



David Tamblyn
Director of Education

The Times They Are a-Changin'

This is the second in a series of columns discussing the renewal of the Board Strategic Plan

I recently received an e-mail from a parent who is concerned about the range of programming we have to offer in our secondary schools. She has two children who are currently in the elementary panel and like any parent she is concerned about the future of their education. It is her understanding that declining enrolment has led to decreases in funding which has in turn resulted in reductions in programming, particularly in academic level courses and the arts. She has spoken with parents who have opted to send their children to attend high school in Thunder Bay, where they offer a wider range in programming. Unfortunately for her, this is not an option. She cannot afford to send her children to Thunder Bay to attend high school. The question she left me with is, what is Superior-Greenstone District School Board doing to address this issue?

Initially I thought I would reply to this parent's e-mail with a response defending our current range of programming. After all we have some great programs that are running in our high schools, and pathways that are leading to graduation and on to postsecondary education. We have expanded our SHSM program to offer a wider diversity of experiential learning opportunities and the dual credit program continues to be a success. But what do we have to offer the student in Marathon, Nipigon or Geraldton who wishes to pursue an interest in music? And with so many of our students being streamed into the applied program how easy is it for them to switch to academic? After giving my initial response some thought, I realized out of respect for this parent I needed to give her question further consideration.

She values the education her children have received in SGDSB. She thinks SGDSB is a wonderful school board for children to grow and learn in. And certainly it is, but obviously not everyone is pleased with the range of programming we have to offer and they are looking at alternatives. And don't get me wrong, we have other challenges we are faced with besides programming including; attendance, achievement levels, mental health and graduation rates. So the question is, "*Can we do better?*" What are the obstacles that are preventing us from moving from good to great? The simple answer is to increase the level of funding we provide our schools but if it was that simple we would have done it years ago. We need to find solutions with the resources we have.

I believe the solutions we are looking for can be found in the imaginations and creative thinking of the people we employ. We are in the early stages of renewing the Board Strategic Plan. The purpose of the strategic plan is to provide a blueprint to guide the school board in meeting the challenges we are faced with today as well as those on the immediate horizon. It will provide us with a vision of where we want to be in five years. In the coming months myself and members of senior administration will be fanning out across the district to meet with stakeholders, including students, staff and parents and gather their ideas. We are looking for innovative thinking. We want to hear your ideas.



SGDSB

Director's Newsletter

October 24th 2016

"Small Schools Make a Difference"



Nicole Morden-Cormier,
Superintendent of Education



How Do We “Know Thy Impact”?

We hear Hattie’s statement all the time, but what does it really mean to “know thy impact?” What does this look like in practice? HOW do I figure out our/my impact on those who are in my sphere of influence/my learners?

I am writing about this as this is a conversation that is occurring at tables throughout our district and throughout the province. (Once again am so proud of our district as we continue to be at the forefront of thinking in this province!) As many know from your PLCs, Hattie’s phrase was introduced to us with his book *Visible Learning for Teachers: Maximizing Impact on Learning* (2011), and basically reminds us that it is the responsibility of all adults in a school to evaluate the effect of our instruction on learners. This piece is a critical step in shifting our school and board culture from one whose focus is on teaching, to one whose focus is on learning, and is a key piece of our theory of action.

**Shifting from an Emphasis
on Teaching to Learning**

An important message from Hattie’s book is the understanding that education is no longer about ‘rules’. He teaches us that almost any intervention can make a difference for learners as almost every intervention has an effect size above zero (which means it has some positive effect on achievement). So Hattie teaches us that we need to look at strategies and practices that have an effect size of over 0.40 as this is about the average effect we expect from one year of schooling and thus, will positively and significantly impact student achievement.



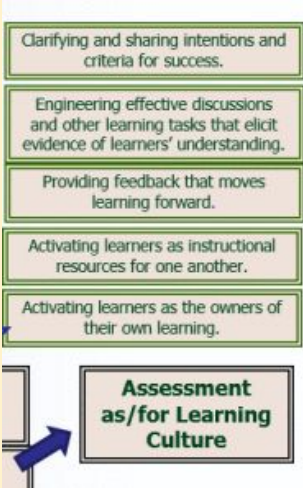
For me, it is about shifting my practice away from focusing on my teaching decisions FIRST, to an enhanced process whereby I begin with the students and what worked for them to close gaps - wondering about the impact of my instructional decisions on learning in the classroom – or as Hattie says, to “evaluate” the impact of my decisions. We must use this evidence to inform our next actions and to use of every possible resource to move our learners from where they are now to where they should be. It is when an educator has an appropriate mind frame combined with appropriate actions (in a trusting, risk taking environment) that these two work together to achieve a positive learning effect. We need to help all educators develop a mind frame in which they see it as their primary role to evaluate their effect on learning.

