

IN FOCUS

WITH GOOD SPIRIT SCHOOL DIVISION



January/February 2022

EFFECTIVE POLICY AND PROCEDURES

Long-term Goal

- By June 30, 2022, GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of administrative procedures.
- By June 30, 2022, GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of processes.
- By June 30, 2022, 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.

CREDIT RECOVERY AND CREDIT EXTENSION

Good Spirit School Division continues to identify barriers for student learning and achievement in its policies and procedures. Improving high school graduation rates is one area being addressed through recent updates to [AP 359 Credit Recovery and Credit Extension](#). Designed for students who have not completed the required outcomes/course work by the end of the semester/quad, Credit Recovery and Credit Extension are intended to help students obtain the requirements necessary for high school graduation. While they sound similar, Credit Recovery is an intervention to “recover” a credit for a 10, 20, or 30 level course that a student has not successfully completed. Credit Extension is an intervention to “extend” time to achieve a credit in a 10, 20, or 30 level course due to an extenuating circumstance (e.g., compassionate leave, medical concerns, etc.).

Credit Recovery is automatically triggered in Edsby for any student who has achieved a final mark between 40% - 47% on their report card. Over the next 30 days, the student will work to complete any missing or poorly met outcomes.

In consultation with the school’s administrator/designate, the student, and parent(s)/guardian(s), teachers may elect to offer a student a Credit Extension. A final mark of CE is entered into the Edsby report card and a plan is co-constructed with the student to complete the course.

Edsby has the capacity to provide data pertaining to the number of grade 10, 11, and 12 students who are able to earn a credit through Credit Recovery and Credit Extension interventions. GSSD schools look forward to accessing this data, which will support student success.

DAVISON, GRAYSON & MILLER SCHOOL BOUNDARY REVIEW

GSSD has been working with Davison, Grayson and Miller School Administration and School Community Councils to discuss opportunities and challenges related to attendance boundaries.

Currently, Miller and Davison have different grade configurations: Miller is a Kindergarten to Grade 4 school and Davison is a Prekindergarten to Grade 6 school. Because of the current grade configuration at Miller School, the students transition to two schools before graduating grade 12; they transition to Davison School to complete Grades 5 and 6 and then Melville Comprehensive School to complete Grades 7 to 12.



Continued on next page...

DAVISON, GRAYSON & MILLER SCHOOL BOUNDARY REVIEW continued....

Renowned educational researcher, John Hattie, has reviewed nearly 1,200 comprehensive studies to identify factors that positively and negatively impact student learning and achievement. Movement or transition between schools has produced significant negative impacts on student learning and well-being. As a result, GSSD has considered the following issues and proposed solutions related to Davison and Miller Schools.

School	Issues	Proposed Solutions
Miller School	<ul style="list-style-type: none"> ● Multiple transitions: <ul style="list-style-type: none"> ○ transition to Kindergarten, ○ transition from Grade 4 to Davison for Grade 5 & 6, ○ transition from Davison to Melville Comprehensive for Grade 7 ○ Moving between schools has an effect size of -0.34 (nearly 1 year regression) in student achievement ● Possible over-utilization if Miller School keeps grades 5 & 6 ● Families requesting to attend Davison because of transition issue 	<ul style="list-style-type: none"> ● Decrease attendance boundaries ● Grade reconfiguration to Kindergarten to Grade 6 (over two years) ● Grandfather existing families ● Hold public meetings & notify those families impacted by the boundary change
Davison School	<ul style="list-style-type: none"> ● Multiple transitions ● Possible under-utilization of Davison if Miller keeps Grades 5 & 6 	<ul style="list-style-type: none"> ● Increase attendance boundaries ● Maintain current grade configurations (Prekindergarten to Grade 6) ● Grandfather existing families ● Hold public meetings & notify those families impacted by the boundary change

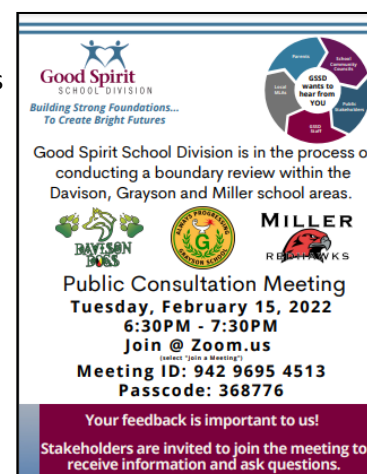
A virtual Public Consultation meeting was held during the evening of Tuesday, February 15, 2022. Director of Education/CEO Quintin Robertson explained to the attendees that the boundary change within Melville would ensure that each school is not under or over utilized. The rural boundary between Grayson and Miller would extend a bit further into the Grayson attendance area but will not impact the enrollment at either school, at this time. Director of Education Quintin Robertson and Transportation Manager Ryan Hall were open to answering questions posed by those in attendance.

A boundary review decision item will be included on the March 3, 2022, Regular Board meeting agenda. Davison, Grayson and Miller School staff, School Community Councils, and public stakeholders will be informed of the decision on or shortly after March 4, 2022.

If the boundary change is approved, GSSD will provide a communique to families which will include a copy of the new maps as well as the process which will be followed in determining which families request to be “grandfathered”.

Sources

- John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size. In his ground-breaking study “[Visible Learning](https://visible-learning.org)” he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40 (1 grade level). He decided to judge the success of influences relative to this ‘hinge point’, to find an answer to the question “What works best in education?”
- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>
- Hattie’s research is now based on nearly 1200 meta-analyses – up from the 800 when Visible Learning came out in 2009.



