

IN FOCUS

WITH GOOD SPIRIT SCHOOL DIVISION



September/October 2020

GOOD SPIRIT SCHOOL DIVISION 2020-21 STRATEGIC PLAN

Despite dealing with the complexities and challenges resulting from the COVID-19 pandemic, the Good Spirit School Division (GSSD) Board of Education approved [Policy 1 Foundational Statements](#) and the [Strategic Plan](#) during their August 27, 2020 meeting. GSSD's 2020-21 Student & Family goals continued with the incremental improvement targets connected to the Education Sector Strategic Plan (ESSP). As a result, the division will continue to collect data in early years, reading, writing, math, attendance, intellectual engagement, outcome-based reporting and graduation rates.

In addition to the goals outlined in the education sector strategic plan, GSSD has also chosen to focus on additional local priorities, such as improving internal processes, increasing people capacity and providing financial oversight.

To view GSSD's parent and public friendly plan, please visit gssd.ca > [Media Room](#) > under Reports, select 2020-2021 > [2020-21 Strategic Plan - Parent and Public Version](#).

For more information on GSSD's strategic plan, visit gssd.ca > [Division](#) > [Strategic Plan](#).

GSSD is proud of the accomplishments made by staff and students and look forward to showcasing a variety of the successes throughout the year!

STUDENT & FAMILY
INTERNAL PROCESSES
PEOPLE CAPACITY
FINANCIAL STEWARDSHIP

GOOD SPIRIT SCHOOL DIVISION STRATEGIC PLAN OVERVIEW – 2020-21

Foundational Statements

Motto
Students Come First

Mission
Building Strong Foundations to Create Bright Futures

Vision
Learning Without Limits ... Achievement For All

Values
Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

Aspirational Statements

- Student Learning & Well-being
- Equitable & Balanced Opportunities
- Accountability for All
- People Engagement
- Sustainable Infrastructure

Strategic Focus and Long-Term Goals

Student & Family

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.

By June 30, 2021, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
By June 30, 2021, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the June 2019 data.
By June 30, 2021, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.
By June 30, 2021, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.
By June 30, 2021, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from fall 2020 data.
By June 30, 2021, the three-year graduation rate will increase by 2% from the June 2019 data.
By June 30, 2021, the five-year graduation rate will increase by 2% from the June 2019 data.
By June 30, 2021, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from fall 2020 data.
By June 30, 2021, all students will achieve a 2% increase in student attendance based on the June 2019 data.
By June 30, 2021, GSSD will obtain an 80% parental satisfaction rating regarding COVID-19 supports and response.

Internal Process

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

By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development, review, and revision of administrative procedures.
By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development, review, and revisions of processes.

People Capacity

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

By June 30, 2021, GSSD will demonstrate a commitment to provide professional development and training to staff based on the four focus areas.
By June 30, 2021, GSSD will increase our organization's cultural competencies through division-wide processes and learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.
By June 30, 2021, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.
By June 30, 2021, GSSD will actualize an Early Years Engagement Network.
By June 30, 2021, GSSD will establish a First Nations, Métis and Inuit Engagement Network to enhance educational opportunities for Indigenous students.

Financial Stewardship

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 education.

By June 30, 2021, GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money, allowing the division to respond to the challenges of students and staff needs.

Baselines

Early Years Evaluation Fall 2018 to Spring 2019
Comparative Results:
Awareness of Self and Environment: **10% Increase**
Social Skills and Approaches to Learning: **8% Increase**
Cognitive Skills: **27% Increase**
Language and Communication: **10% Increase**
Physical Development—Fine Motor: **19% Increase**
Physical Development—Gross Motor: **10% Increase**

In June 2019, 79% of students in Grades 1 to 6 were at or above grade level in reading.	In June 2019, 64% of students in Grades 4, 7, & 9 were at or above grade level in writing.	In June 2019, 61% of students in Grades 2, 5, & 8 were at or above grade level in math.
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The number of Administrative Procedures & Forms reviewed or updated in 2019-20 was 43.

During the 2019-20 school year, GSSD provided over 115 professional development opportunities to staff

To find efficiencies and increase service provisions, GSSD implemented a new Human Resources, Payroll and Accounting system called Attributed RP during the 2019-20 year.

Welcome Back!

STUDENT AND FAMILY FOCUS

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Long-term Goals

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CELEBRATING TRADES AND TECHNOLOGY WITHIN GSSD

Good Spirit School Division (GSSD) is thankful for businesses in the Parkland region continuing to working with GSSD staff to provide apprenticeship opportunities for students. In the spring of 2020, GSSD began the process of developing a video which would bring awareness to the trades and technology opportunities.

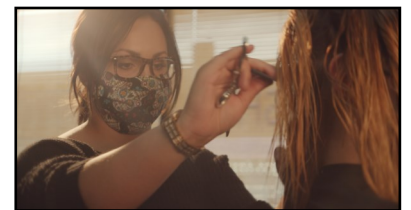
In collaboration with Gradient Films, Good Spirit released the “Pursuing a Career in Trades” video. The video features local Parkland business partners, former GSSD students who are now business owners and former GSSD students who are now Journey-persons.



The release of this video comes on the heels of the Skilled Trades and Technology Week proclaimed by the national body, Skills Compétences Canada (SCC) from November 1-8, 2020. The week long event is held to promote and raise awareness of skilled trade and technology careers to parents, youth and the public.

High School students can earn apprenticeship trade time while in school through trade courses in PAA/Arts Education and through the Sask. Youth Apprenticeship program.

Thinking about a skilled trade? Check out our Apprenticeship information for high school students. Visit gssd.ca > [PAA](#) and get started today!



ORANGE SHIRT DAY

September 30th, Orange Shirt Day, is the day for all Canadians to honour and acknowledge the experiences of residential school survivors, and to actively participate in the spirit of healing and reconciliation.

The Yorkton Regional High School (YRHS) honoured this day by holding a contest to design an orange shirt day logo.

The winner, **Cree Delorme**, had her design printed on 50 orange shirts which were then sold to staff and students as well as given away in a raffle.

