

INTERNAL PROCESS FOCUS

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

Long-term Goals

- By June 30, 2020, each functional area within GSSD will demonstrate improvement in services through the development and revision of processes and administrative procedures.

TEEN BOOST IN GOOD SPIRIT SCHOOL DIVISION

Students across the Good Spirit School Division between the ages of 13 and 17 have the opportunity to participate in the Teen Boost Mental Health Program. The program is delivered by Kerry Musey, the Primary Health Care Counsellor for the Saskatchewan Health Authority.



Photo above: Macdonald School zoomed into a Teen Boost conference with 4 other schools in GSSD.

Sessions are offered every two weeks, which include topics such as self-esteem, stress management, mental wellness and coping skills. In addition, web conferencing tools are utilized to broadcast the presentation to other locations around the division.

The presentation is based out of the Yorkton Regional High School (YRHS) where several students are actively participating.

The last presentation involved seven (7) remote locations which included M.C. Knoll School, Yorkdale Central School, Columbia School, Invermay School, Churchbridge School, Macdonald School and Kamsack Comprehensive Institute. In total, 61 students were involved in the presentation.

Students at YRHS and in the remote locations have the opportunity to provide feedback and input throughout the two-hour session. Kerry Musey has done a wonderful job utilizing the web conferencing technology and involving the students in the remote locations.

The program will continue to run into the spring of next year.

OUTCOME BASED REPORTING—GRADE 9

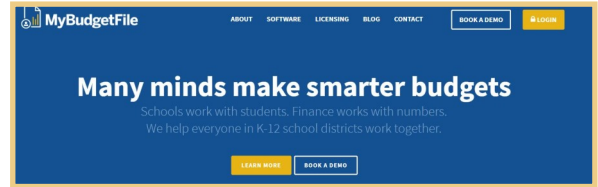
Prior to 2014 GSSD schools had 77 versions of a report card in 19 schools. Since that time outcome based reporting has been implemented in Kindergarten to Grade 8 in all GSSD schools with five schools extending to Grade 9. Three schools have implemented outcome based reporting in Grade 9 during the current school year and the remaining seven schools will implement outcome based reporting during 2019-20.

This reporting change allows for effective communication and accurate feedback on student achievement of curriculum outcomes and will reduce the number of GSSD report cards to 10 (1 for each grade level).

MYBUDGET FILE

GSSD has been working with MyBudgetFile to begin planning the 2019-20 budget process. MyBudgetFile is a budgeting tool which allows a collaborative, transparent approach to developing the budget replacing spreadsheets. While spreadsheets allowed GSSD to model their unique business practices, they saddled the budget department with the burdens of managing, updating, and consolidating a sprawling set of workbooks that grew in complexity over time.

MyBudgetFile was uniquely designed to replace spreadsheets in environments where several participants in the budget preparation process, many of whom may have primarily non-financial skillsets, could work together to build a plan in real-time. The system retains the flexible design that spreadsheets offer but eliminates the overhead of managing and consolidating the islands of data scattered throughout an organization that budget spreadsheets often represent.



Schools work with students, Finance works with numbers. MyBudgetFile helps everyone work together.

SCHOOL COMMUNITY COUNCIL SYMPOSIUM

Thirty School Community Council (SCC) members and 26 in-school Administrators joined GSSD's Board of Education and Senior Leadership at the SCC Symposium held on December 6, 2018 at the Gallagher Centre in Yorkton. The purpose of the symposium was to increase the SCCs understanding of their role and responsibilities.

Quintin Robertson, Director of Education, presented to the group on the following topics: Establishing SCCs; Operating Principles for SCCs; and, Building Capacity. Director Robertson described the role of the SCC to the group,

“A School Community Council is an advisory body whose primary purpose is to support student learning and well-being; and encourage parent and community involvement in the school. The SCC works closely with the school administration to provide advice for educational planning and decision-making at the school level.”

SCCs play a vital role in assisting the Administrator with creating a school culture that is welcoming of parents and community and have a positive impact on student learning and well-being. [The SCC Symposium PowerPoint](#), additional resources and information relevant to SCC operations are housed in the [School Community Councils](#) section on the GSSD website.

Regional symposiums will be held in each cluster in February 2019. Topics for discussion will include Parent Engagement, Direction Setting and Budget Input. In June 2019, Regional symposiums will be held in each cluster to unpack the 2019-20 budget.



Photo above: Board members attending the symposium.



