

## Strategic Plan Report

**Date of Submission to the Board of Education:** February 16, 2017

**Submitted by:** Quintin Robertson, Director of Education

### INTERNAL PROCESS FOCUS

#### Strategic Focus

GSSD is committed to provide equitable, balanced opportunities among schools, students and staff.

#### Long-term Goals

- By June 2020, GSSD will increase service to students and schools through development, revision and refinement of processes with an aim to improve communication, efficiency, and equity.

### Relationship with CUPE Local 4784 Highlighted in Front of the Governance Review Panel

On January 25<sup>th</sup>, 2017, Karla Sastaunik, President of CUPE Local 4784, joined the group of individuals who spoke to the Governance Review Panel in Regina.

During that visit, Karla expressed that the CUPE local has a very strong relationship with the Good Spirit School Division Board of Education and the Senior Administration. She indicated that, *"Our amicable relationship is built on the philosophy of putting the needs of students first. We endeavor to work together to solve issues before they become problems and turn into grievances, which are costly and can create a climate of mistrust."* Karla went on to share that *"In the past 10 years, since amalgamation, we have only had two grievances which we solved during the process, and have had only two issues that resulted in arbitration, a record which I think underscores the relationship we have with our employer."*



In front of the Governance Review Panel, Karla highlighted that annually, the local CUPE executive, division board members and senior administrative staff gather for an evening that includes a supper and socializing. Karla identified that the opportunity allowed the local CUPE executive, staff and board members to get to know each other on a more personal level, thus allowing for a stronger working relationship.

Karla highlighted that CUPE members take pride in the role they play in educating our students. She emphasized that the local believes *"a quality education is the greatest gift we can give the youth of our province."* She spoke to the possibility of those achievements, which Good Spirit School Division has reached might be lost with the proposed changes to education in Saskatchewan.

Good Spirit School Division was proud to have Karla speak to the Governance Review Panel on behalf of the Board of Education. Karla not only spoke to the strong relationships within GSSD at various levels but she did a wonderful job articulating why the current landscape in education IS ensuring that our students are achieving at high levels.

GSSD was very pleased to have Karla represent them on January 25<sup>th</sup> before the Review Panel as she is a dedicated ambassador for our division as well as a strong advocate for CUPE Local 4784.

**Strategic Focus**

**GSSD is a community of learners and believes collaborative partnerships with students, staff, families and community members will enhance educational opportunities.**

**Long-term Goal**

- By June 2020, GSSD will enhance system effectiveness by investing in staff through training and development.
- By June 2020, GSSD will enhance system effectiveness by enhancing existing external partnership and by seeking new opportunities.

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**Two Thumbs Up for GSSD Staff!**



During the week of February 12-18, we celebrate Staff Appreciation Week to honour the outstanding work of our staff within the Good Spirit School Division. There is no doubt that it takes a dedicated team to provide our students with safe, caring environments for learning and there is much evidence of this within GSSD.

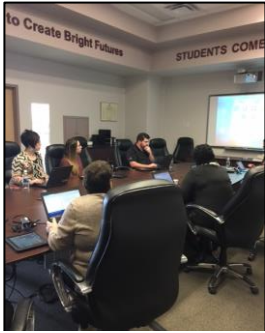
Appreciation goes out to each of the school staff members who give their “all” throughout the school year; the transportation department for getting everyone safely to and from school each day; the administrative assistants who are the welcoming voice and friendly face to our students and their families; the facilities staff who get our schools cleaned and ready for the day; the support staff on whom both students and teachers depend for a huge variety of duties; the counsellors and professional service providers who work with our students behind the scenes to ensure their well-being. Each of you deserve our gratitude, respect and total support.

A special “thank you” to our teachers and in-school administrators for the work they do. Our teachers are tasked with preparing engaging lessons for each subject or class they teach, studying curriculum, and researching and utilizing best practices within their classrooms. In addition to this, they spend many hours working with kids in extra-curricular activities that take them away from their own families. Our in-school administrators do an excellent job of advocating for the well-being and best interests of all students and staff within their schools. They are the learning leaders within our schools who work tirelessly to ensure that learning occurs without limits and that achievement is accessible to all.