To do this work, both teaching and learning need to be “visible” so that it is clear what teachers are teaching and the degree to which students are learning what is being taught. Hattie’s model of “visible teaching and learning combines, rather than contrasts, teacher-centered learning and student-centered learning and knowing (Hattie, Visible Learning, pg. 26); again reminding us that both of these methods are necessary for particular students at particular times. However, Learning goals and success criteria are models of teaching that are vital in making learning visible, as their use ensures that students can see the target, require educators to engage in deliberate planning prior to lessons, and that both the educator and student are actually measuring their impact on learning and their learning. Students begin to gain an independence as they see themselves as “owners of their learning” (Hattie, Visible Learning for Teachers, 2011).

Questions such as those below can help to narrow the focus:

- Did the students know the learning objectives?
- Did the students know the success criteria?
- Could they articulate them in a way that showed they understood them?
- Did they see them as appropriately challenging?

Remember: this holds true for learners of any age...we must think about the impact of our instruction, whether we are working with adults or students. Remember, we define learning as “a PERMANENT change in thinking and behaviour” (from Katz). *What permanent change are you seeing in your learners?*



Our Collective Work for 2016-2017:

**Together, We Are Making a Difference...in Our Schools,
in Our Communities and in the World!**



Making a Difference MMPS

Each Thanksgiving we are fortunate enough to bring the whole Marjorie Mills family together. During this celebration we take the time to talk about what we are thankful for. A little boy in Grade One summed up our time together, as he simply stated that he's thankful "just to be here". Our School Council and parent volunteers gave so much of their personal time so that everyone could enjoy a delicious meal together. Families brought in scrumptious desserts to share and we collected non-perishable food items that we donated to our local food bank. Small schools really do make a difference!

DPS MAKES A DIFFERENCE

The grade 6/7/8 put together a fall harvest meal for our parents on open house night. Students advertised, organized, cooked and cleaned for over 100 people. This was a great community event as we prepared for the long weekend. Many new families had the opportunity to meet others in the community and develop relationships. Healthy relationships starts with healthy eating.



Terry Fox Walk at George O'Neill Public School

What a beautiful afternoon we had for our annual Terry Fox Walk! On Friday October 2nd, the whole school took the afternoon to walk in support of the Terry Fox Foundation. Following the walk/run, students and staff enjoyed the fall weather while snacking on oranges. All students were asked to bring in a \$1.00 donation towards the fund to have their name put into a draw. Morgana, Brooklyn, and Peyton were the lucky winners of the t-shirts this year. The staff also contribute to the Terry Fox Foundation from their dress down fund. We look forward to this event every September, and this year was no exception



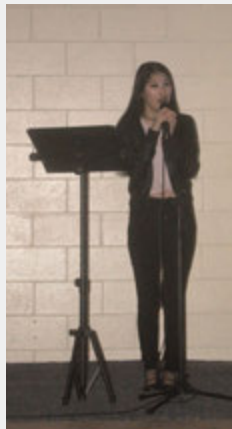
Making a Difference to Lessen our Carbon Footprint at TBPS

Our Fall Feast at TBPS consists of a full course turkey dinner as well as a variety of East Indian dishes. The feast idea all started many years ago when we received an Earth Day grant. Our goal was to increase awareness of our global footprint, teach and model the skill of gardening and preserving food grown "in our own backyard". Our students are involved in all aspects of the garden, from spring planting and adding nutrients from the school composter /manure, weeding and watering to families signing up, each contributing throughout the summer months. We have also learned to pickle vegetables, make jam and dry herbs. The school greenhouse, built by students from LSHS, allows us to start our garden early and continue late into the autumn.