Photo above: Director Quintin Robertson addresses the SCC Symposium attendees.

MYSCHOOLSASK

The MySchoolSask/MonÉcoleSask (MSS/MES) Program is a multi-year business and technology transformation program that includes the implementation of a new provincial student information system (SIS), modernization of business processes, the migration of legacy data and the integration of the ministry's Student Data System.

The Ministry of Education entered into an agreement with the Fujitsu Consulting (Canada) Inc. for the provision and implementation of the provincial SIS. The ASPEN SIS is a product of Follett for all Saskatchewan schools and the Ministry of Education. Engagement of business owners (school divisions and the ministry) is required to ensure that sector needs are achieved.

The benefits of moving toward a new student information system will make student transitions across the province easier and more manageable. Ultimately, the system will provide a more robust means to sharing student information from school to school, school division to school division as well as information sharing with the Ministry of Education.

*Student transitions across the province
will be easier and more manageable*

The Ministry of Education is working with all school divisions across the province to ensure that the final product is a value add. The existing student data system has served Saskatchewan school divisions very well over the past several decades but as with all technology, the time has come for the antiquated system to be traded for something more intuitive and responsive to the current educational landscape.

The Good Spirit School Division is committed to implementing the new student information system with little interruption to schools and their stakeholder groups. A leadership team composed of technology leaders with various role responsibilities from across the school division are working collaboratively to develop a robust and thoughtful implementation plan, ensuring that schools, students and their parent(s)/guardian(s) as well as division central office staff are trained and supported for full implementation to begin in the fall of 2019-20.



NAMING OF CONSOLIDATED DIVISION BUILDING



Photo above: the "Good Spirit Education Complex"

The Board of Education passed a motion resulting in the newly acquired GSSD facility on Highway 9 north, to be named, the "Good Spirit Education Complex". Likewise, the Board of Education passed a motion to name the Professional Development/ Meeting room within the complex, the "Anna Ingham Room" in honour of the work done in the area of Literacy by the late Anna Ingham. Lastly, the Board of Education passed a motion to name the Board Room within the new complex the "Saskota Room" recognizing that Highway 9, where the facility is located, is known as the Saskota Flyway. The word "Saskota" also means, friend or ally, which appropriately describes the relationship the Good Spirit wishes to maintain with the various stakeholders within the borders of our school division.

PEOPLE CAPACITY FOCUS

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

Long-term Goal

- By June 30, 2020, GSSD will demonstrate a commitment to provide professional development and training to its staff.
- By June 30, 2020, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

GOOD SPIRIT SCHOOL DIVISION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

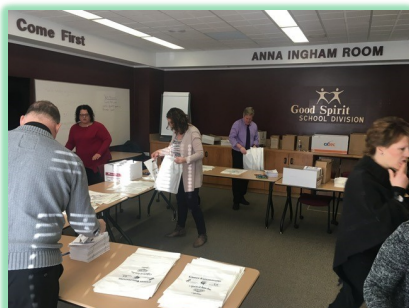
PD Event	Date	Topic / Outcome
Fall PAA PLC	November 1, 2018	This PD session was for Practical and Applied Arts (PAA) Instructors and Administrators. The evening session consisted of reviewing budgets, best practices and making connections.
VTRA Level 2 Training	November 22 & 23, 2018	Level 2 Violence Threat Risk Assessment (VTRA) Training – was provided by Kevin Cameron from the North American Center for Threat Assessment and Trauma Response . After the training, participants are able to identify complex cases and how multidisciplinary VTRA teams can collaborate to assess and intervene. This training helped teams distinguish between Stage I VTRA (Threat Assessment) and Stage II VTRA (Risk Assessment), and identify case-specific risk enhancers and the proper interventions for them. It also included how to conduct strategic interviewing of the student (or person) of concern and others related to the process.
Visionary Leadership Session	December 7, 2018	This session allowed administrators and school leaders to explore and define their vision for their work. Participants were also able to consider how their vision fits with their school’s strategic plan and how they might develop daily practices that support the implementation of both.

EIGHTH ANNUAL CAREER FAIR

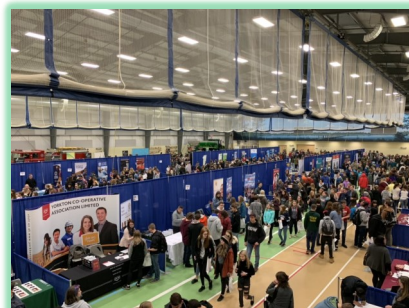
The eighth annual Career Explorations education and job fair took place Tuesday, November 4 at the Gallagher Center in Yorkton. The largest education and career fair encompassing East-Central Saskatchewan is a collaborative effort by Good Spirit School Division, Parkland College and Christ the Teacher Catholic School Division.