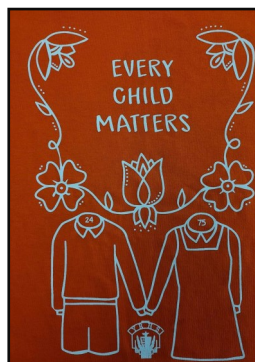
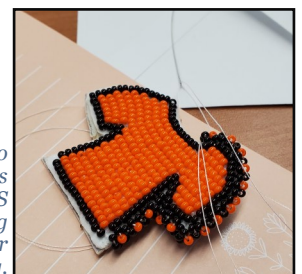


Photo above: Cree Delorme's t-shirt design.

Photo to the right: Two classes: Life Transitions 20 and Sewing 9 at YRHS worked on beading orange shirt pins for Orange Shirt Day.



INNOVATIVE LEARNING AT DR. BRASS SCHOOL

The 2020-2021 school year has brought about many changes and challenges in classrooms. From masks to sanitation schedules, students have had a start to their school year unlike any other. With all of these challenges, Dr. Brass Elementary has undertaken the challenge of enhancing the school experience for Yorkton students through innovation, passion, and play.

This journey to transform the school experience for students in the Prekindergarten to grade 8 context has led the school staff to a variety of hands on, experiential approaches that they believe to be the key to success for their students.

The team's main focus has been to make learning a hands on and play based approach. Although COVID-19 has put a few of their aspirations on hold, play based learning is very much alive at Dr. Brass. Most afternoons when you walk through the halls, you will see the youngest students learning through hands-on, explorative activities that keep students engaged and in love with their learning.

In the upper wing, students in grades 4-8 have been given the opportunity to take part in a variety of exciting learning opportunities. Dr. Brass is now home to **six learning academies**: Hockey Academy, Performing Arts Academy, Growing Citizens, Balanced Beings, Building Active Leaders, and Thunderbird Lodge.



Photo above: Performing Art Academy

Each academy is unique and offers something a little different. The Hockey Academy and Performing Arts Academy take in students from all across the division through an application process. Students spend every afternoon focusing on their craft and developing skills in their area. The outcomes that are not covered in their academy are then covered through FLEX education, a 35 minute period every day where students work independently, under the supervision of a teacher to complete online lessons.



Growing Citizens helps grade 4 and 5 students achieve a wide variety of outcomes with hands-on, minds-on exploration that brings learning to life and is led by a Little Green Thumbs Teacher. They grow food right in the classroom! Growing Citizens learn about agriculture, environmental stewardship, Indigenous perspective, social and emotional well-being, nutrition, fitness and arts education in nature! Growing Citizens is working towards creating an outdoor classroom for the spring of 2021.



Photo above: Growing Citizens program

Balanced Beings is a program that will strive to help students live a balanced life, setting goals for their emotional, physical and intellectual success, learning about healthy relationships with others, and discovering how they fit into the natural and spiritual environments around them. Learning is based on the belief in the interconnectedness of the world and how we fit into it.

The goals of this lifestyle include:

- Learning self-regulation techniques to understand our emotional selves.
- New challenges will increase our skill sets to understand and develop our intellectual selves.
- Play and work will help develop our physical selves.
- Connecting with culture and ceremony will develop our spiritual selves.



Photo above: Balanced Beings program

Continued on next page...

INNOVATIVE LEARNING AT DR. BRASS SCHOOL continued...

Building Active Leaders aims to take learning outside the classroom walls! Students explore their community through land based learning. They participate in outdoor activities, including canoeing, yoga, cross-country skiing and hiking. Students address society's most pressing social issues, both in Yorkton and around the world and develop skills to be physically and mentally healthy. They work towards building their self-confidence, developing leadership skills, and exploring their passions.



Photo above: Building Active Leaders.







Photo above: Thunderbird Lodge.

Thunderbird Lodge offers a wide range of opportunities for students who choose this way to learn. Every day of the week brings a new adventure. Twice a week students explore their social curriculum by going out into the community on quests. On Thursdays, students explore STEM related adventures like coding, robotics and video games. Students also learn about communication and structures through weekly Lego challenges. Thunderbird lodge also aims to focus on truth and reconciliation through routine involvement of Elders in our community.

Although it is early on in the adventure to change the way we approach education, Dr. Brass staff feel that through innovation, passion, and play they will be able to make a big difference in how students learn.

Dr. Brass has been fortunate to receive funding through grants and donations to help support these new, innovative approaches to education. Dr. Brass staff and students would like to thank Mosaic, Farm Credit Canada, and Agriculture Saskatchewan and some private donors for their support.

GOOD SPIRIT ESTABLISHES A NEW SCHOOL

 GSSD Digital Learning School Expectation Matrix			
	Students	Parents/Guardians	Teachers
Safe 	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces Encourage others to participate during discussion time 	<ul style="list-style-type: none"> Provide Students with a quiet learning environment Monitor online activity to ensure student safety and well-being 	<ul style="list-style-type: none"> Provide opportunity for students to share online concerns Record chat activity Work in a distraction free space
Respectful 	<ul style="list-style-type: none"> Follow teacher instruction during Zoom Listen attentively One speaker at a time: wait or use chat to respond when others are talking, during discussion time Respect others' cultures, opinions, and viewpoints 	<ul style="list-style-type: none"> Respect the online classroom environment Adhere to teacher office hours for contacting teacher 	<ul style="list-style-type: none"> Give students opportunities in the online environment Respect others' cultures, opinions, and viewpoints
Responsible 	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready Be present – avoid multitasking Use scheduled tutorial times to ask questions and get help 	<ul style="list-style-type: none"> Encourage students to work independently Encourage or support students to have all devices ready for learning 	<ul style="list-style-type: none"> Provide instruction, resources and assessment that align with the curricular outcomes Report during regular report card periods

As a result of COVID-19 and complications for re-entry to school, Good Spirit School Division has established a remote school offering Kindergarten to Grade 12 Saskatchewan curriculum for the 2020-2021 school year. All courses offered through the GSSD Digital Learning School (DLS) are designed to be delivered by a designated teacher through an online learning environment also supported by some print-based material.

The quick transition to remote learning resulted in transferring GSSD Coaches and in-class teachers to DLS. The teachers that were transferred from a school have been replaced with temporary teacher contracts; schools did not see a reduction in staff. The Coaches roles have been filled by the Student Support Coordinators, Superintendent of Education and Curriculum Coordinator.

Thank you to the digital learning staff for their leadership, innovation, and perseverance as the Division continues to work towards providing educational opportunities to 350 plus students.

For more information regarding DLS, please visit <http://www.gssd.ca/school/DLS>.