Each class is involved with harvesting, cleaning, prepping and cooking the vegetables from the garden for our Fall Feast. Extras like cranberries and items which are not grown locally are kindly donated by our parents. Along with donations, parents volunteer to prep cultural dishes and volunteer their time to supervise cooking, serving and cleaning up. Our custodian Mrs. Morrison plays an enormous role in our garden success story. She is often seen watering or turning the compost pile when students are hard at work in their classes. She continues to work behind the scene cooking turkeys and making the odd pie or dessert at home. Our students and staff enjoy a wonderful meal and celebrate the holiday of our Canadian Thanksgiving, all while realizing and appreciating the time, care and effort it takes to produce food. Students now understand that their efforts with the school garden significantly impact our Carbon Footprint and that food grown close to home contributes to a more sustainable way of life.

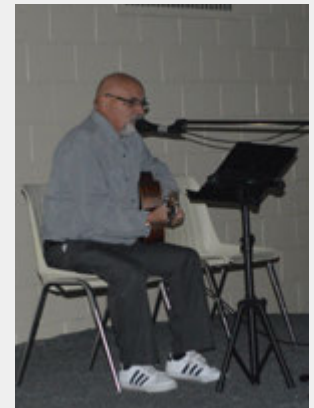
This year we invited a special guest to our Fall Feast. Our former Librarian Miss C. Aileen Ross dedicated 40 years of service to both Public Schools in Terrace Bay and Schreiber. During our Fall Feast we were able to celebrate with the unavailing of a Plaque naming our newly renovated Library in her honour.

We are forever grateful to all the Students, Staff, Parents and Community Members who contribute to helping us Make a Difference!



Making a Difference at SPS!!

Chelsea Tegel, Jory Zechner and Jack Gurney were just a few inf the line-up of entertainment at SPS



Students in Mrs. Buchan's grade 6/7/8 class at Schreiber Public School approached her in early September wondering how they could help all of our students learn more about music. They had a vision. They wanted to purchase new musical instruments for everyone at the school, and they wanted to do this by having an evening concert for the communities of Terrace Bay and Schreiber. With Mrs. Buchan's support the students were able to organize an event for Thursday, October 13th. This event draws upon the talent of local artist from both Terrace Bay and Schreiber including our very own Jack Gurney, Chelsey Tegel, Jessica Scott, Chris Dube and Laura Mason. Schreiber residents Kirsten Andrews and Dominic Figliomeni are also included in the lineup. Jory Zechner, of Nipigon is joining us as the headlining act. Our students at Schreiber Public School are making a difference in our school!



Margaret Twomey Public School - Recycle Club

The grade 6,7,& 8 students on the MTPS recycling team are taking a leadership role at our school. They check that everything is in order for proper recycling to occur and then remove the waste materials as needed. In addition, they make presentations to the younger students to teach them: why it is important to recycle, what to put and not put in the bins and check to see what questions the younger students have about recycling. Without them, significant amounts of waste would be filling up our landfill. These students are: Chase Broom Bourgeois, Selah Brunskill, Lauren Cavern, Amber Mills, Maddison Oldford, Katarina Seraro, Devon Shelp, Keira Skworchinski, Kyanna Wells, Emily Ryan, Chelsea Russell, and Sydney Schwantz.



Making a Difference at Manitouwadge Public School - Submitted by Maleta Boyd

Manitouwadge Public School students have done it again!!! September 29th marked the annual Terry Fox Foundation walk for cancer celebration and once again our students and staff came out in full force. They gathered outside as Mrs. K. explained what the Terry Fox Foundation meant to everyone, then they were off to walk in honor of this great person in our Canadian history. A humongous total of (to date) \$1572.00 was raised in pledges and a bake sale. They were then treated to a delicious hot dog lunch by our Parent Council. Because we met our school monetary goal, Mrs. K. excitedly volunteered to take a 'pie in the face' from two students whose names were drawn from the hat!!!! It is very welcoming to see young people take such an active role in remembering this great event that has reached worldwide recognition. Once again – congratulations to the students at MPS for another job well done!!!!

For the month of September these proud students attended school – on time - every single day!!!! Here they are showing off their Perfect Attendance Award certificates. School is sometimes one of the first places that children get an early start to learn the importance of showing up on time and being consistent with their attendance. Because experience can be the most important teacher we know they will carry these important values through their young life, into adulthood and into the workforce. Keep up the good work - students of MPS!!!