Good Spirit
SCHOOL DIVISION
*Building Strong Foundations...
To Create Bright Futures*

Good Spirit School Division is in the process of conducting a boundary review within the Davison, Grayson and Miller school areas.

Public Consultation Meeting
Tuesday, February 15, 2022
6:30PM - 7:30PM
Join @ Zoom.us
(Meeting ID: 942 9695 4513)
Meeting ID: 942 9695 4513
Passcode: 368776

Your feedback is important to us!
Stakeholders are invited to join the meeting to receive information and ask questions.

LEADERSHIP FRAMEWORK

In 2016, a working group of Good Spirit School Division administrators collaborated with Dr. Jim Jutras to develop a vision of leadership in the school division. The GSSD Leadership Framework was initiated to offer a clear picture of the kind of leadership valued by the school division. This clarity serves several leadership functions, including recruitment, selection, development, and performance assessment.



Leadership

Great leadership has the power to change the school culture and to lead us in a direction to enhance student success. In this professional development opportunity we will examine and develop those qualities that we have determined make great leaders: growth mindset, a reflective approach, professionalism and situational awareness.

In the fall of 2021, GSSD partnered with an external service provider to continue the leadership journey. The four categories of the Leadership Framework (Setting Direction, Leading the Instructional Program, Creating a Learning Organization, and Developing People) were further investigated. Engaging professional development materials were curated and compiled into an interactive online platform for self-guided study by the administrators in GSSD. Over the next several months groups of administrators will explore the materials and guide their colleagues along a learning journey at the next several face-to-face administrator meetings.



DATACENTER INSTALLATION

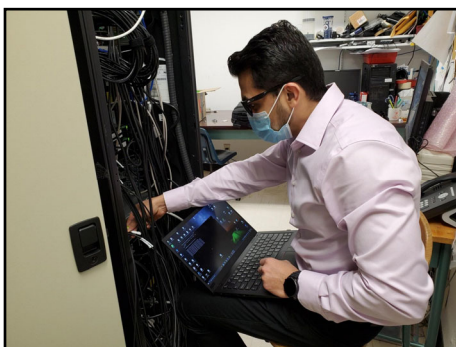


Photo above: Kishan Malaviya, Technology Supervisor works on updating the datacenters.

Under the direction of Kishan Malaviya, Technology Supervisor, the Information Technology (IT) Department made the move to upgrade GSSD's servers to the latest versions, over the February Break.

With the support of Jim Nickel, ESTI Consulting Services in Regina, Kishan Malaviya and Network Technician Randy Fleury, replaced two Datacenters which are located at the Yorkton Regional High School (YRHS) and Good Spirit Education Complex (GSEC). The 7 year old Datacenter at YRHS is core to all IT services in GSSD as all school and division technology (websites, portals, network drives, Moodle, BusPlanner, etc.) flows through there. The 12 year old Datacenter at GSEC was replaced as well.

The new Datacenters will have the capability to support new security features, server updates, latest applications and solve many of the internet issues which have been occurring across the Division.

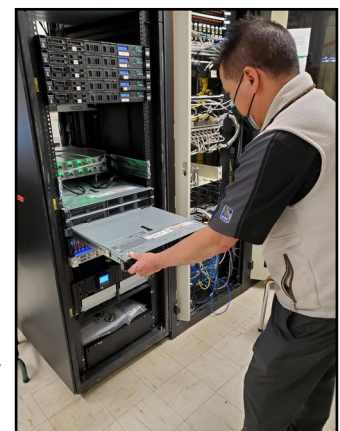


Photo above: Randy Fleury, Network Technician carefully replaces a part for the updated datacenter.

HEALTHY, SUSTAINABLE PHYSICAL AND SOCIAL ENVIRONMENTS

Long-term Goals

By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school.

By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work.

By June 30, 2022, students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.

By June 30, 2022, staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.

By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.

By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.

By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.

By June 30, 2022, all high schools will have established alliances for gender and sexual diversity.

DIGITAL LEARNING SCHOOL TEACHERS SERVING UP SMILES

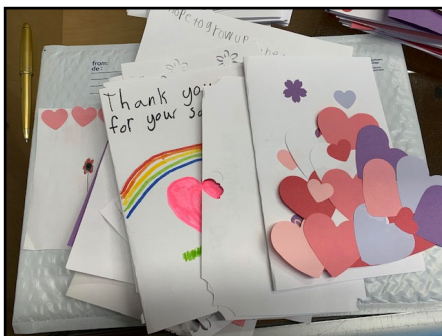
Before Christmas, GSSD Digital Learning School (DLS) Grade 1 to 9 Teachers decided that their students needed a little holiday cheer! On one of the coldest winter days, the three teachers waited outside of the Good Spirit Education Complex with Christmas music blaring, offering hot chocolate, and holiday greetings for all their students and families.

It was a wonderful way for students and teachers to build a connection outside of the “virtual” world of learning.



Photo above: DLS teachers, Brandy Lechner, Melissa Morley, and Jessica Smith welcomed their students and guardians with holiday cheer!

MACDONALD SCHOOL VALENTINE'S FOR VETS



Valentine's For Vets has been a long-standing program in Canada. This year, Macdonald School's Kindergarten to Grade 9 students participated in the tradition.