GSSD FEATURE STUDENT

The Good Spirit School Division has a long standing Motto—"Students Come First". The Board has recognized that our primary business involves educating, supporting, and growing outstanding students and individuals. Part of this process is recognizing excellence in student achievement. School staff are encouraged to nominate feature student artists, athletes, leaders, mentors, scholars, and writers.

To kick off our Feature Student of 2020, below is Pierce Desnomie from Dr. Brass School.



Pierce Desnomie is an amazing third grade artist at Dr. Brass School. He loves to create visual art pieces in Arts Education. He has enjoyed projects this year using different mediums including: pencil, marker, paint, crayon and pencil crayon.

Pierce not only likes to create masterpieces that are based in arts education, he loves to create drawings and pictures in his free time.

Any time that Pierce is finished other class work early, finished eating lunch, or any other time, he can be found with a paper and pencil sketching amazingly detailed pictures.

Mrs. Kitchen stated, "*Pierce deserves to be commended as a feature student for his exceptional talent in visual arts.*"

Congratulations Pierce!

Check out some of Pierce's amazing work that he has created so far this year. Keep up the great work Pierce!



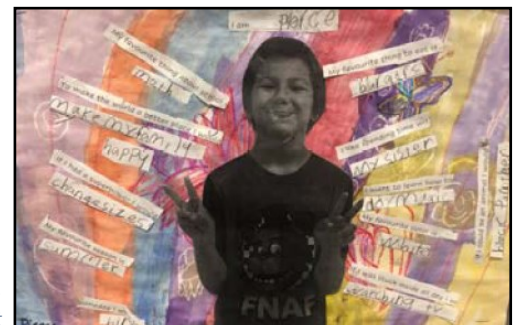
Art Work above:
The Important Thing About Me



Art Work to the left:
Flower



Art Work above: *Trees*



Art Work to the right:
Portrait

STORY WALK

A story walk is an unconventional, wonderful way for children of all ages to spend time outdoors while reading a book! Tess Berezowski, Regional KidsFirst (RKF) Community Developer, set up the first two story walks in King George Park located in Canora, followed by River Heights Park located in Langenburg.



Photo above: "Brown Bear Brown Bear What Do You See" was posted along an outdoor area.

Pages from a children's story were individually torn out and laminated, then positioned throughout an outdoor area for children – and adults – to stroll and enjoy. Pieces of coroplast were attached to trees, followed by the book pages being securely clipped on. Because our surrounding communities have such beautiful public parks with a great abundance of trees, a small activity was implemented with each of the two of the books chosen: "The Way I Feel" and "Brown Bear Brown Bear What Do You See" including an emotion awareness activity and a scavenger hunt. Families who participated were able to take in an interactive learning experience, improve literacy skills, and spend quality time outdoors with loved ones.



RKF look forward to implementing more Story Walks in the future, with some fun winter themed strolls coming up soon!

Stay up to date with Regional KidsFirst Yorkton Area on their [Facebook Page](#).

More information on RKF is available at gssd.ca > [Programs & Services](#) > [Regional KidsFirst](#).



OUTDOOR LEADERSHIP CLASS

Principal of Churchbridge Public School (CPS), Amanda Kornaga, wrote the outdoor leadership course two years ago with the intent of helping students understand and appreciate both Indigenous and early settler's beliefs about the land, its importance, and how to care for it while learning in, for, and about the outdoors.

A familiar face to the outdoor leadership class at CPS is Robert Severight. From setting a snare to traditional medicines, Severight connects and provides students with knowledge and perspectives that Kornaga cannot.



Photo above: Severight shows how to properly set a snare.



Photo above: Severight teaching the outdoor leadership 20 students about traditional medicines.



Photo above: Severight teaching demonstrating to students the importance of being able to provide.

"Severight has been an amazing addition to the class and the students look forward to his visits"

- Amanda Kornaga

MACDONALD SCHOOL—STUDENT VOTES

Student Vote is always an exciting time at Macdonald School, and the staff and students weren't going to let COVID-19 stop them. Each time there is a provincial, federal, or even municipal election, teachers Karen Hovind and Noelle Sapiuha like to engage their students in the process and encourage them to reflect on the communities they want to be a part of. They will, after all, be voters in only a few short years, so it's important to engage them in civics now so they feel prepared and ready to help shape the future.



The Grade 7, 8 & 9 students were lucky to speak with three of the local provincial candidates via Zoom in late October. Bonnie Galenzoski - NDP, Warren Kaeding – Sask Party and Trever Ratti – Progressive Conservative (PC) all spoke to students about their party's platforms, their personal goals and answered a ton of student questions. Trever Ratti happens to be a parent to two of the students at Macdonald School, so it was an extra special presentation. Seeing someone they know run in the election makes it all a little more accessible. Each candidate has a busy schedule, so thank-you to each for their time.

To help each class learn a bit about the election and share what was learned from the candidates, the students prepared grade appropriate presentations on party platforms and key election issues for the four parties running in the constituency. To engage and teach their younger peers the Grade 7,8, & 9 students presented via zoom to each classroom.

"It was so wonderful seeing our younger students also getting opportunities to learn about elections in creative and engaging ways!"

- Karen Hovind & Noelle Sapiuha

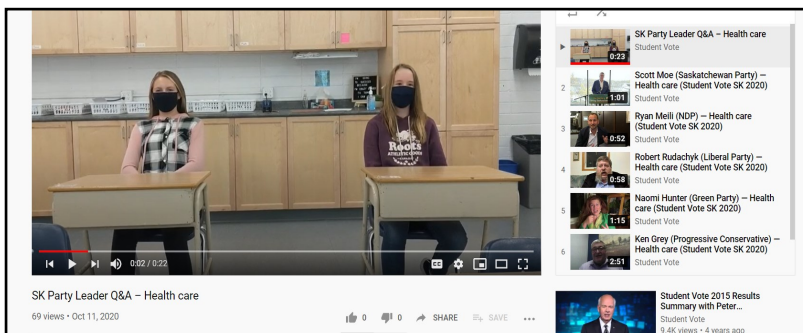
As a part of growing a school wide civics engagement program, the grade 1/2 class also participated in learning about elections and how they work through choosing a class mascot. They elected Sam the Gray Wolf after hearing several campaigns and platforms.



