. Students were eagerly waiting for the annual Staff vs. Students' soccer game which of course, the student's won. The day just happened to coincide with Career Day. Track and Field ran over the course of 2 days for students in grades 4-8. Events included various races, relay, standing broad jump, running long jump, Frisbee toss, ball throw, and high jump. Family Math Night occurred the evening of June 15. Parents/Guardians enjoyed hearing a short presentation from Kathleen Schram on, "The New Math", and Learning through Play. While parents attended this, students went to a classroom where math games were run. Each family in attendance was given a package of math games to take home. On June 16 students enjoyed the annual spring play day with events such as Soccer, Kickball, Sandbox Puzzle, Water Balloons, Over/Under Relay, Water Relay, and a Freezie station. Still to come in June is the SK Celebration of Learning, Grade 8 Graduation, and the June Attendance Reward which is a swim in the Geraldton Pool. Attendance rewards are given out each month to students who attend school each day that month with no lates. The pictures are of the Staff vs. Students Soccer Game and in one of them the Vice-Principal is dressed a sumo wrestler for Career Day. Thanks to all the staff, students, parents who helped make all the events possible!



GOPS Students are on Target!

Have a safe & happy summer!

On Friday May 27th, students in Gr. 4-8 at George O'Neill Public School, participated in the 1st National Archery in the Schools Provincial tournament. The NASP program is sponsored by the Ontario Federation of Anglers and Hunters who were the organizers of the tournament. As this program is only in its second year in Ontario, the OFAH NASP Championship was run as a virtual tournament.

Participating schools from across Ontario could run their tournament in their own gymnasium, anytime during the month of May. We then sent our school results in so that members from the OFAH could compile the scores. Once every participating school had submitted their results, the winners were announced. The students of GOPS represented themselves very well against other students in the province and were not far off the mark in terms of placing among the top participants. We would like to congratulate Wil Cormier who place 4th overall in the Province!! An amazing showing by an amazing archer!! We look forward to the next tournament!! A big THANK YOU goes out to the OFAH and the Ontario Sportsmen's Alliance who were instrumental in bringing this amazing program to George O'Neill Public School.

SGDSB Trades and Technology Update

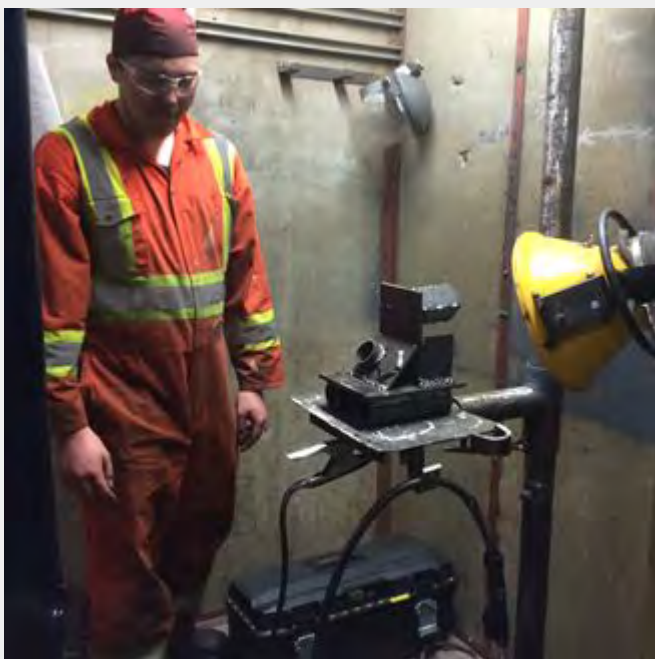
By: Shawna Grouette, SGDSB-OYAP System Lead