Over 2,000 students attended the day to discover post-secondary options and meet potential employers all under one roof.

Back by popular demand this year was the opportunity for attendees to attend presentations throughout the day. Some of the presentations included: the Royal Canadian Mounted Police (RCMP), thinkAG—Careers in Agriculture and Saskatchewan Polytechnic.



GSSD, Parkland College & CTCS staff prep for the career fair.



More than 2 thousand students filled the Gallagher Centre for the 8th annual Career Fair.



A quick power outage left exhibitors in the dark for awhile. Thankfully power was quickly restored.

COMMUNITY THREAT ASSESSEMENT AND SUPPORT PROTOCOL

The Division strives to ensure that each student and staff member is provided with a safe environment. The Board is committed to creating and maintaining an environment in schools where students, staff, parents and others feel safe. Our [Administrative Procedure 165](#) outlines procedures for responding to immediate risks within a building, student threatening behaviours and traumatic events. [Administrative Procedure 165 Appendix](#) provides an overview of how specific incidences are to be handled if they should occur in any of our schools.

As part of a community approach, the division is proud to play a part in the [Community Threat Assessment and Support Protocol](#). The Community Threat Assessment and Support Protocol (CTASP) reflects the work of J. Kevin Cameron, Executive Director of the North American Centre for Threat Assessment and Trauma Response (NACTATR), the Yukon Threat Assessment Program (Y - TAP) and, the Alberta Children and Youth Initiative.

This important document was re-signed on November 22, 2018, along with many other community partners including Christ the Teacher RCSSD, RCMP, Mental Health and Yorkton Tribal Council among others.

Having all the agencies sign the protocol creates a collaboration between agencies and a balanced understanding of the important role each one plays in creating a safe environment for families and students within our communities.

The original CTASP was signed in September 2013.



Photo above: Kevin Cameron led the Level 2 VTRA Training.



Photo above: Community agencies signing the updated protocol.



Photo above: All the community partners that signed the CTASP.

*Back row: L to R: Dennis Nelson (Crestvue Ambulance), Kirk Badger (RCMP), Dwayne Reeve (Parkland College), Kevin Cameron (NACTATR), Lisa Rathgeber (Board Chair, CTCS), Terri-Ann Lepowick (Yorkton Tribal Council), Wanda Nelson (Ministry of Social Services)
Front Row: L to R: Tracy Gulka (Ministry of Corrections and Policing), Lois Smandyeh (Board Chair, GSSD), Edith Montesclaros (East Central Newcomer Welcome Centre Inc.), Quintin Robertson (Director, GSSD), Andrew Sedley (SIGN)
Missing: Barb Mackesey (Director, CTCS), Tyrone Mogenson (Melville Fire and Rescue), John Denysek (SaskAbilities), Gary Shepherd (Sask. Health Authority), Trevor Morrissey (Yorkton Fire Protective Services)*

LOCAL TEACHER REPRESENTS SASKATCHEWAN IN OTTAWA

Mrs. Christy Harrick, Teacher at Esterhazy High School, had the opportunity to attend the 22nd Teacher's Institute on Parliamentary Democracy this past November with 85 teachers from across Canada. The Parliamentary Library sponsored this event that took place for a week at Center Block while they explored various aspects of Canada's deep and rich history.

Mrs. Harrick was one of five (5) teacher's chosen to attend and represent the province of Saskatchewan. They were immersed in the environment and culture of Canadian democracy. The experience was enlightening, engaging, energizing while exhausting, and expansive in learning first hand from experts within their field. They had the opportunity to explore various historic buildings on the Hill, meet with Members of Parliament, Senators, Clerks, Speaker of the House and Senate, and Parliamentary library staff. They also listened to various Members of Parliament, media panel discussion/debates, and presentations from Elections Canada. The group toured the Supreme Court of Canada, Peace Tower, Rideau Hall, Center Block, and West Block and had an interactive session with Her Excellency Governor General Payette who candidly spoke to them. They participated in a surprise morning session with Prime Minister Trudeau who answered questions posed by the group and responded in an honest and humble manner.