Students were encouraged to write kind and warm messages to the Veterans, as well as decorate the card with a Valentine's theme. The cards were then sent to Veterans in long-term care facilities across the country, prior to February 14.

HIGH QUALITY TEACHING AND LEARNING

Long-term Goals

- By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten
- By June 30, 2022, 90% of Grade 1 to 6 students will show one-years growth in their reading levels.
- By June 30, 2022, 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, 2022, 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, 2022, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data.
- By June 30, 2022, the three and five-year graduation rate will increase by 2% from the June 2021 data.
- By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.
- By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.

ADMINISTRATIVE ASSISTANT PROFESSIONAL DEVELOPMENT

Administrative Assistants across Good Spirit were invited to attend MySchoolCash and SchoolCash Online PD sessions on February 1, 2022.

Darryl James, Accounting Manager, provided a review of the SchoolCash program, access to new resources, and training materials. The newest feature of SchoolCash is the online payments system which will allow parents to pay for items online via credit card or echeck. This does not preclude the payment of fees by cash or cheque but gives greater options and 24/7 flexibility to parents to pay online. A few schools across the division have already onboarded the online payment option and have had great success collecting schools fees, teams fees and/or hot lunch fees. Schools that will be onboarding the online payment option in the fall, will be sharing information with families prior to the end of June.



Database Administrators, Mili Patel and Jhonnette Derkatch, thoroughly reviewed the End of Year Checklist tasks with Administrative Assistants who work in MySchoolSask (MSS). To guide the Administrative Assistants work, participants were provided with the elementary and high school timeline. Administrative Assistants were reminded that at the beginning of February, they would begin updating and verifying student demographics, pre-registering students for the 2022-23 school year, and setting the graduation status for current Grade 12 students. The Administrative Assistants were provided with an overview of each task and had time to have their questions answered. High schools will soon be asking student to select their 2022-23 courses therefore, Mili & Jhonnette notified the participants that a time will be scheduled with each High School Administrator and Administrative Assistant to assist with the set-up of student choices in MSS.

A banner for MySchoolSask MonÉcoleSask. On the left, there is text in English: "One stop for Prekindergarten to Grade 12 student records, marks and attendance information." and in French: "Guichet unique, de la maternelle à la 12e année, concernant le dossier des élèves, leurs notes et l'information sur l'assiduité scolaire." To the right of the text are three photos: a young boy in a red shirt, a man and a woman looking at a laptop, and a young girl smiling. At the bottom, there is a green bar with the text "MySchoolSask MonÉcoleSask" and the Saskatchewan logo on the right.

PROFESSIONAL DEVELOPMENT DAY

At semester one end, GSSD holds a professional development (PD) day. The day provides staff with the opportunity to strengthen their skills and learn new ideas to use inside and outside of the classroom.

This year the PD day was on Tuesday, February 1, 2022. Due to the COVID-19 pandemic, all sessions were held virtually.

PD Event	Date	Topic / Outcome
SchoolCash Online Session	Feb. 1, 2022	SchoolCash Online is a program GSSD schools utilize. It fully integrates online payments, fee management, lunch payments, and school level accounting. During this PD session, school Administrative Assistants reviewed how to create online items, attaching students to items, public versus non-public items and other helpful tips and resources.
MySchoolSask End of School Year Preparations	Feb. 1, 2022	Administrative Assistants were joined by Database Administrators, Jhonnette Derkatch and Mili Patel to review the requirements of the school year end on the student data system, MySchoolSask.
Developing Self-Regulation and Social Emotional Skills in Early Years	Feb. 1, 2022	This session was facilitated by the Saskatchewan Teachers Federation. The session was designed to inspire educators to create an environment and incorporate practices that will guide children to be mindful in their physical and emotional state and responses under stress.
Educational Assistant PD	Feb. 1, 2022	Educational Assistants in GSSD had the opportunity to sign up for one of the five sessions offered online including: Behavioural Momentum Intervention, Peer-Mediated Instruction and Intervention, Social Narratives, Low Arousal Training and inteGREAT: Behaviour Management Strategies for Classroom Success.
Using Holistic Rubrics in Writing and Math (Grades 2-5 Teachers)	Feb. 1, 2022	This session was for Grade 2-5 teachers and Administrators to review the year-end holistic rubric data collection and classroom practices that facilitate gathering evidence of student understanding.
Digital Support for Blended Learning (Grade 2-3 and 6-9 Teachers)	Feb. 1, 2022	This session provided ideas and resources to support a learning environment that fosters collaboration, engagement, and rich learning experiences by combining instructional technology and traditional classroom practices.
Using Assessment Strategies to Support Student Learning in High School	Feb. 1, 2022	This session provided opportunities to explore assessment practices, to understand how to plan for and assess factual, procedural, conceptual, and metacognitive knowledge, to determine the intent of curriculum outcomes and indicators, and to consider the importance of triangulation of learning evidence in grade 10-12 classrooms.
Transferring-Lifting-Positioning-Repositioning Guidelines	Feb. 1, 2022	Student Support Teachers and Educational Assistants unpacked GSSD's Administrative Procedure 339: Transferring-Lifting-Positioning-Repositioning and the assessment and Implementation of Approaches of Transferring-Lifting-Positioning-Repositioning.
Library Technician PD Day	Feb. 1, 2022	Library Technicians explored digital learning resources and the Destiny Collections and Carousels.
St. John's Ambulance Opioid Poison Training	Feb. 1, 2022	Participants in this training session learned how to identify the signs of an opioid poisoning emergency, administer Naloxone and develop a self-care plan for their school.
Phys. Ed PLC	Feb. 1, 2022	This session was for anything physical education, teachers were invited to share games, resources, instruction and assessment. This PD was the inaugural "Pop-Up" session, with a goal to create a monthly meeting with anyone who teaches Phys. Ed. in GSSD.
Violent Threat Risk Assessment (VTRA) Level 1	Feb. 3 & 4, 2022	Yorkton community partners such as Society for the Involvement of Good Neighbours (SIGN), mental health, youth probation, and RCMP were trained to become local experts at collecting VTRA data. The data identifies whether or not the student is a high risk and may carry out an act of violence either towards themselves or others. After the two-day training, participants will be able to determine the appropriate intervention based on the data.

