

## December 2021 Regular Meeting

The regular Board meeting for December 2021 took place at the Good Spirit Education Complex on Thursday, December 16, 2021. Trustees who were in attendance included: Chairperson Bob Simpson, Vice Chairperson Jaime Johnson, Trustees Jade Anderson, Chris Balyski, Gord Gendur, Shannon Leson, Jan Morrison, Lois Smandych, Nicole Pohl and Steve Variyan. Division office staff in attendance included Director of Education/CEO Quintin Robertson, Superintendent of School Operations Mark Forsythe, and Executive Services Supervisor Heather Morris.

## Accountability Report

### High Quality Teaching and Learning

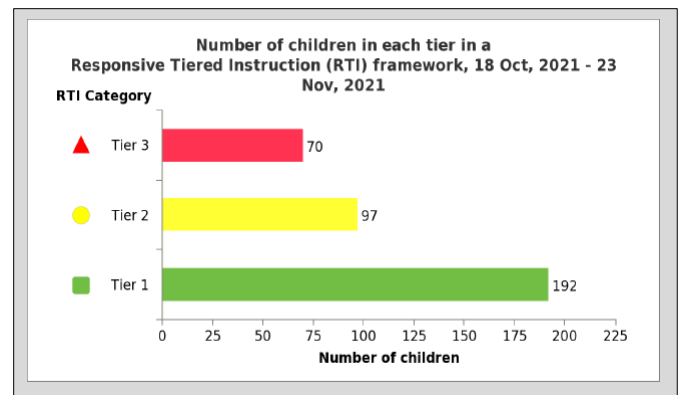
Superintendent of Curriculum Lisa Wotherspoon presented two accountability reports, Fall Assessment Data - Early Years and Fall Reading Data, which met the following Quality Indicators (QIs):

- QI 2.1 – Provides leadership in all matters relating to education in the Division.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

During the Fall 2021 Assessment Data – Early Years report, Wotherspoon shared GSSDs early years goal:

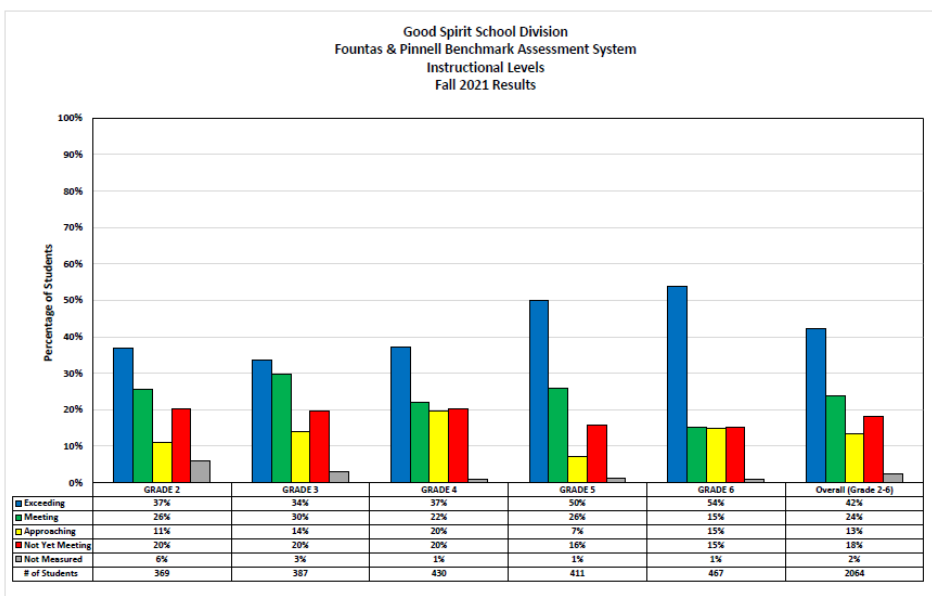
- By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.

Overall, 54% of GSSD students who entered Kindergarten in the fall of 2021 scored at the appropriate development level for their age. A 27% increase from fall to spring would see 81% of GSSD students exiting Kindergarten at the appropriate development level.



During the Fall Reading Data presentation, Wotherspoon shared that 66% of students in grades 2-6 are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment System.

To read the accountability reports in their entirety, visit [gssd.ca](https://gssd.ca) > Board > Board Meetings > 2021 12 16 Regular Board Meeting > [Accountability Report - Fall 2021 Assessment Data – Early Years, Accountability Report - Grade 2 to 6 Reading Data.](#)



# Board Development

## Advocacy and Communications

Jill Welke, Director of Communications from SSBA, joined the Board to conduct the advocacy and communications Board development session. Welke started out by informing the Board that as locally elected trustees, they are the governors that balance a responsibility to represent and serve those who elected them, while providing direction and support to staff ensuring the delivery of education in your division.