Skills Ontario Regional Qualifying Skills Competition

This year the Skills Ontario Regional Qualifying Skills Competition was held at Confederation College in Thunder Bay on April 16, 2016. Due to the popularity of some contests at the Ontario Technological Skills Competition (OTSC), Skills Ontario holds Qualifying competitions to ensure that the most prepared students ultimately compete at the OTSC. SGDSB had nine students compete in the areas of Carpentry, Culinary Arts and Welding. Competitors and final results include: Carpentry: Matthew Allen-GCHS (8th), Brady Witton-LSHS (9th) and Austin Whatley-GCHS (10th); Culinary Arts: Maresa Gauvin-NRHS (2nd), Donovan Bulmer-NRHS (6th) and Ebony Penasie-NRHS (7th); and, Welding: Thomas Hartin-MRHS (4th), Spencer Geensen-LSHS (7th) and Dustin Miller-LSHS (13th). Competition was fierce this year but all student participants could hold their heads high as they represented our region well and learned a great deal from the experience. Congratulations goes out to Maresa Gauvin who won silver and a chance to compete at the provincial level on May 3rd at the OTSC in Waterloo, Ontario. Way to go SGDSB student participants, you made us proud!!! Students could not have competed without the support of the following teachers Erin Langevin-NRHS, J.P. Langlois-LSHS, Mike Leclair-GCHS and Stefan Rohner-MRHS! Thank you!

Staff and students are encouraged to explore the many trade related opportunities for their students. To learn more about the Skills Ontario activities and competitions please visit www.skillsontario.com or speak to your local Cooperative Education or Technology teachers.





Trades & Technology Career Exploration Day at Marathon High School

SGDSB in partnership with Skills Canada organized and implemented the second Grade 7&8 Trade and Technology Day at Marathon High School on May 17, 2016. Ninety seven senior elementary students from Marathon, Terrace Bay/Schreiber, Manitouwadge, Pic River and Pic Mobert experienced technical workshops that promoted creative thinking, problem solving, communication and math skills needed in careers associated with trades and technology. This transition day activity allowed students to meet their future technology teachers and learn about the high school technology, dual credit, OYAP and SHSM programs. The day was filled with engaging, collaborative, educational and rewarding activities in all four trade sectors including Construction, Motive Power, Industrial and Service. Some of the student testimonials were as follows:

"I am so taking tech next year, it was so much fun".

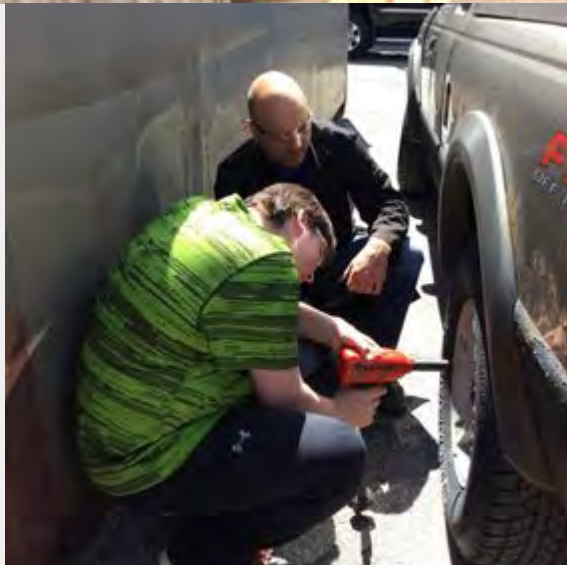
"It was nice to meet some of the teachers that I will be seeing next year".

"I learned a lot about the skilled trades and technology and the courses offered at the high school".

"I really enjoyed using some of the equipment to make a key chain and key holder".

"It was a very fun day overall. My favorite part was learning how to do an oil change".

A special thank you goes out to the SGDSB Technology Teachers (Mike Leclair, Stewart McIver, Stefan Rohner, Garry Parkin, Stan Kuczynski, Dave Cain, Erin Langevin, Nancy Ramsdale and retired teacher Garth Hamilton) for their efforts in making this day a huge success! Way to go TEAM!!





Ontario Technical Skills Competition

By Erin Langevin, Cooperative Education Teacher -NRHS

Four Superior-Greenstone students competed in the OTSC on May 3rd, 2016 in Waterloo Ontario. Maresa Gauvin of Nip-Rock High School, after placing second at the Confederation College Qualifying competition, competed in the Culinary competition, guided by Mrs. Erin Langevin. Chris Ferraro and Sylvain Goulet represented Geraldton Composite High School proudly as they competed in the team carpentry competition under the guidance of Mr. Mike Leclair. Alanna Koning McCullagh, also from Geraldton Composite won a provincial gold medal for her CNC Woodworking project. It is a plaque honouring Mr. Haslam for his many years of dedication to the Outers program at their school.

The students and their teachers had a great time in Waterloo. It is a fantastic experience to see all of the students in that huge facility demonstrating their skills in almost every trade you can imagine, from fashion designer to automotive service to plumbing to cooking! Congratulations to all competitors! You have made Superior-Greenstone District School Board very proud by testing and showcasing your skills!