SGDSB students to take part in We Day

By Lindsay Costa

Lake Superior High School Social Innovators are very excited to be sending a group of Superior-Greystone DSB students and educators to attend We Day in Ottawa on November 9. Twenty-six students and four educators from Manitouwadge Public, Marathon High, Terrace Bay Public, Schreiber Public, George O'Neill, Nip-Rock High, Dorion Public, B.A. Parker, Marjorie Mills, and of course, Lake Superior High School will be joining 20, 000 other students who have pledged to join a movement to bring about positive change in their communities and the global community. Students will be engaged all day at We Day as they listen to other change makers such as Free the Children founders Craig and Mark Kielburger, and a line-up of celebrities, athletes, and musicians who support youth in their take action journeys.



55 dozen Persians were sold to raise funds for the We Day trip to Ottawa. Alex Halonen, Jonathan Mayry and Callum Blackwood distribute the orders..

This is a link to a short video on what happens at We Day: <https://www.youtube.com/watch?v=eqtzslEn-lq> LSHS Social Innovators are working hard to help make this opportunity more affordable for all students who attend and so they have organized a couple of fundraisers to keep costs down - Persian Day Fundraiser on October 21, Fall Fair tables in Schreiber and Terrace Bay to name a few fundraisers that will be happening before We Day. We look forward to sharing our learning experience with everyone during We Day, so be sure to follow Lake Superior High School on Facebook and Twitter. And the Social Innovators Club will also be preparing a presentation to share with the Board and communities.

You don't get to buy tickets to We Day; you earn them by being involved in local and global action movements and we hope that this experience helps to support and grow more students to be involved in making the world a better place for everyone



Planting Update from GOPS:

During the month of June, the Nipigon Gazette, featured an article about the planting activities that our SK and Grade 1 students were engaged in. When they cleared the spot for planting at the front of the school and brought their seedlings out to transplant we never expected what we saw upon returning to school in September. The students and staff were amazed to see that we had sunflowers growing as tall as Mr. Modin, and their tomatoes were starting to turn red. Everything they had planted as part of their inquiry into the needs of living things had grown. They certainly demonstrated that they have "green thumbs!" Our next step...a greenhouse!

Tucker is featured standing beside one of the many sunflowers that he planted at front of the school!

Math & Mindsets



Why is mathematics such a polarizing subject? Why is it acceptable to dislike math and be open about it? It is very rare that someone would admit to disliking reading or brag about not being good at it. This bravado is a deflection or a shield. If one states they are terrible at math, then they can't be judged if asked to do it on demand. (Lindsay Sirois, [Math and Mindsets article](#))

As adults, we have a powerful impact on students' attitudes and achievement, and yet there is an open admission at times of fearing mathematics. Many researchers are investigating this phenomenon. The consensus is that a closed or fixed mindset is an important element of the problem. **People who have a fixed mindset believe they fail at tasks or make mistakes because they just aren't smart enough. This may develop traits such as avoidance of challenges, problem solving evasion and lack of perseverance.**

The data below show the mindsets of our students towards mathematics, through the survey questions that were asked and collected through our EQAO data last year.

We have great things to celebrate. Our results are very close to those of the province, in some cases even better. However, we still have work to do. We want our students to view mathematics as important – to like it! ...and feel they are capable of working on difficult questions.

Assessments of Reading, Writing and Mathematics, 2015–2016

| GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE | BOARD # = 64 | PROV # = 59 170 |
|--|-----------------|--------------------|
| Percentage of students who answered "most of the time" | | |
| I like mathematics. | 58% | 59% |
| I am good at mathematics. | 61% | 56% |
| I am able to answer difficult mathematics questions. | 33% | 39% |
| I do my best when I do mathematics activities in class. | 80% | 79% |

Assessments of Reading, Writing and Mathematics, 2015–2016

| GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE | BOARD # = 54 | PROV # = 58 364 |
|--|-----------------|--------------------|
| Percentage of students who answered "most of the time" | | |
| I like mathematics. | 46% | 50% |
| I am good at mathematics. | 41% | 52% |
| I am able to answer difficult mathematics questions. | 31% | 38% |
| I do my best when I do mathematics activities in class. | 74% | 77% |

So, what can we do to increasingly support our students? Let's continue to work at creating positive mindsets around mathematics. Math is exciting and frustrating and challenging. We need it to be all of those things and more. We want our students to learn to love math and persist in the face of wrong answers. Adopting a growth mindset is essential.