The Board of Education and the Central Office Administration celebrate the excellent work you do to ensure our students are successful. We are most appreciative of your dedication, care and compassion that you consistently demonstrate within your work. Thank you for being a valued member of the GSSD Team!



**GSSD Professional Development**



Tech Day PD  
February 14, 2017



PD Event	Date	Topic / Outcome
Student Services Teacher & Professional Service Providers Tech Day	February 14, 2017	<b>AGENDA OF THE DAY:</b> <ul style="list-style-type: none"> <li>• Google Read and Write</li> <li>• Google Classroom</li> <li>• App purchasing process</li> <li>• Library Apps and Audio Books</li> <li>• EAL Online Resources</li> <li>• Blended and Distributed Learning</li> </ul>

**One Hundred Rainbows at MCS!**

Melville Comprehensive School is taking part in a jointly sponsored activity to connect their students to the environment. The school is collaborating with the Saskatchewan Wildlife and Melville Fish and Game League through the Fort Qu'Appelle Fish Culture Station to hatch rainbow trout eggs.

Fish Culture Station provided 100 rainbow trout eggs.

Students enrolled in Biology 30 and Wildlife Management 20/30 courses are coordinating the hatchery project. In the future, the school plans to include Science 10 students. Students will see first-hand fish development from the egg to fry stage and be able to take part in the release of these fish. The release will take place in late June at Wilson Lake, close to Willowbrook, Saskatchewan.

Rainbow trout do not naturally spawn in the province of Saskatchewan because the water conditions are not tolerable. All populations of rainbow trout in Saskatchewan lakes come from the Fish Culture Center. Melville Fish and Game provided the school with approximately \$1500 of start-up equipment (pumps, cooler). The



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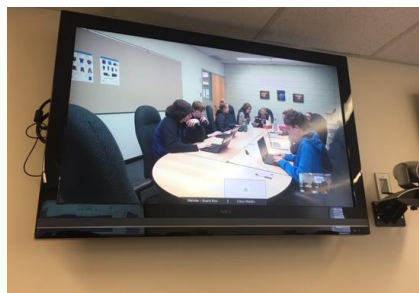
FINANCIAL STEWARDSHIP

### Dual Credit English

The Ministry of Education has established a dual credit program which is designed to provide alternative pathways to graduation by allowing high school students the opportunity to earn high school credits and post-secondary credits or other program recognition at the same time in the same course. Currently, six students from the Yorkton Regional High School along with nine students from the Melville Comprehensive School are enrolled in a Dual Credit ELA 100 course which is being delivered by GSSD teacher Jean Knoll. The opportunity was established through a partnership between GSSD Distributed Learning and the Parkland College. Through this opportunity, GSSD students are able to obtain a first year English credit through the University of Regina while also fulfilling the requirements for ELA B30. Christ the Teacher Catholic School Division and the Parkland College also have students enrolled in the class which is delivered on the Parkland College campus. Technology allows the Melville students to see, hear, and be active participants in the class from their home location.



GSSD Distributed Learning and the Parkland College are hopeful that in the 2017-2018 school year, students will have the opportunity to take not only ELA 100 but also Calculus 104, a first year course, which serves as a dual credit for Calculus 30. Though students in larger cities such as Regina and Saskatoon have been involved in accelerated programming through their local universities for quite some time, the partnership between GSSD and the Parkland College is relatively new but brings with it many exciting opportunities for the students of the Good Spirit School Division in the future.



### 2017-2018 Calendar Options Survey

Annually, Good Spirit School Division and Christ the Teacher Catholic School Division meet to create the School Year Calendar. As part of this process, we are asking our parents, staff and interested members of the public to provide feedback on the two options.

Visit the GSSD website at [www.gssd.ca](http://www.gssd.ca) to review the two options and take the short feedback survey.