Welke shared that the Board’s Governance role in communications and advocacy is to be prepared to communicate and/or respond to questions, listen to concerns, take action, and change policy at an appropriate governance level (as opposed to administrative level) with focus on the four main governance areas: strategy, risk, people and resources.



The Board has three main roles when it comes to communications and stakeholder engagement, just as they do with other areas of governance:

- Leadership through Direction: Review and approve direction of the Communications Plan and Policies, e.g. for public relations and engagement.
- Stewardship through Control: Monitor effectiveness of the above, to gain reasonable assurance, using periodic and incident reports, dashboard, and meetings.
- Relationship through Culture: Engage when appropriate in public and community consultations.

The slide is titled 'How? Communications Planning...' and features a small video inset of a woman in the top right corner. The content is organized into four sections: 'Research' (What is the communications need? Background – what do we know?), 'Analyze' (Situational and environmental analysis (SWOT), Audiences and stakeholders (internal – external), What are the goals and objectives?), 'Communicate' (Key messages, Implementation tools and tactics), and 'Evaluate' (Budget – timeline, Impact measurement). The slide has a red and white color scheme with the 'School Boards' logo at the bottom right.

Welke suggested that good communication needs to start with planning by considering what the needs are, what is to be accomplished, determine what is known about the context or situation, and analyze the audience. With communication and advocacy planning, it is important to understand who the audience is and what their wants, interests or needs are related to the issues.

To access the detailed board development, visit [gssd.ca](http://gssd.ca) > Board > Board Meetings > 2021 12 16 Regular Board Meeting > [Board Development – Advocacy and Communications](#).

## Advocacy Session

### School Community Council

The Board hosted School Community Council (SCC) chairpersons from schools across the division. There was representation from 15 different schools in attendance either virtually or in person.

Through questions posed by Robertson, SCC members provided the following feedback:

- Due to the pandemic, SCCs are concerned that new families haven’t been actively connected or engaged to the school.
- It’s difficult to know how to support school staff during this time of COVID-19 regulations.
- Although there have been challenges the last few years, SCCs have been successful with their fundraising efforts.
- Edsby was a good change but it has been a challenge to learn something new.
- SCCs would benefit from more face-to-face time with teachers.
- Some SCCs have a difficult time enticing new people to join their council.
- Moving to a virtual meeting platform has proven to be helpful in engaging parents as it is more convenient to join in from home.

Board Chair Simpson reminded SCCs that they play a very important role within their communities. Trustee Pohl gave an example from when Calder School closed; the SCC played an integral part in the positive transition to Yorkdale Central School.

Robertson thanked the SCC members for taking time in their day to join the Board and for engaging in open dialogue. He expressed that everyone has learned a lot during this pandemic and hopefully it will make us even better in the future.

## Old Business

### Policy 2 Appendix A Annual Work Plan

Executive Services Supervisor, Heather Morris, made the Board aware of the following changes in the Annual Work Plan:

- The December 16, 2021 and March 3, 2022 board development sessions were switched in order to accommodate the presenters from SSBA.
- The audit process was included as board business during the August 18, 2022, regular board meeting.

To view the Annual Work Plan, visit [gssd.ca](http://gssd.ca) > [Board](#) > [Board Policy Handbook](#) > [Annual Work Plan](#).

## Director's Report

### Board Policy Review

The Director and Board of Education, as part of their annual work plan, review all eighteen policies and appendixes each year, making revisions to these policies as the Board sees fit.

Trustees reviewed the following Board Policies:

- Policy 3 – Role of the Board Member
- Policy 3 Appendix A – Services, Materials and Equipment Provided to Trustees
- Policy 4 – Board Member Code of Ethics
- Policy 4 Appendix Trustee Code of Conduct Sanctions

Trustee Johnson asked that “as requested” be included in the following statement in Board Policy Appendix A: Point 3. Administrative/Secretarial Services:

- Conference registration, travel and accommodation arrangements, as requested.

### Facilities Update

Pat Morrison, Facilities Manager, provided a listing of current projects in the active design phase, scheduled projects, and projects in progress.

#### Current Projects – Active Design

Project	Budget	Current Status
YRHS Major Capital	Major Capital	Design
Sturgis High School Brick Wall Repairs	PMR	Design – 1080 Architecture
Springside School Roof	PMR	Design – 1080 Architecture
Canora Comp Roof Structure	PMR	Design – 1080 Architecture
Canora Comp Home Ec Renovation	PMR	Design – 1080 Architecture
Churchbridge Public Boiler Room Renovation	PMR	Design – 1080 Architecture
Churchbridge Public Entrance Way Renovation	PMR	Design – 1080 Architecture
Esterhazy High School Computer Lab	PMR	Design – 1080 Architecture
Grayson School Phone System	PMR	Planning – GSSD IT and Facilities
Canora Junior Phone System	PMR	Planning – GSSD IT and Facilities
Springside School Phone System	PMR	Planning – GSSD IT and Facilities
Canora Junior Barrier Free Change/Washroom	Minor Renovations	Design – Internal
Victoria School Gymnasium HVAC	PMR	Design – H.D.A.
Kamsack Comprehensive Institute Boilers	PMR/Other	Design – H.D.A.