Future employment is at jeopardy for our young minds who don't believe they are capable of taking prerequisite courses to enter their field of interest. If students hate and fear math – they end up leaving school without an understanding of basic mathematical concepts. This evasion hinders math-related pathways, and many career opportunities.

By providing our students with a balanced numeracy program that supports understanding and promotes factual fluency and perseverance, we are building our students' beliefs that they are able to be successful in math.

We are all leaders providing quality education in our school communities and need to continue to ensure we are consistently portraying a positive attitude around math.

Check YOUR mathematical mindset.

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE | | BOARD # = 76 | PROV # = 17 155 |
|---|--|-----------------|--------------------|
| Percentage of students indicating they "agree" or "strongly agree" with the following statements: | | | |
| I like mathematics. | | 53% | 35% |
| I am good at mathematics. | | 30% | 34% |
| I am able to answer difficult mathematics questions. | | 21% | 23% |
| Mathematics is one of my favorite subjects. | | 30% | 21% |
| I understand most of the mathematics I am taught. | | 71% | 60% |
| Mathematics is an easy subject. | | 16% | 18% |
| I do my best in mathematics class. | | 70% | 68% |
| The mathematics I learn now is useful for everyday life. | | 30% | 33% |
| The mathematics I learn now helps me do work in other subjects. | | 50% | 45% |
| I need to do well in mathematics to study what I want later. | | 54% | 50% |
| I need to keep taking mathematics for the kind of job I want after I leave school. | | 41% | 43% |

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE | | BOARD # = 73 | PROV # = 43 809 |
|---|--|-----------------|--------------------|
| Percentage of students indicating they "agree" or "strongly agree" with the following statements: | | | |
| I like mathematics. | | 60% | 57% |
| I am good at mathematics. | | 51% | 56% |
| I am able to answer difficult mathematics questions. | | 40% | 47% |
| Mathematics is one of my favorite subjects. | | 44% | 40% |
| I understand most of the mathematics I am taught. | | 71% | 74% |
| Mathematics is an easy subject. | | 19% | 29% |
| I do my best in mathematics class. | | 81% | 72% |
| The mathematics I learn now is useful for everyday life. | | 33% | 31% |
| The mathematics I learn now helps me do work in other subjects. | | 56% | 56% |
| I need to do well in mathematics to study what I want later. | | 59% | 64% |
| I need to keep taking mathematics for the kind of job I want after I leave school. | | 52% | 58% |

"It is only natural for me to want them to be successful, but by merely telling them the answers, doing things for them, or showing them shortcuts, I relieve students of their responsibilities and deprive them of the opportunity to make sense of the mathematics they are learning." (Author Unknown)



A Framework for Working Together in Shared Spaces

The VISION for the Early Years

"Ontario's children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow." (Ontario Early Years Policy Framework, 2013).



Did you know...two elementary school teams from our Hub Schools of Margaret Twomey Public School and George O'Neill Public School, along with their partners from their Best Start Family Support Programs and their Child Cares, have made significant progress in moving forward to achieve the full integration of our Director of Education's early years vision?

"It is about ensuring the best start for children and supporting families...we are redefining the term "school" to include the belief that these are community hubs that provide programs and services to families and children...from birth to adulthood".

David Tamblyn, Director of Education

The Ministry of Education supports an integrated early years/child care system in which school board and early years staff work in partnership to provide **seamless, high quality programs for children throughout the day**. Thus there is an increased emphasis on the need for school principals, early years supervisors/operators and staff to work together to ensure that shared space is available on an ongoing basis to provide consistent and seamless learning and care environments for children and that relationships within the school adhere to the vision of the *Ontario Early Years Policy Framework*. School boards, schools and early years are required to work in partnership to establish policies and/or protocols which seek to ensure effective practices regarding the sharing of space and positive relationships in schools. These policies/protocols recognize that educators from both schools and child care programs are responsible for setting up and implementing their respective programs within the context of legislative and local policy requirements. Sharing space effectively requires regular communication and cooperation amongst all partners.

The George O'Neil Early Years Team shared their learning at the *Relationships Matter Institute*.