Students from grade 3-9 participated in the actual student vote on Thursday, October 22. Normally Macdonald School would run a school wide election in one space with election official roles, but this year, they voted in each cohort. Election results are available on the student vote [website](#).



GRAYSON SCHOOL—STUDENT VOTES



This year at Grayson School, the Grade 7-9 class participated in CIVIX's Student Vote program.

Part of the program is for students all over the province to submit questions to party leaders.

Five questions in the whole province are chosen, and one of them came from Grayson School!

Nevaeh Lang's question about Health Care was answered by **all** party leaders.

"How are you going to help provide reasonable health care for those in need in all parts of Saskatchewan?"

- Nevaeh Lang

To view the questions and answers visit: [Student Vote 2020](#).

FINANCIAL STEWARDSHIP

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 education.

Long-term Goals

- By June 30, 2021, GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the division to respond to the challenges of student and staff needs.

YORKTON REGIONAL HIGH SCHOOL MAJOR CAPITAL APPLICATION

Good Spirit School Division was thrilled to be selected to receive \$19 million of major capital funding which will allow for upgrades at Yorkton Regional High School (YRHS). The renovation will include upgrades to the school's mechanical system and building envelope. The timeline of this project is expected to take place over the next three to four years.

The YRHS opened its doors to students in 1967. There have been various mechanical and roof projects that have been undertaken since that time. Asbestos abatement has occurred in numerous areas of the building, however these projects had not addressed the significant issues that exist with the overall condition of the building envelope (roof and windows), as well as the mechanical ventilation and fire suppression systems.

The funding was announced publicly during a press conference held at the Yorkton Regional on September 21, 2020. Deputy Premier and Education Minister joined the Highways and Infrastructure Minister and Yorkton MLA, along with Good Spirit representatives to announce that renovation planning has started.

"Our government recognizes the importance of maintaining our existing education infrastructure, to ensure students and staff have a welcoming learning environment for years to come," Wyant said.

"These school improvements will serve the Yorkton community and will support job growth in our province."

"We are thrilled to be selected to receive this major capital funding that allows for the upgrades at Yorkton Regional High School," Good Spirit School Division Board Chair Bob Simpson said. "Thank you to Minister Wyant and the Government of Saskatchewan for providing the resources needed to ensure the Yorkton Regional High School continues to live their motto of 'In Pursuit of Excellence' for another 50 years."

To view the news release in its entirety, visit [Saskatchewan.ca/government/news-and-media/2020/September/21/Yorkton-regional-high-school](https://saskatchewan.ca/government/news-and-media/2020/September/21/Yorkton-regional-high-school).



Photo above: Deputy Premier and Education Minister, Gordon Wyant, announcing the project.



Photo above: GSSD Board Chair, Bob Simpson, celebrating the accomplishments of the YRHS and thanking the Government of Saskatchewan for the resources



Photo to the left: Yorkton MLA, Greg Ottenbreit, talked about the importance of the YRHS in the community and Parkland Region.



Photo above: GSSD Director of Education/CEO, Quintin Robertson, was available to answer questions of the media.

MOSAIC EXTREME MAKEOVER

Ten schools in Saskatchewan received a \$10,000 grant to support student nutrition after being selected to win this year's Mosaic Extreme School Makeover Challenge.

Kamsack Comprehensive Institute (KCI) is one of the schools receiving a \$10,000 grant. The project highlights include: providing and supporting outdoor education, include teachings of Saulteaux Elders and working to engage parents in activities and workshops.

KCI started their celebration of receiving the grant by hosting a bacon/egger/milk breakfast for 138 grade 5-9 students on October 9, 2020. Included in the breakfast was a presentation regarding food groups that contribute to nutritious meals.

The grants received by the school go toward projects which have goals connected to:

- building or renovating the kitchen, garden and other indoor and outdoor facilities;
- enhancing, through courses, clubs and other efforts, the learning opportunities available for students, families and communities about topics including nutrition, cooking, Indigenous traditional knowledge and environmental sustainability;
- promoting reconciliation and celebrating cultures; and,
- implementing or increasing breakfast, lunch and other programs.

To encourage grassroots initiatives to help improve student nutrition, the Mosaic Challenge began in 2006. Mosaic and the SSBA have continued to partner for the initiative since then.



Photos above: Students from grade 5 to 9 enjoying their breakfast sandwiches

CREDIT UNION GIVES BACK

Crossroads Credit Union provided funding for Canora Composite School (CCS) to purchase new furniture to enrich their classrooms. Among the purchases were tall team tables and workstations, hush pods and stand-up desks.

GSSD and CCS would like to thank Crossroads Credit Union for meeting the diverse needs of students!

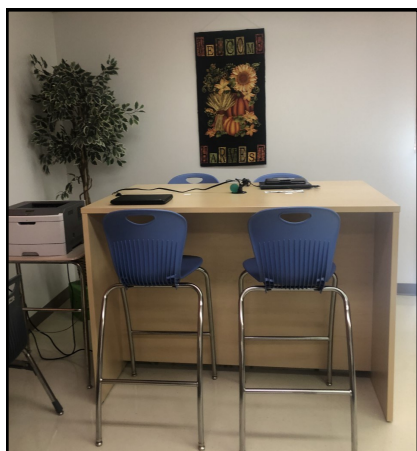


Photo above: The Tall Team Table and Workstation is the first choice for most students. The tall chairs, wide work space and power data ports support technology and comfortable learning.

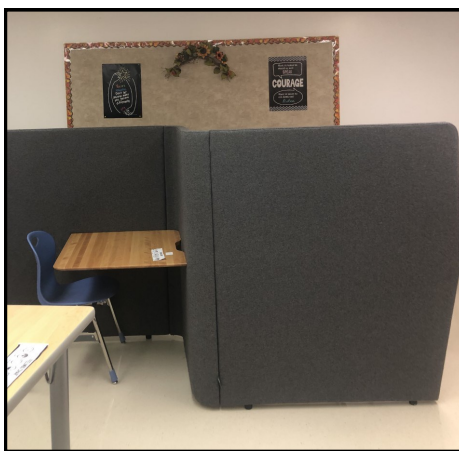


Photo above: The Hush Pods are independent work areas that are ideal for learners who need a very quiet secluded work space. The Hush Pods are a refreshing workspace with safe distancing.



Photo above: The Stand-up desks have adjustable heights to desensitize if the students are experiencing sensory overload.