Sturgis Composite School PAA Air Quality	TBD	Review – Internal
Macdonald School Classroom Renovations	PMR	Design – Internal

### Current Projects - Scheduled

Project	Budget	Current Status
Churchbridge Public Surveillance	Minor Renovations	Scheduled January
Dr Brass School Surveillance	Minor Renovations	Scheduled January
YRHS Commercial Freezer Renovation	Minor Renovations	Scheduled during Christmas break
Melville Comp Roof Replacement	PMR	Tender Closed – Pending Board Approval
Grayson School Roof Replacement	PMR	Tender Closed – Pending Board Approval
Macdonald School Roof Replacement	PMR	Tender Closed – Pending Board Approval
Saltcoats Exterior Doors Main Entrance	Minor Renovations	Scheduled February

### Current Projects – Work in Progress

Project	Budget	Current Status
Esterhazy High Home Ec Renovations	PMR	In Progress – Complete January
YRHS Roof Replacement	Stimulus	Substantial Completion – Complete January

### Recently Completed Projects

Project	Budget	Current Status
Dr Brass Food Insecurity Pantry	Minor Renovations	Complete December 3

Morrison shared that between November 1 and December 10, the Facilities Department received 270 service requests, 196 of which have been closed.

Morrison provided facilities strategic plan details on projects at Esterhazy High School and Yorkton Regional High School as well as other items (refer to the table below).

Item	Note
GSSD Safety Program	We will be working with Saskatchewan Association of Workplace Safety to review and improve our safety management system across the Division. A meeting is scheduled for November 16 <sup>th</sup> with SASWH to kick off the project.
GSSD Preventative Maintenance	A high priority from the Facilities Strategic Plan is to develop an improved preventative maintenance plan. The goal is to set up reoccurring inspections of the building envelope, HVAC system, roof system, Electrical System, and Playgrounds. Facilities plans to utilize asset planner for these inspections to ensure they are tied into our service requests and projects.
YRHS Major Capital Project	Tenders for prequalification of General Contractor and Mechanical Contractor are currently open on Sasktenders. These items are scheduled to close on December 13, 2021, which will start an extensive proponent review process. The design and specifications are currently in final review. Once reviewed by GSSD and Ministry of Education, comments will go back to the design team for alterations or clarifications. The project is scheduled to be open for bid to prequalified proponents on January 17, 2022. Facilities completed a standalone tender for supply of the classroom ventilators, a key component in the HVAC portion of the project. The strategy of this tender is due to the current supply chain delays specifically HVAC equipment. The facilities team is currently very busy with this project and are also very excited to see it gaining life and momentum.
Esterhazy Major Capital Application	Facilities is working with Esterhazy High School Administration as well as the SCC regarding the ongoing Major Capital application. Facilities has recently completed several scope items from the past applications and are revisiting the scope to ensure the request captures the current needs of the school.

Patrick is meeting with the SCC on January 17, 2022, to review the preliminary application and will continue to work with 1080 Architecture through the process. The deadline for Major Capital Applications is February 28, 2022.

### Facilities Tour

Morrison provided a synopsis of upgrades that have occurred at Dr. Brass School. Dr. Brass is a Prekindergarten to Grade 8 school, with a current enrollment of 186 students, located at 19 Darlington Street West in Yorkton. The school has a rich history and beautiful architectural elements notably the entrance/office area and the gymnasium.

A number of areas in the school received a paint touch up, the entrance way was included. See before and after pictures:

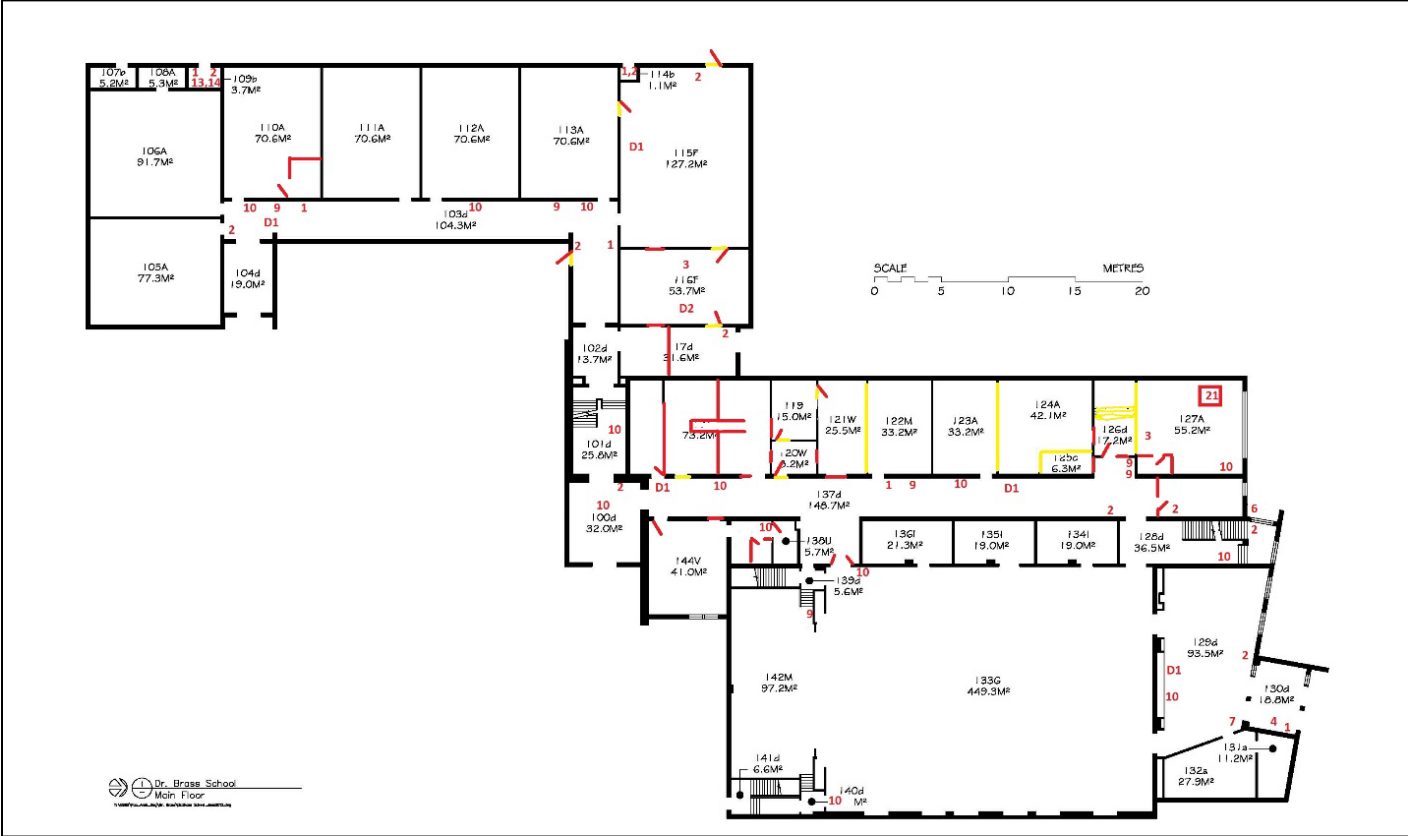
Before

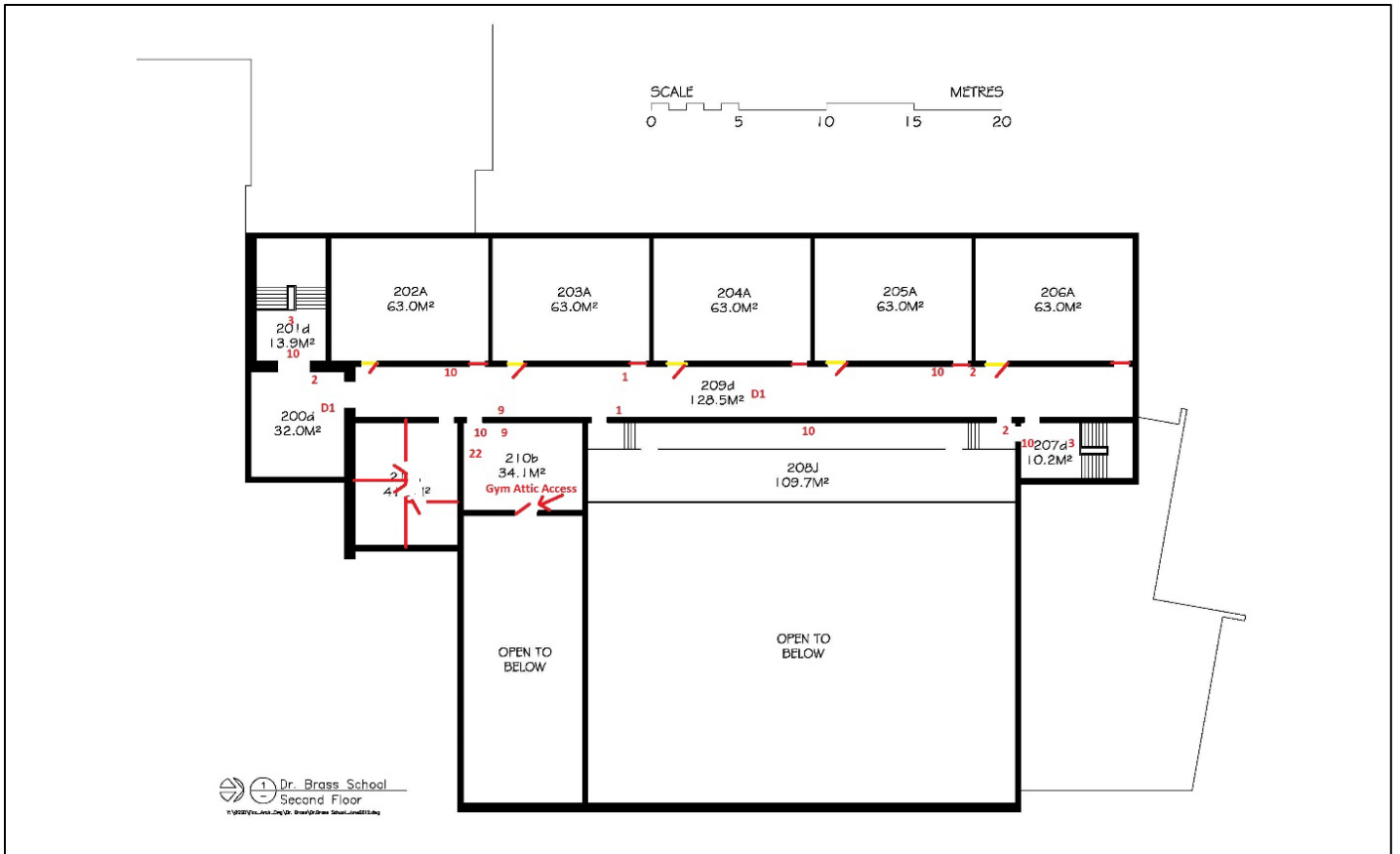


After



The original School was built in 1949 and received an addition in 1972, this is the north set of classrooms and library referred to as the 72 wing.





The beautiful gymnasium received a new ceiling and LED lighting in 2019. It was also one of the areas that received some painting.



Bear Island (pictured below) is a space where students may go to feel safe and away from the colonial feeling of a school setting. The room is equipped with an air filtration and set up to provide students with the opportunity to use smudging as a self-regulation support. Each afternoon a cultural focused classroom/academy is led by Mrs. Delorme. During this time, she infuses cultural teachings such as Social, Health, and 50% arts and P.E as there are 90% indigenous students in this group. Her goal is for the students to build a sense of cultural identity.



There is so much more to view in the full report, including photos of the library, daycare, painting and flooring upgrades, outdoor classroom: visit [gssd.ca](http://gssd.ca) > [Division](#) > [Facilities](#) > [School Tours](#) > [Dr. Brass](#).

### Comprehensive School Community Health

Robertson shared that Comprehensive School Community Health (CSCH) is built upon four pillars: Physical & Social Environments, Teaching & Learning, Family & Community Engagement, and Effective Policy. GSSD has designed its aspirational statements (High Quality Teaching and Learning; Engagement of All Students, Families, and Communities; Effective Policy and Procedures; Healthy, Sustainable Physical and Social Environments) and aligned the long-term goals and work plans to align with the CSCH pillars.

The table below outlines the roles and responsibilities connected to the Curriculum Team (blue), Indigenous Education Team (yellow), Student Services (green), and Central Office LEAD (orange).