While all of our schools are working towards realizing this vision, recently the two Hub schools were asked to attend a session in Thunder Bay designed to provide an opportunity for them to work with the full team (child care, family support programs, education) to set goals that would help them to move closer to full integration...which means that while the organizations are managed differently, families would see one group of people working together to provide them with programs and services. The team from GOPS was featured at this event and they were asked to present their journey to date. Melanie Chaboyer and Lana Desjardins spoke about the many benefits of working collaboratively with their partners, Kellie Wrigley and Tatum Blanchette spoke about how their leadership has changed as they work increasingly as a team, Kellie Mangoff spoke about the transition to this new way of doing things, Colleen Kjellman provided the perspective of service providers (such as Speech and Language), and then spoke alongside Nicole Morden Cormier as they shared the district leader perspective and how important their strong relationship is. At the core of the dialogue was the notion that relationships are critical to this work, and that when we have common goals that we monitor and measure the success of, change happens. All of our schools who have Family Support Programs co-located in them have continued to set goals to increasingly have all staff working together and thus, should be celebrating their progress in moving towards facilities that simply provide programs for families...and who don't exist separately. We have much to be proud of at SGDSB. Imaging in a number of years we will look back and no longer have the notion of "school" beginning in JK (Year 1), but will include the early years (formerly pre-school) as well!



Your monthly Anishnabemowin lesson:

Aaniin enakiwinagaak?
Dagwaagin
Zhebaa
Gizhebaawagan
Noongom
Naawakwa
Iskwaa-naawakwe
Onaagoshig
Aabitaa-dibikag

What season is it?
It is fall
This past morning
It is morning
Now, today
It is noon
It is afternoon
In the evening
At midnight



Eddy from NRDHS shows his "Every Child Matters" Shirt. L: MRHS (top) and LSHS (bottom). Next page: BAPS.

On September 18, SGDSB participated in "Orange Shirt Day - Every Child Matters". This day commemorates the experiences of former residential school students and is a commitment to ongoing reconciliation in Canada. The Orange Shirt symbolizes a prized possession of a young student, Phyllis, which was taken from her upon her arrival at residential school at age 6.

Orange Shirt Day takes place in September, when students would have historically left their communities to attend residential schools. All schools in our district are digging into discussions and activities to understand residential schools, as well as Aboriginal peoples' historical and contemporary contributions to Canadian society.



November 7-11th is Treaty Recognition Week. The Government of Ontario passed legislation to recognize the importance of treaties and to bring awareness to the treaty relationships between Indigenous and non-Indigenous people in the province. The Treaties Recognition Week Act, 2016, was passed with the support of all parties and is the first legislation of it's kind in Canada.

Treaties Recognition Week will provide teachers with the opportunity to plan learning activities about treaties, during this week and for the rest of the school year. Later this week, you will receive an email with a link to customized lesson plans and information sheets to help you understand and teach about the treaties in this region, including the Treaty of Niagara (1764) and the land-sharing treaties, Robinson Superior Treaty (1850). Treaty 9 (1905-1906) and Treaty 9 adhesions (1929-1930). We are creating a living database for all teachers to use, share, and upload to in order to provide

We want to provide you with resources that help you and your students understand all perspectives of treaty making, terms of the treaty and treaty interpretation.. Here are some resources to get you thinking:

*<https://www.ontario.ca/page/treaties>

*<http://www.cbc.ca/news/canada/treaties-from-1760-1923-two-sides-to-the-story-1.1081839>

*http://www.mushkegowuk.com/documents/jamesbaytreaty9_realoralagreement.pdf

*<http://www.nan.on.ca/upload/documents/pub-living-our-side-of-the-treaty.pdf>

If you would like a Map of the Treaties in Ontario, please email nrichmond@sgdsb.on.ca and we will ensure that one is delivered to your school prior to Treaties Recognition Week.



Great things Are Happening at BAPS!
Submitted by Kathy T. Pietsch & Chelsea Adams



On Friday, September 23, students and staff participated in B.A. Parker Public School's annual Terry Fox Walk. The walk, which was held at the GCHS track due to bear concerns, was enjoyed by all. Students were challenged to raise \$250 in order to have a Gum/Hat/Pajama Day but surpassed the goal and raised \$400. Mrs. Pleson's grade 2/3 class raised the most amount of money (\$125) which included a child's Tooth Fairy money. The class that raised the most amount of money was to be awarded a pizza lunch. This was Mrs. Pleson's class who decided to donate the money that would be spent on the pizza lunch back to the fundraiser. Way to go, B.A. Parker! On September 21 students in grades 4-8 were lucky to be guests at Aroland's Fall Harvest. The students and staff visited a variety of stations including cleaning and smoking whitefish (as pictured) as well as learning about traditional medicines and the medicine wheel in a traditional Teepee (photographed). Also, during the month of September at B.A. Parker, students who had perfect attendance for the month were rewarded with a swim at the pool.