Photo above: Prime Minister Justin Trudeau in the Senate with TICIP delegates.

The group was treated as honored guests while in Ottawa and they were provided numerous opportunities to network with other teachers and stretch their learning and views about democracy in Canada to new depths and heights. They experienced place based and authentic learning while in Ottawa, which ultimately is what they as teachers want to aspire to as educators with their students. The political environment in Ottawa was brought to life through first hand experiences that parlours on a human institution which made Mrs. Harrick aware of the vulnerability and sensitivity that exists on many levels.



Photo above: SK Representatives with SK MP's and Senator Pamela Wallin. (Mrs. Harrick is in the back row, second from the right)

"Learning to communicate clearly, respectfully, and insightfully while maintaining balance in one's life is something we all aspire to do." said Harrick.

As Mrs. Harrick heard from many MP's and listened in a non-partisan manner, she gained clarity and a much more thorough understanding of the responsibilities and sacrifices one may have to endure while taking on a role in government. As one MP explained, travelling 28 hours to get home from Ottawa can be exhausting and taxing on his family as he cannot always attend events.

Mrs. Harrick shared:

"My eyes were opened and my perceptions changed, and ultimately I knew one cannot paint all politicians with the same brush as people tend to do with educators. In the end we are all individuals

who just want to make a positive difference. My goal is to educate the students I teach by raising their level of awareness about government in Canada and demystifying the Canadian democratic system by being socially, respectfully, and knowledgeably engaged within our society.

I would like to thank the Good Spirit School Division & Esterhazy High School in supporting me to attend this phenomenal and life changing experience and to thank MP Cathay Wagantall for taking the time to meet with me in Ottawa to discuss the committees she represents & her role as Member of Parliament for Yorkton-Melville."

CELEBRATING SUCCESS THROUGH APPRENTICESHIP TRAINING AND TRADE CERTIFICATION

The Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) held its annual presentation and banquet on November 2, 2018 at the Conexus Art Centre in Regina. The evening was celebrating success through apprenticeship training and trade certification.

Mr. Kent Daniel from Esterhazy High School was honoured with an award from the SATCC in recognition for his outstanding contributions to the Saskatchewan Youth Apprenticeship (SYA) program and high school students interested in the skilled trades.

The SYA program raises awareness of apprenticeship and enhances student career development. According to the SATCC, much of the success of the SYA program can be attributed to the hard work and dedication of the SYA instructors within Saskatchewan high schools.

Congratulations Kent!



MELVILLE COMPREHENSIVE SCHOOL STUDENT CHAPEL

A partnership agreement between Christ the Teacher Catholic School Division and Good Spirit School Division has existed since the establishment of the Melville Comprehensive School (MCS) over 40 years ago. In recognition of the special role spirituality and religious education have played in the lives of students who have received their elementary education through the St. Henry's Catholic Schools in Melville, Good Spirit School Division and Christ the Teacher Catholic School Division agree to create and maintain a chapel in MCS.

A committee of interested students, staff, and clergy (of the various faiths represented in the school population), reviewed MCS policies and procedures to ensure that the chapel is an inviting place of prayer and reflection. On December 18, 2018, the renewed chapel was officially opened to the students of MCS.



Photo above: The MCS Chapel.



Photo above: The renewed Chapel's official opening.

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, 2020, GSSD will implement systemic approaches to find efficiencies and increase value for money allowing the division to respond to the challenges of student and staff needs.

COMMUNITY INITIATIVES FUNDS GRANT

Invermay School has been selected as a Community Initiatives Funds (CIF) Grant recipient in the amount of \$8,900. The grant money will go towards the creation of a breakfast program at the school.

The CIF annual grants support programs and projects that enhance the healthy growth and development of children and youth, individual and community well-being, and/or non-profit and community leadership.

M.C. KNOLL SCHOOL RECEIVES DONATION

Pioneer Seeds Canada provided M.C. Knoll School with a donation of \$1,000 through the Growing Today, Leading Tomorrow program. The donation will be used to add nutritious snacks to the schools intramural program.

Growing Today, Leading Tomorrow is a community investment program from DuPont Pioneer. The program focuses on providing support to agricultural education, farm safety, and food security initiatives for youth in rural communities across Canada.



Photo to the right: Pioneer Seeds Canada presents the cheque to Mr. Mark Schendel.