**Strategic Focus**

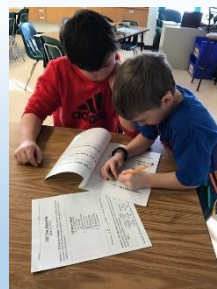
**GSSD exists to provide the highest level of student learning & well-being. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional and spiritual growth.**

**Long-term Goals**

- By June 2020, at least 85% of GSSD students will be at grade level in reading, writing and math.
- By June 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning.
- By June 2020, GSSD will achieve a 3-year graduation rate of 85%.
- By June 2020, <10% of GSSD students will report being affected/impacted by depression and anxiety.

**“100 Day”**

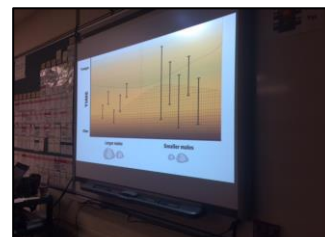
Davison School celebrated the 100<sup>th</sup> day of school this year on Thursday, February 9. Creativity was everywhere as students came to school wearing 100 items (stickers, safety pins, names of hockey teams or necklaces made from Cheerios) and enjoyed many activities focusing on the number 100. Classrooms buddied up to complete activities such as “How Many Licks Does it Take to Eat a Popsicle?” and “How Long Does it Take to Do 100 Exercises?” Some graphing, writing and of course eating was done as the students completed each station. Cups were also seen in the hallways as students tried to make towers using 100 plastic cups. Laughter could be heard as pictures of students aged to 100 were posted. The day ended with the principal visiting and reading “The Night Before 100<sup>th</sup> Day” to some classrooms.



**Virtual Science Connections**

Over the past month, the high school students at Preeceville School, have connected with three different scientists to learn about careers in science and the work that the scientists are involved in.

On January 31, Science 8 students connected via text chat to ask Dr. Elizabeth Cottrell (a geochemist with the Smithsonian Natural History Museum) to learn about volcanoes and how they are looking for chemical signals of volcanic eruption. Biology 30 students connected with Morgan Jackson on February 8 to learn about the relevance of taxonomy and his research with Diptera (flies). On February 9, students in Biology 30 connected with Dr. Hunt via webcast from the Smithsonian to hear about his research with ostracodes and the influence of environmental change on these organisms.



**Making It “Count”: Supporting and Nurturing Math Literacy**

P.J. Gillen School has dedicated time and energy to support and strengthen math skills for its students.

The staff at P.J. Gillen spent time last spring identifying essential outcomes in each grade level from Kindergarten to Grade 5. A curriculum map was constructed based on these essential outcomes.

Teachers dedicate a 30-minute Math Fact period once in a 6-day cycle. During this period, the focus is on building Math Fact fluency using games, technology, strategies, and innovative practice.

Promoting math literacy requires the right manipulatives. P.J. Gillen teachers also identified “must have” math manipulatives for their classrooms. These items were then gathered and housed in a Math Cart that every homeroom teacher received to support their Math program. Remaining items that are “nice to have” are housed in the library where teachers can sign them out as needed.



In addition to strong classroom instruction, teachers recognized the need for a math Intervention program that would support students who were not meeting essential math literacy skills. A Levelled Math Interventionist (LMI) was scheduled into the school day. Every afternoon, identified students receive instruction in targeted math skills and lowering math anxiety. Instruction is delivered in small groups and through 5 week intervention blocks.

GSSD Math Screeners are one method used to identify students who may benefit from LMI. In the fall, the screeners were given to each of the students in grades 3-5. From this data

collection, along with discussion with teachers, students were identified to receive Math Intervention. Classroom teachers have the opportunity to refer students to the LMI.

Math literacy at P.J. Gillen...counts!

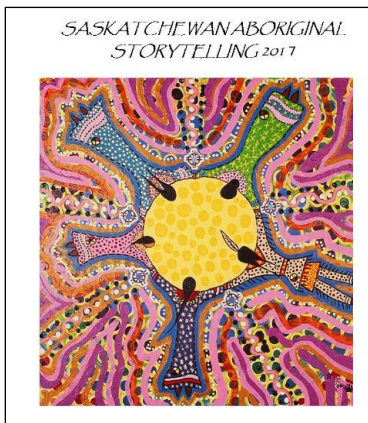
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Winter is a traditional time for Aboriginal people to share the gift and time-honoured custom of storytelling and February has been designated as Aboriginal Story Telling Month.