Making a Difference at Beardmore Public School

Beardmore Public School raised \$145.35 for the Terry Fox Foundation. We had classroom visits from the Fire Dept. with a free hotdog, hamburger and smokie lunch for staff and students prepared by the Volunteer Fire Dept. Classroom photos, family trees and art. We also had Rocks and Rings in the school gym explaining the curling game.



Our Technology Champions using Twitter to share the learning going on in their schools. Connecting and communicating are essential 21st Century competencies and we all get to learn from one another!

Stacey Wallwin
Technology Enabled Learning and
Teaching Contact (TELTC)
[@WallwinS](https://twitter.com/WallwinS)



#SGDSBReads- Let's Share Our Love of Reading!

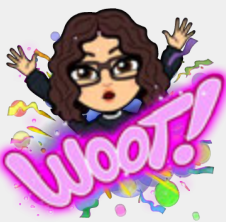
Connecting ALL our learners across SGDSB is an easy way to model collaboration and communication. Let's build a community of learners and readers. Not only will you get to connect with all learners across the Board, but you may get some fabulous reading recommendations! Staff: Not just for professional readings! Share all your readings interests here!

<https://goo.gl/DI0iJF>

Elementary Readers: <https://goo.gl/dkS3yz>

Secondary Readers: <https://goo.gl/B8SMq9>

Congratulations to Karen Enders, Technology Champion and grades JK, SK, 1, 2 teacher at Beardmore Public School for being selected to present at the [Bring IT Together Conference](#). Karen's presentation, "[Flattening the Walls: Social Media in the Primary Classroom](#)" highlights her innovative ways of bringing the world to her classroom to enhance student learning. The session is scheduled for 3:00 o'clock on Nov. 10th and I will livestream the presentation via Periscope. You can download the app in advance, watch on Twitter (follow me @WallwinS) or you can watch via the link I email just before the session begins. Congratulations, Karen! We are very proud of you for representing Superior-Greenstone District School Board as you highlight your 21st century teaching for all to learn from!





CHILD CARE WORKER & ECE APPRECIATION DAY 2016 16 TH ANNIVERSARY – OCTOBER 26TH, 2016

This year marks the 16th annual Child Care Worker & Early Childhood Educator Appreciation Day, which will be held on Wednesday October 26th 2016. On this day we recognize the hard work, meaningful care and continuous learning these educators provide children every day. This year's theme is SHAPING OUR FUTURE in recognition of the essential role that educators play in the lives of our youngest learners. THANK YOU!

For more information about these learning opportunities or to coordinate your attendance via teleconference please contact your local administrator or Hillary Freeburn

The **My Parks Pass** program, which offers free entry to Parks Canada places for all grade 8 / secondary 2 students, has launched the sixth edition of the **Canada's Coolest School Trip** contest. With the support of Air Canada, this year's winning grade 8/secondary 2 class will visit Parks Canada places in Nova Scotia, including a visit to Canada's first national historic site, Fort Anne, on a five-day, all-expense-paid trip to celebrate Canada 150 and the 100th anniversary of National Historic Sites in Canada.

Contest Details

To enter the contest, grade 8 / secondary 2 classes must create a one-minute video telling us which Parks Canada place they would like to visit to celebrate Canada's 150th birthday, explaining the ways in which they can experience their chosen place, and what significance it has had in creating the Canada we know today. Please note the following important information:

Entry: Classes can enter at www.myparkspass.ca until February 27, 2017.

Public Voting: The public will vote for their favourite videos from March 6-24, 2017.

Announcement of Winners: The top 12 entries that receive the most votes will be judged to determine the grand prize and five runner-up winners. The judges will also choose five honourable mentions amongst all entries. All winners will be announced in April 2017.

Prizes:

- o Grand Prize: Class trip to Nova Scotia from June 5-9, 2017 valued at approximately \$50,000.
- o Five Runner-up prizes: Local class field trip valued at approximately \$1000.
- o Five Honourable mentions: Prize package valued at approximately \$600.