High Quality Teaching & Learning	Healthy, Sustainable Physical & Social Environments	Effective Policy & Procedures	Engagement of All Students, Families, & Communities
<i>Responsive Teaching</i> <ul style="list-style-type: none"> <li>• UbD Planning Framework</li> <li>• Assessment FOR Learning</li> <li>• Student Choice</li> <li>• Variety of Instructional Strategies</li> <li>• Defined RTI Framework</li> <li>• Blended Learning</li> <li>• Grad Coaching</li> <li>• Indigenizing Curriculum</li> <li>• Outdoor Classrooms</li> </ul>	<i>Classroom Environments</i> <ul style="list-style-type: none"> <li>• Clean/uncluttered teaching wall</li> <li>• Flexible learning spaces</li> <li>• Outdoor Classrooms</li> </ul> <i>Welcoming School Environments</i> <ul style="list-style-type: none"> <li>• Representative of Diversity</li> <li>• Promote a “sense of belonging”</li> </ul>	<i>Assessment</i> <ul style="list-style-type: none"> <li>• Credit Recovery AP</li> <li>• Final Exam AP</li> <li>• Accreditation</li> <li>• Student Retention and Placement AP</li> </ul> <i>Gender &amp; Sexual Diversity</i> <ul style="list-style-type: none"> <li>• Deepening the Discussion</li> <li>• GSSD GSA Handbook</li> <li>• Gender &amp; Sexual Diversity AP</li> </ul>	<i>Parkland College</i> <ul style="list-style-type: none"> <li>• Acceleration (Dual Credit Courses)</li> </ul> <i>KidsFirst</i> <i>Parent Perceptual Surveys</i> <i>Parent Engagement</i> <ul style="list-style-type: none"> <li>• Homebased Education (DL opportunities)</li> <li>• GSSD Parent Engagement Handbook</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Inclusion</i></li> </ul> <p><i>Indigenous Studies 10</i> <i>Mental Health 10L</i> <i>Gender &amp; Sexual Diversity</i></p> <ul style="list-style-type: none"> <li>• <i>Deepening the Discussion</i></li> <li>• <i>GSSD GSA Administrator Handbook</i></li> <li>• <i>Gender and Sexual Diversity Training</i></li> <li>• <i>Pride Month</i></li> </ul> <p><i>Unique/Locally Determined Programming</i></p> <ul style="list-style-type: none"> <li>• <i>Hockey Academy</i></li> <li>• <i>Fine Arts Academy</i></li> <li>• <i>Local Programming</i></li> <li>• <i>Ag in the Classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Indigenizing school spaces</i></li> </ul> <p><i>Safe Spaces</i></p> <ul style="list-style-type: none"> <li>• <i>Washroom/Change Room Configurations</i></li> <li>• <i>Gender Neutral Washrooms</i></li> </ul>		
<p><i>Incorporating Indigenous Ways of Knowing and Perspectives</i></p> <ul style="list-style-type: none"> <li>• <i>Under One Sun (K-8)</i></li> <li>• <i>4 Seasons of Reconciliation (Student Resource Gr. 9-12)</i></li> <li>• <i>Elders/Knowledge Keepers/Cultural Advocate in Classrooms</i></li> <li>• <i>Blanket Exercise</i></li> <li>• <i>FNMI Library and classroom resources</i></li> <li>• <i>Land Based Learning</i></li> <li>• <i>January 4<sup>th</sup> – Ribbon Skirt Day</i></li> <li>• <i>Cultural Activities</i></li> <li>• <i>Language</i></li> </ul> <p><i>Orange Shirt Day</i> <i>Indigenous Storytelling Month</i></p> <p><i>Cultural Awareness Training – D &amp; M Musqua</i></p>	<p><i>Indigenous Student Centers</i></p> <ul style="list-style-type: none"> <li>• <i>Columbia, Dr. Brass, KCI, &amp; YRHS</i></li> <li>• <i>Smudging Rooms</i></li> <li>• <i>Nutrition Programs</i></li> <li>• <i>Indigenous Community Worker and Indigenous Student Success Coach</i></li> </ul> <p><i>Indigenous Art Displays</i></p> <p><i>Outdoor Classrooms/Land-based Learning Environments</i></p>	<p><i>FNMI</i></p> <ul style="list-style-type: none"> <li>• <i>Smudging AP</i></li> <li>• <i>Honoraria AP</i></li> <li>• <i>4Seasons of Reconciliation Training</i></li> <li>• <i>TRC Calls to Action</i></li> <li>• <i>Continued Professional Learning regarding Indigenous Perspectives and Ways of Knowing</i></li> <li>• <i>Mandatory Indigenous Studies 10</i></li> </ul>	<p><i>ISSI</i></p> <ul style="list-style-type: none"> <li>• <i>Yorkton Tribal Council</i></li> <li>• <i>Cote First Nation</i></li> <li>• <i>Keeseekoose First Nation</i></li> </ul> <p><i>Reciprocal Learning</i></p> <ul style="list-style-type: none"> <li>• <i>Cowessess First Nation</i></li> <li>• <i>Kahkewistahaw First Nation</i></li> <li>• <i>FNMI Advisory Council</i></li> </ul>
<p><i>Positive Behavior Supports</i></p> <ul style="list-style-type: none"> <li>• <i>Student Discipline/Support</i></li> </ul> <p><i>Non-Violent Crisis Intervention</i> <i>Mental Health</i></p> <ul style="list-style-type: none"> <li>• <i>Mental Health First Aid</i></li> <li>• <i>FRIENDS</i></li> </ul> <p><i>School Counselors</i></p> <p><i>Spectrum Disorders</i></p> <ul style="list-style-type: none"> <li>• <i>Self-Regulation Strategies</i></li> </ul> <p><i>Inclusive Classrooms</i></p>	<ul style="list-style-type: none"> <li>• <i>Private Counselling Offices</i></li> <li>• <i>Sensory Rooms</i></li> <li>• <i>Self-Regulation Spaces</i></li> </ul>	<p><i>Traumatic Events Response</i></p> <p><i>Violent Threat Risk Assessment</i></p>	<p><i>Child &amp; Family Services</i></p> <p><i>RCMP</i></p> <p><i>Mental Health &amp; Addictions</i></p> <p><i>Triple P Parenting</i></p> <p><i>SIGN</i></p> <p><i>Transitioning Youth to Employment</i></p>