FAMILY LITERACY DAY

Family Literacy Day is celebrated every year on January 27. The day raises awareness about the importance of reading and engaging in literacy activities as a family. This year's theme, "Learning in the Great Outdoors", encouraged families to get outside and exercise both their body and mind.

This year, staff, students, and families were able to take part in a Family Literacy Day contest. The contest asked participants to submit a picture of the literacy day theme for a chance to win a prize pack from the GSSD Literacy team.

Below is a list of all the winners in the Individual category, Classroom category and School category.

Individual entry:

- Rebecca Tatarniuk- daughter Grace, Kindergarten student at M.C. Knoll School, learned about the kinds of birds that stay in winter and what they eat.
- Leslea Hanson - daughters and friend made ice cream from snow.

Classroom entry:

- Laura Davis - Grade 1 class - Norquay School - investigating snow for an art project.
- Susan Muir - Grade 4/5 class - Dr. Brass School - created sun catchers with ice.

School entry:

- Grayson School - Read "Deep Snow" by Robert Munsch outside, students then had to recreate an illustration from the book.



Photo above & to the left: Grade 1 students at Norquay School ventured outside to investigate snowflake patterns for their art projects.



Photo above & to the right: The Grade 4/5 class at Dr. Brass School created icy suncatchers, played outside, and then wrote about their adventures.

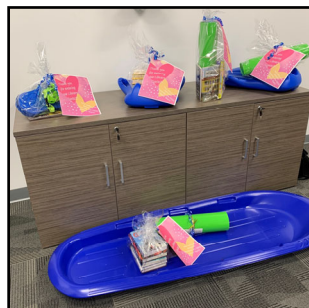
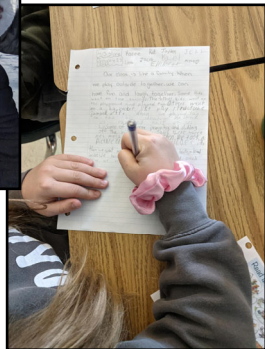


Photo above: Each winner received a prize pack which included books and a sled for winter fun.



Photo above: Individual entry winner by Leslea Hanson, showcased her daughters and their friend, making snow ice cream. They read the recipe, gathered ingredients, measured it all and then enjoyed the final product.



Photos above: Victoria School celebrated literacy day by having an outdoor adventure day, students and staff took part in a book walk, sledding, a campfire with hot chocolate, and a marshmallow roast. The day was a great success full of outdoor literacy fun!



Photos to the left: Individual winner Grace, went outside to learn about a variety of birds that live in the area during the winter and what they eat throughout the winter months.

TIME TO REGISTER FOR KINDERGARTEN AND APPLY FOR PREKINDERGARTEN

For more information visit the [Early Learning—Prekindergarten and Kindergarten webpage](#).



The poster features a yellow background with a sun in the top right, a paint palette in the top left, and a row of colored pencils across the middle. The Good Spirit School Division logo is at the top center. The text is in bold, with 'IT'S TIME!' in large orange letters. Two QR codes are provided for registration and application, each with a brief instruction. A sign on an easel in the bottom right corner contains a note about PreK selection criteria. The website and phone number are listed at the bottom.

IT'S TIME!

Kindergarten
Children who were born in 2017 can register!
Register by March 31.



Scan the QR code to access GSSD Kindergarten information & registration.

Prekindergarten
Now accepting applications for children who will be age 3 or 4 during the 2022-23 school year.
Apply by April 29.



Scan the QR code to access GSSD Prekindergarten information & application.

PreK selection is based on Ministry of Education eligibility criteria.

VISIT WWW.GSSD.CA FOR REGISTRATION INFORMATION OR CALL 306-786-5500

MEET A BUS DRIVER

Bus Drivers play an important role within a school division, they are often the first and last person students come in contact with on school days, they ensure the safety of students who ride the bus and they build connections with parents and the Administration at each school.

Over the remainder of the 2020-21 school year, the transportation team will be highlighting drivers from the division.

Read below to learn about one of the GSSD Bus Drivers — **Perry Sawchuk**

1. How long have you been driving bus?

- I have been driving bus for 5 years...no, 7 years.

2. What inspired you to be a bus driver?

- Giving back to the community.



3. What other interests do you have?

- Tending to livestock.

4. Do you have a pet?

- 1 dog.

5. What adventures over the course of your career have you found particularly satisfying?

- The early morning field trip departures, at that time of day, the bus is silent for many many miles because most students are asleep. Then, it's the opposite upon the return trip.

6. If you could invite anyone to be a passenger on your bus, who would it be and why?

- I would invite any hunter during hunting season. The students and I see it all; the big bull moose at exactly the right place and right time.