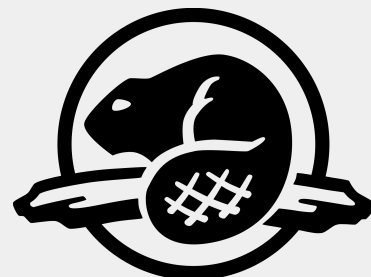
For more information on the contest and the *My Parks Pass* program, please visit www.myparkspass.ca.

Don't forget to:

- Like us on [Facebook](#)
- Follow us on [Twitter](#)
- Watch our [promotional video!](#)

If your class chooses a Parks Canada place in Northern Ontario for your video, we're here to help:

- **Pukaskwa National Park** - Nicole Dupuis, 807-229-0801 ext. 238
- **Sault Ste. Marie Canal National Historic Site** - Stéphane Comeault, 705-941-6202
- **Fort St. Joseph National Historic Site** - Stéphane Comeault, 705-941-6202
- **Lake Superior National Marine Conservation Area** - Julie Rosenthal, 807-629-8502



Upcoming Events



- October 25 - EcoSchools Workshop MTPS
- October 26 - ECE & CCW's Appreciation Day
- October 27th the Skills Ontario Regional Elementary Cardboard Boat Race competition is being held in Marathon
- October 28th - Professional Development Day
- October 31st - System Leads Meeting
- November 6-12 - **Treaty Recognition Week**
- Friday, November 11, 2016 - Science Olympics Northwestern Ontario Lakehead University
- November 9th - We Day - Ottawa
- November 9 & 10 - NSSSAA Finals
- November 11th - Remembrance Day
- November 15th - Student Senate - 1 p.m.
- November 13-19th - Bullying Awareness Week
- November 21st PD Day
- November 22nd - Parent Involvement Committee 7 p.m.
- November 26th - Board Meeting
- December 5 Inaugural



EQAO - Confirms Cause of Technical Issues During Online OSSLT Trial

The cause of the technical issues that resulted in the cancellation of the [October 20 province-wide trial of the online Ontario Secondary School Literacy Test \(OSSLT\)](#) was an intentional, malicious and sustained Distributed Denial of Service (DDoS) attack—a type of cyberattack.

EQAO shares the disappointment experienced by thousands of students, families and educators across the province. The agency recognizes the considerable time and energy spent, by all stakeholders, preparing for the trial assessment, and it sincerely apologizes for the considerable inconvenience that resulted.

An extremely large volume of traffic from a vast set of IP addresses around the globe was targeted at the network hosting the assessment application. The impact of this DDoS, initiated by an unknown entity or entities, was to block legitimate users' (i.e., school boards', schools' and students') access to the EQAO test application.

An in-depth and ongoing investigation will lead to recommendations on how to prevent similar incidents in the future. EQAO undertook several successful field and load tests to gauge the system's readiness in the lead-up to the October 20 trial. This final trial was meant to test the system's readiness on a larger scale and, notwithstanding the DDoS attack, EQAO remains confident that assessments can be administered online successfully. EQAO's shift to online assessments mirrors classroom trends that see a greater emphasis on the use of digital technology.

EQAO is committed to openness and transparency, and we will continue to provide updates on this matter.

Quick Facts

- The October 20 online OSSLT was a voluntary trial to test the system's readiness before the regularly scheduled administration of the OSSLT in March 2017.
- Discussions about the feasibility of scoring completed online OSSLT assessments are ongoing and an announcement on this will be made shortly.
- EQAO will deliver the March 2017 OSSLT, which students will be able to take either online or on paper.
- An independent third-party forensic firm is involved in an investigation into the October 20 incident on behalf of EQAO.
- Data indicates that the DDoS attack began shortly before 8:00 a.m. EDT.
- At the height of the DDoS attack, 99% of the traffic in the system was not coming from schools or school boards. This effectively blocked legitimate user access to the system.
- No personal or private student information was compromised during the administration of the assessment.

EQAO shares the frustration that students, parents, teachers, schools and school board educators and administrators feel about the outcome of the assessment. We were shocked to learn that someone would deliberately interfere with the administration of the online OSSLT. There will be discussions over the next few weeks to determine how to strengthen the system, and we will continue to work with Ontario's education community to understand how best to use online assessments to benefit our province's students.