<i>Functionally Integrated Classroom Opportunities</i>			
<i>Oversee and Support “all” Teaching and Learning priorities</i>	<i>Oversee and Support “all” Social and Physical Environments</i>	<i>Student Voice:</i> <ul style="list-style-type: none"> <li>• <i>Student Senates</i></li> <li>• <i>Board Advocacy Sessions</i></li> </ul> <i>OurSchool Survey:</i> <ul style="list-style-type: none"> <li>• <i>Sense of Belonging</i></li> <li>• <i>Intellectual Engagement</i></li> <li>• <i>Feeling Safe at School</i></li> <li>• <i>Anxiety</i></li> </ul> <i>SOS-Q Survey:</i> <ul style="list-style-type: none"> <li>• <i>SOS-Q Administrator Handbook</i></li> </ul> <i>Student Discipline/Support</i> <ul style="list-style-type: none"> <li>• <i>AP</i></li> <li>• <i>Discipline/Support Hearing Procedure</i></li> <li>• <i>Smoking AP</i></li> <li>• <i>Drug &amp; Alcohol AP &amp; Flowchart</i></li> </ul>	<i>School Community Councils</i> <ul style="list-style-type: none"> <li>• <i>Senior Leadership attendance</i></li> <li>• <i>SCC Symposiums</i></li> <li>• <i>School Pantry Projects</i></li> <li>• <i>School Nutrition Programs</i></li> </ul> <i>Cote First Nation Agreement</i>  <i>Pastoral Care in Schools</i> <ul style="list-style-type: none"> <li>• <i>GSSD Guidelines</i></li> </ul> <i>Big Brothers Big Sisters</i>

GSSD has done considerable work in CSCH over the last number of years and the work continues through a division CSCH Committee. This year, GSSD has budgeted \$112,585 to support CSCH directed initiatives. Some targeted areas include the Officer of the Treaty Commissioner supports, Cultural Advocate/Elder Contracted Services, Special Programs at Columbia, Dr. Brass, Kamsack Comprehensive Institute, and Yorkton Regional High School, Indigenous Advisory Council, and the Community Pantry Project at Dr. Brass

Within the budgeted amount, GSSD has also targeted \$40,000 that will be accessible to schools through an application process. To date, GSSD has received four applications connected to various pillars. This year, CSCH is focusing on continued work in the areas of inclusion, gender & sexual diversity, First Nation Métis Inuit engagement, connectedness to the school community, nutrition, and mental health.

## **Mental Health First Aid**

The Mental Health First Aid (MHFA) training program was developed by The Mental Health Commission of Canada. MHFA is the support provided to a person who may be experiencing a decline in their mental well-being or a mental health crisis. School staff are trained to recognize a change in behaviour, respond with a confident conversation and guide to appropriate resources and support. MHFA training has been endorsed by the Public Health Agency of Canada as being an evidence based, best practice program. It has been shown to have a high impact for positive changes to reach goals of increasing knowledge about mental well-being and how to support. It further has been shown to have excellent quality of research and evaluation and confirms the intervention’s high impact on participants.

Wotherspoon highlighted the following key discussion points:

- Good Spirt School Division has partnered with Saskatchewan Health Authority to deliver the MHFA to staff.
- Since 2017, eight sessions have been offered to GSSD employees that have trained approximately 117 staff.
- The goal of the GSSD mental health committee is to have a team of staff in each school trained in MHFA.
- There is at least one staff member trained in MHFA in all GSSD schools except for 2 of our colony schools.
- Another MHFA session is scheduled for January 2022.
- The Mental Health First Aid training highlights the work GSSD is doing, and the community partnerships being created to support staff and student mental wellness.
- Some statements from recent GSSD participants of MHFA training:
  - I appreciate the knowledge and skills gained. A better understanding and the tools to have conversations and provide support to those I work with.

- What I liked is that I was able to think about current students and their situations and apply it to the training. It helped me better understand those students that I work with daily. I kept thinking about how helpful this would have been early in my career before I started learning these things the hard way.

Good Spirit School Division is grateful for the financial commitment from the Ministry of Education’s Targeted Funding to Support Mental Health Training opportunities such as this.

## Factors That Affect Student Achievement

Wotherspoon noted that outcome-based grading focuses on the student’s ability to demonstrate the breadth and depth of the knowledge or skills outlined in a curriculum outcome. Effort, motivation, attendance, and behaviour play an important role in student learning but are reported separately through the Factors that Affect Student Achievement (FASA). The Factors that Affect Student Achievement are in alignment with the Broad Areas of Learning outlined in all Kindergarten to Grade 12 curricula.