For Aboriginal people, storytelling is both a gift and an old custom and tradition utilized by the people to teach, entertain and remember. Throughout February, First Nation and Metis storytelling events and activities are being held in libraries, communities and schools all over Saskatchewan. A number of GSSD schools are planning events for students from PreK to grade 12. Events include storytelling, visual arts, and interactive displays portraying First Nation and Metis symbols through culturally based narratives.

Other activities to coincide with the storytelling are the makings of Dream Catchers, traditional music, Metis dancing and Book in a Bag where students choose a First Nation book then create activities that coincide with that book to share with other children. These events connect us to the age old tradition of storytelling and to Elders while allowing our students and staff to seek knowledge and learn from one another that is both entertaining and engaging.

**Strategic Focus**

**GSSD believes that we are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools.**

**Long-term Goals**

- By June 2020, GSSD will implement division wide approaches to find efficiencies and increase value-add in order for the division to be responsive to the challenges of student and staff needs.

**Purchase of School Buses**

The Good Spirit School Division has committed to a fleet replacement plan of 10 new school buses per year. This commitment ensures that the overall fleet age and health can adequately provide safe reliable service to the students of the division.

The risks associated with providing transportation services relate directly to safety. Mechanical failure, cold weather operation and the ability to provide quick response to students and drivers.

The health and dependability of our bus fleet is currently under pressure due to a specific make and model year of bus. A recent analysis of the 15 - 2012 International Company (IC) buses at the Melville Bus garage showed that only five were considered to be "OK" and reliable for use. The remaining 10 IC buses had issues ranging from engine knocks to antifreeze leaking into the oil. The cost to replace an engine could be as high as \$28,000 and the historical cost to remedy the park brake components is typically \$6,000 - \$8,000. The other garages have all experienced similar issues with this model and year of school bus.



During this school year, GSSD has purchased 20 new Thomas/Freightliner school buses, 10 from 2015-2016 budget year tender and 10 from the 2016-2017 budget year tender. The new buses will reduce our reliance on the 2012 IC buses. This will ensure that our fleet is in better overall health and able to provide dependable reliable service to the students and drivers within the division.

## A Day in the Life of the GSSD Student Services Coordinator

This month we would like to highlight the role of our three Student Services Coordinators (SSCs): Adelle Kopp-McKay (North Cluster), Laurel Welke (Central Cluster), and Val Ruf (South Cluster). The SSCs lead and support our schools and Professional Services Providers in meeting the diverse and intensive needs of students.

On any given day, you can find these ladies responding to the needs of GSSD students and staff by:

- Meeting with Student Support Teachers and Principals to ensure Ministry and division procedures are implemented regarding programming and services to students
- Facilitating/participating in various interdisciplinary team meetings such as Inclusion and Intervention Plan (IIP) meetings, transition meetings, and problem solving meetings
- Collaborating with teams to ensure students are meaningfully included in their classroom, school, and community
- Collaborating with Professional Services Providers (Speech Language Pathologists, Occupational Therapists, Counsellors, Psychologist, Behavior Support Coach) and school teams regarding student programming, referrals, adaptations, and interventions
- Helping to connect students to relevant partner agencies such as Mental Health, Sunrise Therapies, PECIP, SIGN, Community Living Division, etc.
- Processing various assistive technology requests to support student learning and independence
- Supporting schools to implement a non-violent crisis intervention model when responding to students who have difficulty regulating their emotions
- Working with school teams and fellow SSCs to allocate Educational Assistant support throughout GSSD schools
- Meeting as a Student Services Professional Learning Community (PLC) to ensure communication, collaboration, capacity building, and consistency of practice across GSSD

All of the above and more makes for busy days as a Student Services Coordinator! These ladies truly believe and enact our GSSD vision of “Learning without Limits, Achievement for All”.