PEOPLE CAPACITY FOCUS

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GOOD SPIRIT SCHOOL DIVISION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

PD Event	Date	Topic /Topic / Outcome
New Teacher Orientation	August 18, 2020	Teachers new to GSSD met via Zoom, to ensure they have strong foundations as they began teaching within our division.
Math - Knowledgehook Lead Teachers Orientation Session	August 26, 2020	This orientation session introduced lead teachers to the programs, highlighting its formative assessment capabilities and engaging lessons which can be used in a blended learning environment.
COVID-19 Training	August 28, 2020	GSSD staff were taught practical strategies to manage the physical and emotional health requirements of entering school while facing a pandemic.
Fountas and Pinnell (F&P) Benchmark Assessment (BAS) Training	September 3, 2020	This session was for Grades 1-6 English Language Arts teachers who had not previously had F&P training in GSSD. The purpose of this session was to provide training for teachers to effectively administer the F&P BAS.
Levelled Literacy Intervention Training	September 4, 2020	This training was for new interventionists that will be teaching Levelled Literacy Intervention (LLI) in the 2020-21 year. The purpose of the session was to train interventionists new to LLI that have not received GSSD LLI training.
Mathology Orientation Session	September 4, 2020	Mathology training was for Grades 1-4 teachers new to Mathology. The session focused on how teachers can implement the program in their classroom.

NEW TEACHER ORIENTATION

The New Teacher Orientation was held on Tuesday, August 18 via Zoom. The day was intended to ensure that the newest teaching staff start out with a strong foundation at the onset of their career with GSSD.

As part of the orientation, the newest professional staff were introduced to the Director of Education, Superintendents of Education, Coaches and Coordinators who will support them throughout their first year and beyond.

The day also included an overview of the strategic priorities of the GSSD, the role of the Director of Education and an overview of important Administrative Procedures of the division. Good Spirit would like to **welcome the 21** new teachers who started the 2020-21 school year!

OCTOBER 26, 2020, NON-STUDENT SCHOOL DAY

In the spring of 2020, divisions across the province were required by the Ministry of Education to adjust their 2020-21 school year calendar by designating October 26, 2020, as a non-student day so that buildings could be used for provincial election polling stations. GSSD staff utilized this non-student day by focusing half on suggested prep work and a half on professional development. The table below provides a snapshot of what the day looked like for each staff member.

Role	Professional Development	Suggested Prep
Administrators	<ol style="list-style-type: none"> Edsby (Lead Teachers will provide training in the afternoon) NVCI (if identified as a team member) 4 Seasons of Reconciliation 	<ol style="list-style-type: none"> Remote Service Delivery <ul style="list-style-type: none"> Link: Remote Learning Google Classroom Seesaw
Administrative Assistants	<ol style="list-style-type: none"> Edsby/MSS - 8:30-11 am 4 Seasons of Reconciliation 	
Caretakers	Regular Workday	
Educational Assistants	<ol style="list-style-type: none"> TEAM Orientation (Priority) NVCI (if identified as a team member) 4 Seasons of Reconciliation Rime Magic Training – 9:00 am – 10:00 am Jody Carrington – How to Connect with Kids These Days EA Professional Development on the GSSD Portal 	<ol style="list-style-type: none"> Supports for students in the school and Digital Learning
Indigenous Community Worker, Coordinator & Coaches	<ol style="list-style-type: none"> Setting Direction/Team Building 4 Seasons of Reconciliation 	
Library Technicians	<ol style="list-style-type: none"> Role of the Library Tech in Remote Learning <ul style="list-style-type: none"> Elementary – 9:00-11:30 am High School – 1:00-3:30 pm 4 Seasons of Reconciliation 	
Professional Service Providers (SSCs, OT, Ed Psych, SLP, SLPA, Counsellor)	<ol style="list-style-type: none"> 4 Seasons of Reconciliation Jody Carrington Access Instructions to Your Prepaid Enrollment 	<ol style="list-style-type: none"> Support for Digital Learning Students Remote Service Delivery <ul style="list-style-type: none"> Link: Remote Learning Google Classroom Seesaw
Student Support Teachers	<ol style="list-style-type: none"> Edsby (Lead Teachers will provide training in the afternoon) TEAM Orientation Support NVCI (if identified as a team member) 4 Seasons of Reconciliation 	<ol style="list-style-type: none"> Support for students in Digital Learning & School Remote Service Delivery <ul style="list-style-type: none"> Link: Remote Learning Google Classroom Seesaw IIP Refinement
Kindergarten Teachers	<ol style="list-style-type: none"> NVCI (if identified as a team member) 4 Seasons of Reconciliation Ministry of Education Literacy Practices in Kindergarten Modules 2016 	<ol style="list-style-type: none"> Enter EYE-TA data Remote Service Delivery <ul style="list-style-type: none"> Link: Remote Learning Google Classroom Seesaw
Grade 1-12 Teachers	<ol style="list-style-type: none"> Edsby (Lead Teachers will provide training in the afternoon) NVCI (if identified as a team member) 4 Seasons of Reconciliation 	<ol style="list-style-type: none"> Remote Service Delivery <ul style="list-style-type: none"> Link: Remote Learning Google Classroom Seesaw Grade 1-3 Mathology Grade 4-9 Knowledgehook

GSSD Administrative Council would like to **thank the schools and facilities department** for moving furniture and resources to accommodate the elections and ensuring that the classroom space was ready for students upon their return to school on October 27. Your dedication and work ethic is truly appreciated!

2020 BOARD ELECTIONS

The Good Spirit School Division elects 11 board members for a four-year term, three of which represent the City-of-Yorkton at Large.

- Subdivision #1 - Villages of Arran, Pelly and Togo, the Towns of Kamsack and Norquay, and associated rural areas.
- Subdivision #2 - Villages of Endeavour, Hyas and Stenen, the Towns of Preeceville and Sturgis, and associated rural areas.
- Subdivision #3 - Villages of Buchanan, Invermay and Rama, the Town of Canora and associated rural areas.
- Subdivision #4 – Villages of Calder, Ebenezer, MacNutt, Rhein and Theodore, the Town of Springside and associated rural areas
- Subdivision #5 – Villages of Atwater, Bangor and Waldron, The Towns of Bredenbury, Churchbridge, Langenburg and Saltcoats and associated rural areas.
- Subdivision #6 – Villages of Duff, Goodeve, Grayson and Killaly, the City of Melville and associated rural areas.
- Subdivision #7 – Villages of Bird's Point, Gerald, Stockholm, Tantallon, Westend and Yarbo, the Town of Esterhazy and associated rural areas
- Subdivision #8 – Key First Nation Reserve No. 65
- City-of-Yorkton at Large – 3 members

Elections are an integral part of the democratic process to ensure that all areas of our division are equally represented. In this way, ratepayers have input through the "power of the pen" to elect who they feel will best represent them at the board table.