MELVILLE COMPREHENSIVE SCHOOL RECEIVES GRANT



The Dr. Warner F. Walters Learning Centre, located in the Melville Comprehensive School (MCS), was awarded a Painted Hand Community Development Corporation grant in the amount of \$5,000.

The vision is to establish an up to date collection of materials and resources to support Truth and Reconciliation. The project will make age appropriate resources available to MCS students and the Good Spirit School Division community through the library lending program. These resources will help students understand our history and move forward in their journey towards embracing a future where reconciliation with all Canadians is a reality.

Photo to the left: Truth and Reconciliation resources at MCS.

LIONS CLUB MAKES DONATION



A huge “Thank You!” to the Springside Lions Club for donating \$1,500 to Springside Schools’ grade 3 and 4 swim program.

In the spring, Springside Schools’ grade 3 and 4 students travel to the Gallagher Centre in Yorkton to take part in a 10 week swimming lessons program.

*Photo to the left:
Melvin Hnidey presents the donation
to Principal Penny Castle on behalf of the Springside Lions Club.*

STUDENT AND FAMILY FOCUS

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

Long-term Goals

- By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.
- By June 30, 2020, at least 85% of GSSD students in grades 1 to 6 will be at or above grade level in reading.
- By June 30, 2020, at least 80% of GSSD students in grades 4, 7 & 9 will be at or above grade level in writing.
- By June 30, 2020, at least 80% of GSSD students in grades 2, 5 & 8 will be at or above grade level in math.
- By June 30, 2020, GSSD will reduce the number of students reporting high levels of anxiety by 5%.
- By June 30, 2020, GSSD will achieve an 85% three-year graduation rate.
- By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.
- By June 30, 2020, GSSD students in grades 4 to 12 will report at least a 5% increase in student intellectual engagement.
- By June 30, 2020, all GSSD students will achieve at least a 5% increase in student attendance.
- By June 30, 2020 GSSD will promote empathy, respect and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63).

GSSD SCHOOLS REMEMBER

In honour of Remembrance Day, schools within GSSD took the time to remember the men and women who have served, and continue to serve for our country during times of war and conflict.



Grade 8 students in Ms. Katherine Koskie’s class from Yorkdale Central School worked through art to honour veterans. The pointillism represents First Nation veterans that volunteered without being considered citizens and had to give up their status to fight for our freedom.



Langenburg Central School students created a slideshow of all veterans, related to either staff or students within the school, who have served in a war. The slideshow was played during their Remembrance Day service on November 8.

BRITISH PARLIAMENTARY NATIONAL DEBATE

Isabelle Easton (grade 8) and Liam Baron (grade 7) are in their third year of debate at Saltcoats School. On September 29, they attended a British Parliamentary style debate in Saskatoon – mostly to gain experience working as a team because they have never debated *together* before this year. The duo placed in the top three teams - in the under 15 category - competing at the tournament, they were then invited to attend a national British Parliamentary tournament in Toronto from November 30-December 2.

The tournament included some of the best debaters from across Canada. Easton and Baron appreciated a great learning experience at the National British Parliamentary Debate championships in Toronto. They were one of the youngest teams in the competition. Although they fell short of reaching the playoff round, they competed hard and gained valuable experience for the rest of their debate season. Isabelle and Liam are very grateful for the remarkable educational opportunity gained by debating at the tournament and also watching the finalists debate at the tournament.

Saltcoats School started their Debate Club in 2016. The academic growth that they have seen in their students makes debate a valuable organization at their school. When students prepare for a debate tournament, they examine moral and social issues, and then prepare arguments both for and against a topic. By doing this, students evaluate the content of media, develop a deeper understanding of issues through inquiry, collaborate with their debate partner, and organize a multitude of ideas into the proper technical format. Furthermore, during a debate, students have the opportunity to work on public speaking skills, interact with their opponents while analyzing the arguments of the competing team and revise their positions to form an even deeper understanding of the topic.

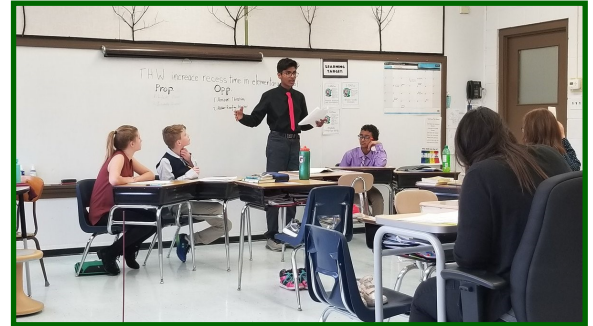


Photo above: Isabelle Easton & Liam Baron listening intently during their debate.