FASA data was collected from Term 1 report cards in Grades 1-8. On average, 85% or more students in Grades 1-8 are usually or consistently demonstrating learning behaviours aligned with Lifelong Learning, Sense of Self and Engaged Citizen. Work habits see 75% & 77% of students usually or consistently demonstrating this learning behaviour. The data would suggest an opportunity to explicitly teach work habits to grade 1-8 students.

FASA	Grade 1-4 Average % consistently/usually	Grade 5-8 Average % consistently/usually
Lifelong Learner	88%	86%
Sense of Self	88%	89%
Engaged Citizen	85%	85%
Work Habits	75%	77%

Grade 9-12 FASA data will be available at the end of Semester 2.

## GSSD Professional Development Opportunities

January 28 & February 1, 2022

- Mental Health First Aid 2 Day Training

February 1, 2022

- Developing Self-Regulation and Social Emotional Skills in Early Years
- Using Holistic Rubrics in Writing and Math (Grades 1-5 Teachers)
- Digital Support for Blended Learning (Grade 6-9 Teachers)
- Using Assessment Strategies to Support Student Learning in High School
- Library Technicians PD Day
- Using Holistic Rubrics in Writing and Math (Grades 6-9 Teachers)
- Digital Support for Blended Learning (Grade 1-3 Teachers/ Seesaw Users)
- Digital Support for Blended Learning (Grade 4-5 Teachers/ Google Classroom Users)
- Transfer, Lift, and Repositioning PD
- St. John’s Ambulance Opioid Poison Training

March 9, 2022

- Non-Violent Crisis Intervention 1 Day Spring Refresher

## Administrative Procedure Updates

Morris provided a listing of the Administrative Procedures which went up for feedback, went through the approval process and have been posted to the GSSD website:

- [102 School Level Planning and Reporting](#)
- [165 Safe Schools](#)

- [307 Safety of Student Arrival](#)
- [308 Indoor Recess Noon Hour](#)
- [316 Administration of Medication To Students](#)
- [340 Attendance of Students](#)
- [359 Credit Recovery Credit Extension](#)
- [438 Certification Support Staff](#)

## Upcoming Important Dates

December 24, 2021	Good Spirit Education Complex Closed, 12 noon
January 4, 2022	Good Spirit Education Complex Re-opened
January 4, 2022	Ribbon Skirt Ribbon Shirt Day
January 17, 2022	January Board Meeting Prep, 9 – 10:15 am
January 18, 2022	TENTATIVE School Community Council Symposium, 7-8:30 pm
January 25, 2022	Davison, Grayson, Miller Boundary Review Meeting, 4:30 – 5 pm via Teams
January 27, 2022	Regular Board Meeting, 10 am – 5 pm, Birch Room
February 2022	Saskatchewan Aboriginal Story Telling Month
February 2022	Inclusive Education Month
February 6-12, 2022	Teacher/Staff Appreciation Week – <i>Pulling Together</i>
February 16, 2022	Pink Shirt Day
February 17, 2022	March 3 Board Meeting Prep, 9 -10:15 am via Teams
March 2022	One Book, One Province (Book: TBD)
March 3, 2022	Regular Board Meeting, 10 am – 5 pm, Birch Room
March 3, 2022	Public Section Executive Meeting, 1:00 pm – 2:30 pm – via Zoom
March 21, 2022	March 31 Board Meeting Prep, 9-10:15 am via Teams
March 31, 2022	Regular Board Meeting, 10 am – 5 pm, Birch Room
April 7, 2022	Public Section Executive Meeting, Saskatoon, time TBA
April 25, 2022	May Board Meeting Prep, 9-10:15 am via Teams
May 5, 2022	Regular Board Meeting, 10 am – 5 pm, Birch Room
May 26, 2022	Special Board Meeting, 1-5 pm, Birch Room
June 2, 2022	Public Section General Meeting and Professional Development Event, Saskatoon
June 3, 2022	Public Section General Meeting and Professional Development Event, Saskatoon
June 6, 2022	June Board Meeting Prep, 9-10:15 am via Teams



Upcoming Board Meetings: January 27, March 3, March 31, May 5, June 16, August 18  
 Location: Good Spirit Education Complex  
 To review [Board Policy 7 Board Operations](#), visit [gssd.ca](http://gssd.ca) > [Board](#) > [Policy Handbook](#) > [Board Operations](#).

### Submissions & Feedback

To submit photos or stories regarding the Board of Education or an individual Trustee in your school community, please contact [Heather.Morris@gssd.ca](mailto:Heather.Morris@gssd.ca).

For more information related to the Board of Education, visit our website at [gssd.ca](http://gssd.ca) > [Board](#)

### Contact Us

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[www.gssd.ca](http://www.gssd.ca)

*Building Strong Foundations to  
 Create Bright Futures*