On October 8, 2020, the Returning Officer announced an abandonment of poll. The following Trustees have been elected by acclamation:

- Sub-Division No. 1 – Jaime Johnson
- Sub-Division No. 2 – Christopher Balyski
- Sub-Division No. 3 – Shannon Leson
- Sub-Division No. 5 – Lois Smandych
- Sub-Division No. 6 – Bob Simpson
- Sub-Division No. 8 – Gilda Dokuchie
- Yorkton-at-Large
 - ◇ Gordon Gendur
 - ◇ Jan Morrison
 - ◇ Steve Variyan

An election will take place in Subdivisions 4 & 7. Election day is on November 9, 2020 but there are several ways to vote including:

- Mail in Ballots – Applications were accepted between September 28 and October 23.
- Advance Polls – November 2 – 5, 2020
- Regular Polls – November 9, 2020

In order to vote you must meet the following criteria:

- You must be a Canadian citizen and at least 18 years of age on the day of the election;
- You must reside in Saskatchewan for at least six (6) consecutive months; and
- You must be a resident within Good Spirit School Division No. 204 for at least three (3) consecutive months.

Please visit [gssd.ca/Board/Elections](https://www.gssd.ca/Board/Elections) for more details.

Results from the election will be declared at the Good Spirit Education Complex, 5B Schrader Drive, on **November 10, 2020 @ 1:00 pm.**

GSSD STAFF COVID-19 TRAINING

On August 28, 2020, nearly 500 Good Spirit School Division staff were joined by five fourth-year nursing students and their faculty advisors from the University of Regina, University of Saskatchewan, and Saskatchewan Polytechnic. During the sessions, staff taught the practical strategies needed to manage the physical and emotional health requirements of entering school while facing a pandemic. The lead of the Cygnus Group, GSSD's contracted services provider for COVID-19 planning, provided an additional presentation explaining details related to virus characteristic and viral load.

If you are interested in educating yourself on COVID-19, you may access resources by visiting gssd.ca > [COVID-19 Response](#) > [Covid-19 Updates from GSSD](#) > [Parent Covid-19 Resources](#).

Within the [COVID-19 Response](#) section of the website, you will also find COVID-19 Updates and At Home Learning Support materials.

COVID-19 Learning Resource for Families
The following information was adapted from learning materials provided to all GSSD staff and students. The materials were developed by our medical health experts from the Cygnus Group.

Resource Videos

- **Sanitization Routine: Which The Difference?** 7 min 49 seconds
- **Infection Control Practices in Classroom & Home/Gym/Store** 10 min 20 seconds
- **How to Wash Your Hands** 14 seconds
- **How to Clean Your Face with Alcohol-Based Hand Sanitizer** 1 min 18 seconds
- **Physical Distancing** 1 min 14 seconds
- **Information on When and How to Use a Mask** 1 min 22 seconds
- **Respirator Mask** 1 min 18 seconds

Facts About Personal Protective Equipment (PPE)

Masks
The mask is worn to contain large particles and the eye protection protects your eyes from exposure to droplets (other people's germs). Masks should be used as part of a comprehensive 'Do it all' approach, including physical distancing, avoiding crowded, closed and close contact settings, improving ventilation, cleaning hands, covering sneezes and coughs, and more.

Procedures and handgels masks

- They both provide the same level of protection. However, procedures masks have ear loops and surgical masks have ties. Procedures masks/handgels mask the system are often interchangeable. These masks are not to be used as KN95 or N95.
- Are worn to 'keep germs in' and keep big chunks out. They do not keep airborne viruses out. They reduce the risk of you spreading your droplets.
- Worn when risk of bodily or other fluids/droplets may come in contact with your mouth such as mixing fluids, dust, dirt

Fit and gaps masks

- 'N' means NOT resistant to oil. '95' means filter out 95% of airborne particles under standard conditions.
- Some procedure masks do not even snug and to ensure fit the user the person is shaking it fitted, health care workers and those that are exposed to high levels of risk of transmission wear those medical grade N95 and KN 95.
- There are many different shapes of N95 masks as there are many different shapes of faces.
- Typically N95 masks are properly fitted for a perfect seal in a procedure called a 'fit test' (SBA/person) however, because contractors will come in contact with much more virus particles in their workplace sites. Even without fit testing respirator masks provide more protection against any droplets that may become airborne. They are very expensive and any health care worker will tell you they are not very comfortable to wear.

Cloth masks

- Cloth or fabric masks are advised for use by the general public when physical distancing cannot be maintained, as part of a comprehensive 'Do it all' approach, including improving ventilation, cleaning hands, covering sneezes and coughs, and more. Cloth masks are a key measure to reduce transmission of COVID-19. Cloth masks reduce potential exposure risk from an infected person when they have symptoms or not. People wearing masks are protected from getting infected. Masks also prevent potential transmission when worn by a person who is infected.

Face shields

- Face shields are worn when there is risk of bodily or other fluids/droplets may come in contact with your eyes or when you might find yourself approaching a situation where body fluids may be present.
- If face shields are not available, then protective eye goggles that seal to the face and if a person wears glasses they must also have protection goggles to provide protection on fluids cannot enter from above, side or below.
- ALWAYS WASH YOUR HANDS AFTER FACE SHIELD REMOVAL, because you might have come in contact with a contaminant while you were removing your face shield.

Covid-19 Updates

At Home Learning Support

Covid-19 Updates from GSSD

Social Distancing

Contact your Teacher

Support: Google Classroom - Seesaw - Zoom

Supplemental Learning Plans

VTRA LEVEL 1 TRAINING



Photo above: L to R: Shaune Beatty (VTRA Level 1 Trainer), Shawn Kostiuk (Tech), Jeff Simpson (VTRA Level 1 Trainer) and Shelly Westberg (VTRA Level 1 Trainer) provided the course online to 69 participants.)