Photo above: Isabelle Easton, MLA Warren Kaeding & Liam Baron after placing in the top three at the British Parliamentary style debate in Saskatoon.

STURGIS COMPOSITE SCHOOL SHOWCASES YOUNG ARTISTS

Sturgis Composite Schools Visual Arts 20/30 class held an Art Show in November.

The Visual Art students displayed their work and were available to talk about their projects as elementary classes came through to look at the exhibits.

Amazing work done by the students!



Photos above: Visual Art Students showcase their work at their Art Show.

CREATIVITY IS AT PLAY IN NORQUAY SCHOOL

Norquay School Librarian, Mrs. Sandra Turta, stays up-to-date with the latest in school library programming through her social media network. She observed that Makerspaces were becoming popular in many school and public libraries. Makerspaces are essentially Do-It-Yourself (DIY) stations where students come together to create, invent, and learn. Materials and kits are provided, but students are tasked to use their ingenuity to produce something based on their interests. Mrs. Turta believes that Norquay School should not be excluded from the current trends just because it is a relatively small school, and so she created Makerspace stations for her library.

“I also felt that working on projects together would foster positive interaction and creativity and give students something to do in our often long, cold winters.” said Turta.

She was exactly right. The reaction from the staff and students has been very positive.

Mrs. Turta began by consulting with her Administrator, Mr. Trevor Olson. He was immediately enthusiastic about the project and gave her the go-ahead. She spoke with teachers to ascertain what they would like to see in the Makerspaces. Then, with past book fair credits in hand she started making purchases. She purchased a cabinet for storage. At local yard sales she found items such as K’nex, Meccano, puzzles and games. The School Community Council earmarked funds for purchasing supplies. Staff made donations. “How to” books were added to the library collection.

Many different types of activities are available at the Makerspace stations. Mrs. Turta describes how students are building things using K’nex, Meccano, Lego, Gears, and tubes.

“There are also puzzles and games. There is even talk of having a few lessons in Cribbage for anyone who wants to learn. We have art supplies, colouring pages and activity pages. Origami is also available.”, Turta explained.

The Makerspace is available all day, but is used mostly at morning recess and noon hour.

“During class time some teachers have students engaging in the makerspace activities during their library periods, literally having a lottery for who gets to use it. I have also created passes for students who are expected to be outside at noon hour but have won the Makerspace lotto.”, said Turta

Mrs. Turta plans to monitor what activities are being used and listen to feedback from the students and staff as to what they would like to see changed or expanded in future. For now Mrs. Turta is delighted with the reaction.



Photo above: The Makerspace station at Norquay School.



Photo above: A student uses one of the activities from the Makerspace station.



“I have had students tell me what a great idea it is and thank me for setting it up. The anticipation for those waiting to win the lotto is fun to watch. The students have been respectful of the space and always put things away when they are done.”, Mrs. Turta shared excitedly!

Creativity is alive and well at Norquay School!

Photos to the left: students use a variety of activities from the Makerspace station.

BOOK CLUB SUCCESS AT LANGENBURG CENTRAL SCHOOL

School librarians, Mrs. Julie Mussell and Mrs. Rhonda Vandenameele began working together in the newly amalgamated Langenburg Central School (LCS) last year. When staff took an inventory of all the activities offered to students, Julie and Rhonda identified a bit of gap for students in the upper elementary grades. “Gee, I wonder if a book club would be successful?” The answer, it turns out, was a resounding “Yes!” Forty-five students expressed interest in joining a book club, and the LCS Book Club was born. Now in its second year, the club has divided into two groups, a grade four group and a grade five to seven group to accommodate the range of interests and ages.

The book club meets from 3:30–4:45 pm on Tuesday afternoons with the two clubs alternating weeks. The meeting starts with snack time and visiting. Then the reading begins. Students gather in the window seats and on the soft seating in front of the full length windows in the library. The club has opted to read the book together aloud pausing to discuss pertinent parts. Each student purchases a copy of the book. Club members were delighted to receive book bags and book marks from the organizers this year.