7. What is your favorite travel destination?

- Travelling anywhere to meet friends or family.

8. Would you recommend being a bus driver?

- If you enjoy the sunrise, quiet winter mornings, and children—then yes!



Recently, Perry Sawchuk was presented with a GSSD SEASTAR award for the impact he has on the school community at Churchbridge Public School.

Congratulations Perry!

"Perry stresses the importance of personal and social responsibility and makes sure the kids understand the impact they have on each other. When asked what they like most about Perry, many students couldn't pick just one thing. Not only did they say how much they loved Fun Fridays, the treats he gives out, and talking farming, but surprisingly many exclaimed that they love how clean he expects the bus to be. Other students truly could not choose one thing that they liked about Perry and instead said they love everything about him. Perry does not just drive the bus. To the staff at CPS, he is a member of our family that aligns himself with the same mission and vision."

~ Excerpt from the SEASTAR nomination

You can become a driver too!
Call 306-786-5505 to get started today.

IMPACT INFLUENCER

Randeen Simonsen, Teacher at Yorkdale Central School, has been recognized as an Impact Influencer, by Knowledgehook, for her outstanding work.

Knowledgehook is a digital platform that promotes formative assessment and teacher inquiry cycles. Teachers run Missions or Gameshows as a diagnostic to determine student understanding of mathematical concepts. The results are used to inform instruction and to help identify and address gaps in knowledge. Teachers can then set up an Impact Challenge to measure student growth. Each year, Nelson Canada interviews teachers from across the country and shares their expertise with all Knowledgehook users nation-wide.



The panel of researchers selected Randeen based on her incredible work with students!

“Randeen believes mathematical literacy involves learning both the procedures needed to be followed to solve a problem and the conceptual understanding of why those procedures work.”

~ Dr. Lerzan Coskun, PhD, Child study & Human Development

“Formative assessment directs Randeen’s choices to re-teach or to differentiate instruction in small groups or whole class and tells Randeen what practice to assign so individual students experience success.”

~ MaryLou Kestell, Past President of OAME, Mathematics Teaching and Learning Specialist

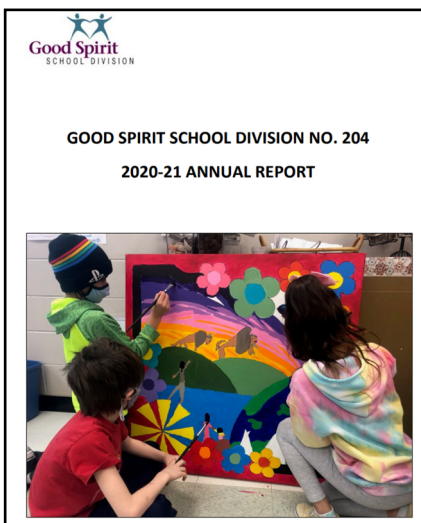
Please follow the link below to hear her story: [Randeen Simonsen - Impact Story](#)

ENGAGEMENT OF ALL STUDENTS, FAMILIES, AND COMMUNITIES

Long Term Goals

- By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data.
- By June 30, 2022, GSSD will increase our organization’s cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.
- By June 30, 2022, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.
- By June 30, 2022, GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.
- By June 30, 2022, GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students.

2021-21 ANNUAL REPORT



Since 2013, board of education annual reports have been made public following the December tabling date each year. Board of education annual reports are posted on the Government of Saskatchewan website and are available at the Saskatchewan Legislative Library.

The annual report includes information related to governance, demographics, partnerships, strategic reporting, infrastructure and transportation, and a financial overview. To access the 2021-22 report, you may visit gssd.ca > [Media Room](#) > Reports 2020-2021 > [Good Spirit School Division No. 204 2020-21 Annual Report](#).

RIBBON SKIRT DAY

January 4th, 2022, marked the 1st National Ribbon Skirt Day in Canada. The day was recognized in a variety of ways throughout Good Spirit School Division, with the sewing of skirts, lessons taught, bulletin boards that went up and the teachings that occurred in schools and classrooms.



Photo above: Sewing a ribbon skirt at Kamsack Comprehensive Institute.

However, in no other school was the day more impactful than at Kamsack Comprehensive Institute. The Chiefs of Keeseekoose and Cote First Nation, council members, Elders, school and division level administrators, came together in support of Isabella Kulak and her family. A year ago, an unfortunate and hurtful incident became the impetus for change. This year, schools across GSSD, Saskatchewan and Canada were able to get a little bit further down the path of reconciliation as they were able to learn more about the significance of wearing ribbon skirts and shirts in the Indigenous community.

At Kamsack Comprehensive Institute, students, staff, and families were invited to participate in ribbon skirt teachings and the sewing of a ribbon skirt with the guidance of Eunice Kitchemonia alongside Isabella Kulak's mother, Lana Kulak, who now works at Kamsack Comprehensive Institute as an Indigenous Community Worker.

On January 4th, in the Good Spirit School Division, all students were invited to wear something that represented themselves.



Photo above: Yorkton Regional High School (YRHS) students sewed ribbon skirts under the guidance of an Anishinaabe Knowledge Keeper.

"It was wonderful to see ribbon skirts and shirts alongside the traditional clothing of other cultures. Our hope is that we will all continue to learn and grow our understanding of one another."

- Jess Armstrong, Indigenous Student Success Consultant



Photo above: YRHS School Counsellor, Louise Lulashnyk wearing her ribbon skirt.