Sixty-five participants from across Saskatchewan took part in the Violent Threat Risk Assessment (VTRA) Level 1 training.

Due to COVID-19, the VTRA two-day training was delivered virtually on October 26 and 27.

Division staff, Society for the Involvement of Good Neighbours (SIGN) staff members and other community partners such as mental health, social services, youth probation, and RCMP were taught the multidisciplinary process of determining whether a threat maker actually poses a risk to a target(s)

they have threatened. Participants learned how to assess youth with history of violence for further or more serious violence potential.

GSSD is thankful for three local Level 1 Trainers, Shaune Beatty, Jeff Simpson, and Shelly Westberg, for bringing their expertise in delivering the training.

GSSD is looking forward to the VTRA Level 2 training, where the community protocol will be re-signed. The Yorkton Area Community Threat Assessment and Support Protocol allows sharing of information which will assist in keeping the communities safe.

VTRA Level 2 with Kevin Cameron from the North American Center for Threat Assessment and Trauma Response will be held virtually on November 17 and 18, 2020.

SCHOOL COMMUNITY COUNCIL MEETING

Because the school day looks so different this year, Senior Administration wanted to have a pulse on what families were experiencing and feeling. On September 17, 2020, Quintin Robertson, Director of Education, delivered a presentation to 45 School Community Council (SCC) members who were interested in joining via Zoom video conference.

Director Robertson started out by sharing that there are numerous organizations and individuals who guide GSSDs decisions regarding COVID-19 safety measures including the Deputy Minister of Education, Chief Medical Health Officer, Local Medical Health Officer, Saskatchewan School Boards Association, League of Educational Administrators Directors and Superintendents, and Board of Education.

GSSD had purchased a product called Vital Oxide to disinfect division facilities and buses. Following the first week of school, the division received feedback that the product caused discoloration in some clothing. It was determined that after multiple applications within a short period of time, a buildup of the product could contribute to the discoloration



Photo above: Quintin Robertson, delivers a video message regarding Vital Oxide released to the GSSD Youtube page September 2020.

of clothing. Director Robertson shared with the SCCs that the Facilities Team worked on a dilution ratio that would still be effective but would no longer discolor clothing and that families, with children who had damage to their clothing, were asked to email the facilities department so that GSSD could reimburse them. He also shared that moving forward, schools will receive one disinfection per day with Vital Oxide at a 9:1 ratio applied with a Victory Electrostatic Sprayer during the hours of 3:45 pm and 6:00 pm and will be cleaned with soap and water with the standard rag and pail technique between 6:00 pm and 8:45 am. This process may change as more information is collected.

Director Robertson shared information regarding the newly established Digital Learning School including the staff list and course delivery options.

A couple of videos that were highlighted throughout the presentation include:

- [GSSD Back to School](#)
- [Innovative Programming](#)
- [Becoming a Trustee](#)

There was, and continues to be, some anxiety associated to students being in school due to the possibility of spreading the COVID-19 virus. Members of the School Community Council were very thankful for the opportunity to receive information firsthand.

One SCC member responded by saying *“That was such an interesting, informative meeting. Thank you to everyone who put all the information together. It is going to be a good year. The preparation is amazing.”*

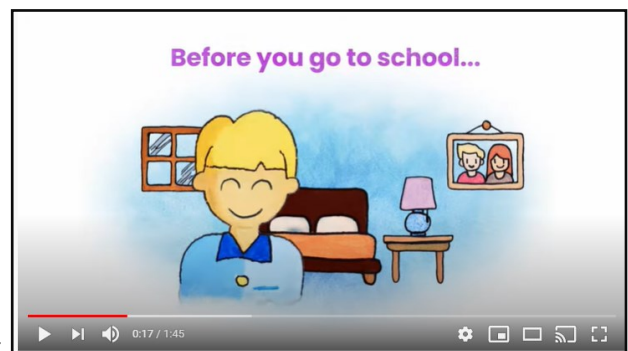


Photo above: A screen grab from the GSSD Back to School video.

The 2020-21 school calendars have been posted on the gssd website. For a direct link to the calendar, click [here](#).

DR. BRASS PERFORMING ARTS ACADEMY



Good Spirit seeks out partnerships with individuals and organizations in the attempt to enhance educational opportunities for both students and staff. During the 2019-20 school year, the school division reached out to the **Free My Muse** drama studio and **Dance Innovations** to discuss how they might support the Division's vision. As a result, GSSD has joined forces with the artistic directors from both studios to enhance the educational opportunities for the students of Dr. Brass School. Good Spirit is pleased to welcome Miss Carrie and Miss Tammy to the Dr. Brass Performing Arts Academy.

OUTSTANDING FEMALE COACH AWARD



Photo above: Mr. Cliff Prestie and Mrs. Arlene Prestie receiving her award.

Arlene Prestie, a middle years Math and English teacher at Preeceville School, recently received the Saskatchewan High School Athletic Association's (SHSAA) **Outstanding Female Coach Award**. A fellow staff member had nominated her for the prestigious award. Prestie began coaching both volleyball and basketball in 1997, and has coached extra curricular activities consecutively for 25 years.

She says that she has coached almost every sport during her career, both at the junior and at the high school level. In the last number of years she has focused specifically at the high school level, coaching basketball and volleyball. In 2018, she took the Preeceville Schools Girls Volleyball Team to Provincials (after them placing 2nd in Regionals) which was a huge success. When asked what she does in her free time, she said, "Coach!"

Thank you Mrs. Prestie on your commitment to students.

Congratulations on your well deserved award!



GSSD CELL PHONE PILOT PROJECT

The GSSD Transportation team is working towards **improving communication** between the division and bus drivers, as well as between bus drivers and families.

Eighteen GSSD bus drivers participated in a cell phone pilot project two-hour training session on either Thursday, October 29 or Friday, October 30. Shawn Kostiuik and Cory Stupak from the GSSD Technology Services Department guided the drivers through a session with the division owned and managed iPhone 11 SE.



The drivers were shown how to set up the initial security of the phone, review the settings within the phone, and how to access multiple division systems.

The drivers were asked to provide feedback to help with implementing the project division-wide. The initial feedback collected includes further discussion regarding settings and the layout of the phone. Future training sessions will include setting up bus family group texts and a review of SchoolMessenger.

INTERNAL PROCESS FOCUS

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

Long Term Goals

- By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development and revision of processes and administrative procedures.
- By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development, review, and revisions of processes.

TRANSITION TO REMOTE LEARNING

During the months of September and October, Director of Education, Quintin Robertson, held approximately 12 Traumatic Events Response Team (TERT) meetings with school administration, Saskatchewan Health Authority (SHA) officials, GSSD Trustees, and GSSD Administration including the Deputy Director, Superintendent, Assistant to the Director, Facility Manager, Technology Coordinator and Digital Learning Coordinator due to individuals connected to the school testing positive for COVID-19. To minimize the risk of transmission, five GSSD schools were required to have one or more classrooms move to remote learning instruction for two or three weeks.

The largest school within GSSD, the Yorkton Regional High School, had an outbreak declared. After 14 days of instruction, the Yorkton Regional High School (YRHS) had their first reported case of COVID-19. Within 24 hours that case turned into four cases, with over 100 close contacts. As a result, the decision was made by GSSD Senior Leadership, the Local Medical Health Officer (LMHO), the Ministry of Education, Board of Education, and School Administration to transition into remote learning for the entire student population of the YRHS. On September 29, 2020, remote instruction began and over the next several weeks, teachers and support staff did an amazing job engaging their students in meaningful learning opportunities. On October 19, 2020, classes resumed at the YRHS. Staff and students have worked diligently to complete their Penta one classes and to prepare for Penta two without further COVID-19 incidents. On October 26, 2020, the LMHO officially declared the outbreak at the YRHS closed - to view the letter from SHA, visit gssd.ca > [COVID-19 Response](#) > [Covid-19 Updates from GSSD](#) > [2020 10 26 COVID-19 School Outbreak Declared Over at YRHS](#).

The four other schools within GSSD that were impacted by positive COVID-19 case(s) connected to their school, were required to transition individual classrooms to full mandatory remote instruction. A GSSD teacher who moved to full remote instruction shared the following about the experience:

"It wasn't a surprise when the class had to move to full remote instruction due to a positive COVID-19 case. The school and division both handled the transition quite well and students' families were all personally contacted and given support. Technology was distributed as required. Communication was shared clearly and in a timely fashion.

Although there was no written communication outlining explicit expectation regarding instruction, details were clearly verbally communicated. My class remained about two-thirds connected during the week of remote learning. I appreciated that students felt supported and that many students continued to engage in learning at home. However, I did not really enjoy the remote learning experience overall, as I would much rather be working in a classroom setting. Upon returning to school the students all seemed very happy to be back in our usual classroom setting. The remote learning experience made us appreciate the time we actually spend together.

The challenges associated with remote instruction included keeping students engaged in class zoom meetings, unless the meetings were quite brief, and assisting students with their learning remotely. I noticed that by the end of the remote learning week students were participating less stringently than at the beginning. Upon returning to school, the students who fully engaged with remote learning were further along than the students who didn't engage therefore there was some catch up to do."

The Good Spirit School Division and Board of Education would like to **thank each and every staff member** for their professionalism and leadership during these unprecedented times and for continuing to model the motto of "Students Come First".

**Focusing
in on ...**

CELEBRATING LEADERSHIP IN GOOD SPIRIT SCHOOL DIVISION

For this edition of the “In Focus” GSSD is focusing in on educator Kendra Helfrich.

Recently, Helfrich was appointed to the **Canadian Teacher’s Federation (CTS) Advisory Committee on Diversity and Human Rights**.

Read about Kendra’s journey as an educator and why we are celebrating her role in leadership within the school division, described in her own words.

I moved back to Yorkton 10 years ago after teaching for three years in Medicine Hat, Alberta. Being trained as a high school teacher and teaching senior ELA and History classes, I was nervous to accept my first teaching position in GSSD - teaching all subjects to a grade 7 class. I figured it was just a short-term contract and I could teach anything for a few months. Little did I know that I would fall in love with teaching middle years, and living in Yorkton again, and spend the next eight years teaching grade 8 at Yorkdale Central School. While teaching middle years is a unique challenge all on its own, it also gave me the opportunity to expand my world as an educator through social justice programs. I worked with students to develop a student-led social activism program that, over the years, raised thousands of dollars for our local, national and global community as well as giving back hundreds of hours of volunteer work to our community.



Photo above: Kendra Helfrich

My involvement with the Saskatchewan Teacher’s Federation (STF) started when I was selected to serve on the Social Justice - Gender and Sexual Diversity Committee which researched and developed policy to support Saskatchewan teachers on issues of diversity. I continued this journey by getting involved at the local level on similar issues. I participated in GSSD’s Gender & Sexual Diversity advisory team and became chair of the Good Spirit Teacher’s Association’s Equity committee.



Photo above: Kwakwani, Guyana. Project Overseas. July 2017

My first experience with the CTF was in 2017 when I was selected as the STF’s participant for **Project Overseas**. Project Overseas is a CTF project that sends Canadian teachers in teams to developing countries to run professional development workshops for local teachers. In July of 2017 I travelled with five other teachers to Guyana for three weeks to deliver workshops for practicing teachers, many of whom had no previous access to any kind of teacher training. The most beautiful understanding of the whole experience was learning how much we have in common - **teachers are teachers and students are students no matter where in the world we are**.

While I have now moved back to teaching high school and am in my third year at the Yorkton Regional High School, my passion for human rights and social justice education has not changed. My involvement with the CTF is now continuing with my appointment to the Advisory Committee on Diversity and Human Rights. My name was put forward by the STF executive and I was appointed by the CTF executive in October. The purpose of the committee is to identify trends, issues, and problems pertaining to diversity and human rights in the Canadian education system. From there, we are tasked with developing policy and program recommendations for the CTF executive on how they can take action in these areas. In a normal year, we would meet in Ottawa to discuss these issues as a committee, but this year all participation will be through Zoom. It is easy to get caught up in our own bubbles but I believe it is important to look outside our own schools, communities and school divisions and see what education looks like elsewhere - what challenges do we have in common? what successes can we share? how can we try things differently?

I am so looking forward to engaging in these issues; to be able to discuss them with educators from across Canada and to bring that learning back to GSSD.

GSSD FOUNDATIONAL STATEMENTS

- Our Motto** Students Come First
- Our Mission** Building Strong Foundations to Create Bright Futures
- Our Values** Belonging, Respect, Responsibility, Learning, Nurturing, and Perseverance
- Our Vision** Learning Without Limits...Achievement For All