Photo above: Dr. Brass School Ribbon Skirt-Shirt Day bulletin board.

INDIGENOUS STORYTELLING MONTH

Storytelling is a tradition that has always been practiced by Indigenous people but it wasn't until 2004 that February was designated Aboriginal Storytelling Month by The Library Services for Saskatchewan Aboriginal Peoples. This recognition provides the opportunity for communities, schools and organizations to focus on incorporating Indigenous perspective and worldview in the month of February. It's also a culturally appropriate time, as winter is traditionally a time to share stories and many sacred stories can only be told once the snow has fallen.

INDIGENOUS STORYTELLING MONTH FEBRUARY 2022 JOIN US AS WE CELEBRATE VIRTUALLY! Access any session by clicking Zoom Link → Zoom Link					
	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1 FEB. 1-5TH	All sessions throughout the month will follow this schedule: K-Grade 3 - 9:00 am - 9:30 am Grade 4-6 - 10:00 am - 10:30 am Grade 9-12 - 10:00 am - 10:45 am	PD Day	Opening Indigenous Storytelling Month - Clorice Delorme	Turtle Island Story with Diane Musqua	A Morning with Martha Ouewezeance
WEEK 2 FEB. 7-11TH	Traditional Storytelling with Nina Wilson	Nakota Storytelling with Shay McArthur	Storytelling Through Dance with Clorice Delorme & Glen Pelletier	Traditional Stories with Diane Musqua	A Morning with Martha Ouewezeance
WEEK 3 FEB. 15-19TH	Traditional Storytelling with Nina Wilson	Nakota Storytelling with Shay McArthur	Storytelling Through Dance with Clorice Delorme & Lisa Ewack	Traditional Stories with George Musqua	A Morning with Martha Ouewezeance
WEEK 4 FEB. 22-26TH	FAMILY DAY	FEBRUARY BREAK	FEBRUARY BREAK	FEBRUARY BREAK	FEBRUARY BREAK

For the second year, Good Spirit School Division acknowledged this month with daily storytelling sessions. With the help of Indigenous Community Workers and Indigenous Student Success Leads, they were able to develop a calendar where different speakers and storytellers could be accessed through Zoom. This opportunity was available division wide, with positive response, an upwards of 20-30 classes joined the Zoom sessions daily, with many home-based learners joining to listen as well.

Indigenous Storytelling month provides the opportunity to have Indigenous students and non-Indigenous students alike to take the time to listen and to hear stories that may help them build a better understanding of themselves and where they come from or to better understand their Indigenous classmates and community members. Indigenous stories have many lessons built within and people will walk away from a storytelling session with an Elder or traditional knowledge keeper with something that they learned; it may differ from person to person that heard the same story but that little piece that stuck with them is what they were meant to take away from that particular story. Each person is on a journey and hearing the stories told in February hopefully helps them continue on their road to a deeper understanding of and respect for Indigenous people.

Through the telling of stories, important knowledge is passed. There are many things that Indigenous people choose to

Good Spirit
FEBRUARY 2022
INDIGENOUS STORYTELLING MONTH
TAKE A LOOK AT THE INDIGENOUS STORYTELLERS JOINING GSSD FOR INDIGENOUS STORYTELLING MONTH!

Monday's with Nina Wilson	Tuesday's with Shay McArthur	Wednesday's with Clorice Delorme, Lisa Ewack & Glen Pelletier	Thursday's with Diane & George Musqua	Friday's with Martha Ouewezeance
<p>Nina Wilson of the Kikinoishew First Nation, Nehalem, Nelsa and Dakota, is a mother and grandmother still practicing traditional and culture.</p> <p>Nina works with medicine and ceremony as well as advocacy and wellness in her community, territory and throughout Turtle Island. Nina has reached levels of education at both the bachelor and graduate levels as well as several certificates in art and fine, human justice, Indigenous literature, trauma recovery and others. Nina has a passion now on what inspires others and enjoys being creative by practicing many traditional arts and singing traditional songs.</p>	<p>Haley Halderson - my name is Shay McArthur - I am a Nakota from the White Bear First Nation, territory of Treaty 4 & 2. I understand the importance of our stories and their use and purpose of a storyteller. These stories provide insight into our traditions, values and life-ways as Nakota People. The stories that I tell and recall are from my childhood growing up sitting around the Big Lodge of my People sitting around the skirts of my grandmothers and aunts, sharing meals with Grandpa and sitting around the table of my Uncle. These are stories of life, some may not be that as sure as the sun will raise each new day, they will continue to nurture and carry the Nakota People to the ends of the Earth. <i>Prayerman.</i></p>	<p>I am my name is Clorice Delorme I am a Cree woman from Cree Nation located on Treaty 4 land I am GSSD Indigenous Student Success Consultant and a teacher at Dr. Brass. I strive to maintain my cultural identity by continuously participating in cultural ceremonies and events. I am a devoted educator who strives to educate Indigenous youth on the importance on finding wholistic balance within themselves.</p> <p>Lisa is a proud member of the Ojibwa Maniklan First Nation. She is a professional educator who has completed a Bachelor of Education Elementary (Urban Education) degree and also completed a certificate in Extended Studies in her home Education at the University of Regina, Saskatchewan Canada. Lisa is a well known champion powwow dancer within the powwow circle. She loves a healthy lifestyle and actively participates in her culture.</p> <p>I am, my name is Glen Pelletier. My First Nation name is Missee. I am from the Golden Eagle-Shooting Man. I'm from the Cree Nation First Nation. I have been dancing powwow for 15 years. I am involved with my Culture and follow that way of life. I am a traditional Elder helper. <i>Katashilin Moohkumawewehetow.</i> Love to help people. Thank you Hy Hy.</p>	<p>Diane Musqua is Southwestern Ojibway from Keweenaw First Nation. Diane was born and raised in the culture and practices of her Nation. Diane and her family love to dance and travel every summer to the Nation. Diane loves a holistic life style and continues to support her family, friends and people she works with guided by the use and teachings. Diana was a member of a family of Dr. her father is Dr. George Musqua from Keweenaw First Nation and her mother is Thelma Musqua (Dakota) from Wahpeton/Ojibway (Ojibway Nation).</p>	<p>Martha is from Keweenaw First Nation, she is a residential school survivor, she is mom of 6 and a grandma to a few grandchildren.</p> <p>She lived in Manitoba for many years, where she received her Bachelor of Social Work Degree.</p>

not write down, sacred stories being just one. Indigenous storytelling and the transmission of knowledge in the oral tradition is important as it is an integral component of Indigenous culture. Without storytelling and the transmission of knowledge through the oral tradition, much of the Indigenous culture would have been lost. This is just one the reason why storytelling is so important to Indigenous people. The hope is that students can learn from the storytellers and speakers, can connect to them and to see the strength, beauty and perseverance of Indigenous peoples and culture.

Photo above: GSSD staff and students had the opportunity to hear from eight different Indigenous storytellers throughout the month of February.

Thank you to all the storytellers and speakers who joined GSSD staff and students in February, we were honoured to have you share your stories with us. Thank you to all students, staff and families who took the time to listen.

CARE PACKAGES

In June 2020, when school staff were able to get back into their classrooms, the staff of Grayson School dropped off year-end goody bags for all students.

This year, COVID-19 impacted Grayson School. With the help from Grayson School Student Leadership Council, the staff decided to do something similar to June of 2020.



Grayson School Student Leadership Council sponsored the “Grizzly Care Package” and made one for every child (whether they were currently in school or not) in a home that was impacted by Covid.

Staff filled the bags with either a craft or activity, along with a game or a puzzle, a bit of candy and other novelty items that would be appropriate for the individual it is going to. In the bags going to older students, fuzzy socks, Gatorade, popcorn, journals, fancy pens were included. The care packages have been well received by families, and although Grayson School hopes to not have to make any more care packages, they are happy to do so to help make isolating families days brighter.

PINK SHIRT DAY 2022

The nationally recognized Pink Shirt Day occurs on the last Wednesday of February every year. This year, that date – Wednesday, February 23rd, 2022 – falls during the Winter break. As such, the Ministry of Education declared Wednesday, February 16, 2022 as Pink Shirt Day in Saskatchewan.

Pink Shirt Day became established in 2007, after two Nova Scotia students, David Shepherd and Travis Price, took action to turn the tide against bullies who were targeting a male student who wore a pink polo shirt on his first day of school, calling him homophobic slurs, and threatening him. Mr. Shepherd and Mr. Price decided that “enough was enough,” went to a nearby store and bought 50 pink shirts to distribute and wear at school the next day. They then emailed classmates to get them on-board with their advocacy that they dubbed a “sea of pink.” Not only were the purchased pink shirts worn, but hundreds of students showed up the next day wearing their own pink clothing. This visual shift in the power differential sent a powerful message to people who are homophobic, transphobic, and who are bullies.

The link to an original news article can be found here: [Pink Shirt Day Story](#)



Photo above: Miller School Student Community Council (SCC) and CANDO Rail created and sponsored a Miller School specific t-shirt for Pink Shirt Day 2022. Every student and staff member at Miller School received a t-shirt thanks to CANDO Rail. The t-shirts which says “It’s Cool to be Kind. Miller Redhawks” was designed by SCC member Erin Sawley.

Since that time, this day has become an important one for empowering students to speak up and to speak out against homophobia, transphobia, and bullying. All students and staff have a right to learn, work, and interact in environments that protect, respect and include them for who they are. GSSD believes in belonging, respect, responsibility, learning, nurturing, perseverance and diversity!

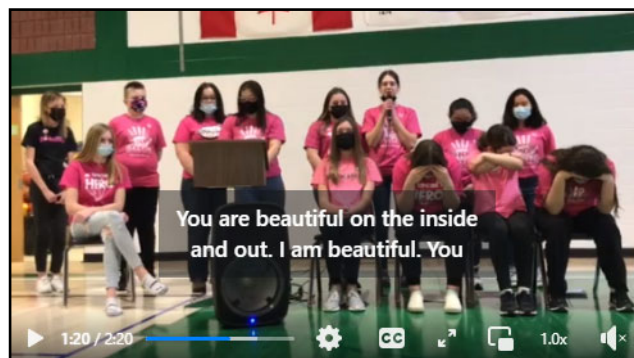


Photo above: Invermay School held a Red Cross Pink Day Presentation for all staff and students. The presentation was recorded and is available: [Invermay Presentation](#).

TEACHER/STAFF APPRECIATION, SERVICE RECOGNITION, AND SEASTAR AWARDS

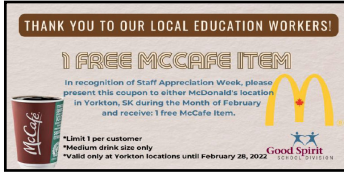


Photo above: All staff in GSSD received a coupon for 1 free McCafe Item to be used in the month of February.

Good Spirit School Division staff were celebrated during the week of February 6-12, 2022 as Teacher/Staff Appreciation Week was celebrated. This year's theme for Teacher/Staff Appreciation week was "Pulling Together." A fitting theme for the week, as staff continue to pull together to do amazing things for each other, students, and families, as a team.

Thank you GSSD staff for continuing to make a difference in the life of all students each and every day!



Photo above: Esterhazy High School's ESA treated all staff to donuts and a drink to let them know they are appreciated.

10 YEARS
29 Staff members
15 YEARS
16 Staff members
20 YEARS
23 Staff members
25 YEARS
4 Staff members
30 YEARS
7 Staff members
35 YEARS
2 Staff members
40 YEARS
1 Staff member

The service recognition awards were also held February 6-12, 2022. This year, 82 employees were recognized for the 2021-22 school year. The Board of Education acknowledges the amazing work that the employees accomplish every day. Staff were recognized for their years of service in 10, 15, 20, 25, 30, 35, and 40 year milestones. The service recognition symbolizes the time these employees have given to the division.



Photo to the right: Jennifer Geistlinger received her certificate and gift for years of dedicated service.

thank you



Photo above: Bus Driver Brian Cornelius received his gift and certificate for years of service.

It is the acts of kindness and the extra special personal touch for students that make our division extraordinary. Peer and community recognition of staff accomplishments is the basis for the SEASTAR awards program.

The emphasis on nominees is recognizing staff who model the Good Spirit School Division motto of "Students Come First". Employees are chosen for recognition based on their embodiment of the foundational values of the division.

There are three SEASTAR categories: High Level of Achievement, Individual or School Team Making a Marked Difference and Dedicated Service.



Photo above: Carrie Somogyi received a "Dedicated Service" SEASTARS award.

Award ceremonies were held via video conference in TEAMS, joined by the Superintendent of each school for a PowerPoint presentation. Award recipients were then gifted a book, which highlights photos of the individual award recipient and their nomination write-up. The full list of recipients has been posted to the GSSD [website](#).

Congratulations to the 38 employees who received Sea Star awards. Thank you for continuing to guide GSSDs students and shaping them towards a successful future!



Photo above: Three Columbia School staff members received SEASTARS, Brenda Wizniak, Bryce Krawetz, and Nancy Zawislak.

INTERN PRACTICUM

**Focusing
in on ...**

Good Spirit School Division partners with several other learning institutions to offer future professionals a field study experience. Teacher Candidates, Nursing Candidates, Counsellors and Office Professionals have all had placements in the school division where they work alongside certified staff to perfect their craft and prepare for their chosen profession.

Teacher Practicum Students

Teaching Internships provide an opportunity for interns to relate theory to practice and develop their professional skill set as educators. The intern is supported by experienced teachers when developing plans for students, instructional practices, classroom management, assessment and evaluation and in general facets of the teaching profession.

GSSD has had student placements from The University of Regina, The First Nations University, The University of Saskatchewan and the Indian Teacher Education Program. This year, the division have had 29 students placed in the communities of Yorkton, Canora, Preeceville, Sturgis, Kamsack, Esterhazy, Melville, and Stockholm.



Photo above: Interns Emilio San Martin and Jocelyn Molaro.

Nursing Practicum Students

Nursing Practicum Students are involved in health promotion/disease prevention programs that address family and student needs. The students each spend 230 hours in the school and provide opportunities for children to carry out health-related activities and health promotion strategies. They are supervised by a Clinical instructor from the *University of Saskatchewan* and work closely with teachers and school counsellors to reference the curriculum while gaining an understanding of the needs of the students in each school and community. In 2021-2022, GSSD was lucky to have more than 10 Nursing students placed at Columbia School, Dr. Brass School and the Digital Learning School.

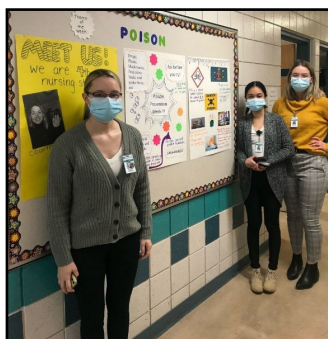


Photo above: Nursing students, Corianne Metherell, Jem De Jesus, Javier and Courtney Matychuk.

Office Administration Students

The first point of contact in every school in the GSSD are the Administrative Assistants. These employees have great responsibility and are often the first point of contact for students, staff, families and community members. Practicum students who are completing Certification in Office Administration from CDI College work in schools for six consecutive weeks alongside experienced Admin Assistants to gain knowledge in Word Processing, Business Writing, Budgeting, Bookkeeping, Databases and have an opportunity to practice various communication techniques. This year, students in the Office Administration practicum were placed at Victoria School and Kamsack Comprehensive Institute.



Photo above: Yorkdale Central School teacher, Carla DeWarle and intern Medelyn Lies.

Hosting Practicum students is a mutually beneficial partnership between GSSD and Post-Secondary Institutions. GSSD benefits from the creative and innovative ideas and technical skills and ideas of the student trainee. Practicums also provide an opportunity for GSSD to train potential job candidates while evaluating them during the work experience training session. Each student has the opportunity to: complete their training program, apply and integrate the knowledge acquired during their studies, develop their communication skills and assume professional responsibilities and acquire experience that will help them integrate into the workforce.

GSSD FOUNDATIONAL STATEMENTS

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