Photo above: Grade 4 Book Club

Mrs. Mussell researches titles in advance of looking for books with literary merit and appeal for both boys and girls. Currently the grade 4 group is reading *The Liberation of Gabriel King* by K L Going, and the grade 5–7s are reading *The Apothecary* by Maile Meloy. Ultimately, Mrs. Mussell notes, the purpose is purely for the pleasure of reading. Judging from the responses of students and staff, Mrs. Mussell is meeting the goal. One parent commented, “My daughter is a year two member, and it is her favourite thing in life! And it is all because of this lady.” Reflecting

upon the diversity of students in the group, Mrs. Mussell maintains that “connecting with each other is key.”

Students are already inquiring about the June wind-up activity based on the success of last year’s visit to Edelweiss Café for hot chocolate and cream puffs. Mrs. Mussell and Mrs. Vandenameele are keeping their options open as they continue the quest for their next great read!



Photo above: Grade 5 Book Club

BARRY SHARPE FOYER

Per Board Policy 2— in the area of “Selected responsibilities”, the Board approved the purchase of signage to name/ dedicate the foyer of the Yorkton Regional High School in honour of Barry Sharpe.

Barry taught in Yorkton during the years of 1966 – 1996. He spent 29 of his 30 years at the Yorkton Regional High School. During his tenure there, Barry dedicated his career to impacting the lives of students through organizing school activities that were engaging and which ultimately connected students to their school. In 1985, Barry founded the 1st Canadian National Student Leadership Conference in Yorkton. The conference is still going strong across the country.



Photo above: Barry Sharpe is recognized at a recent assembly at YRHS for all the work he has done at the school and in the community.



Photo above: Barry Sharpe and his family at the opening of the “Barry Sharpe Foyer”

Among many accolades, Barry was named a torch bearer for the 2010 Winter Olympics and is a lifetime member of the Kinsmen Club of Canada.

During his career and since his retirement, Barry, has been recognized locally, provincially and nationally for the contribution he has made in connecting students to their school.

HOLIDAY SPIRIT AROUND THE GOOD SPIRIT SCHOOL DIVISION



Columbia School participated in the Santa Claus Parade in Yorkton on Saturday, November 24. The schools float won “Best Non Business Float of 2018.” Columbia Schools Junior Changemakers donated a portion of their Santa Claus Parade winnings to The Boys and Girls Club of Yorkton as a “Thank you” for all the great programs they provide to Yorkton’s youth!



Canora Composite School (CCS) students and Educational Assistants held a “Come and Go Christmas Tea” for all staff, students and alumni of CCS.



Mrs. Julie Gareau’s hard work paid off! After applying for a grant to First Book Canada & Amazon, the two companies gave the gift of reading to students at Kamsack Comprehensive Institute.

Central Office staff collected donations and non-perishable food all through December, it was then donated to St. Andrews United Church and the Salvation Army.



Macdonald School’s Christmas concert this year was “A F.R.I.E.N.D.S Christmas” (Does the backdrop look familiar)



On December 21, Yorkdale Central School held their annual Swim, Skate & Curl event at the Gallagher Centre in Yorkton.



Focusing in on ...

THE ROLE OF THE CULTURAL ADVOCATE

Andrew Quewezance has been a Cultural Advocate within GSSD for over 10 years. As a residential school survivor, Andrew brings a unique perspective to the work he does within our division.

Using a positive approach, Andrew shares his story of addiction, death, perseverance and forgiveness. Andrew is passionate about educating First Nations and Non First Nations people alike; believing it is imperative that all cultures are aware of the nature and significance of First Nations world views and ways of knowing.

Andrew provides presentations of various lengths, to various age groups and demographics.

Educators within the division share similar sentiments when Andrew visits their class.



*Cultural Advocate,
Andrew Quewezance*

“Excellent storyteller! Andrew has the ability to reach students at their own level and is very well respected by students and staff. (He) displays a kind and caring manner to everyone.”

“He (Andrew) was very honest, soft spoken, and connected well with all of the students. The Residential School experience conversation was moving and informative for the students. The students commented after his presentation that they had learned a lot and they finally understood the information that we have been learning about in previous lessons.”

“(After the presentation) The students wanted to hug Andrew or shake his hand. I think these student reactions speak for themselves. I believe Andrew’s presentations made a huge and lasting impact. One staff member even verbalized to me “that changed me” I feel very fortunate to have had the opportunity to have had Andrew speak in our school and would welcome the opportunity to have him back again. Thank you!”



Photo above: Cultural Advocate, Mr. Andrew Quewezance, helped the students at Macdonald School set up a tipi to commemorate Orange Shirt Day.

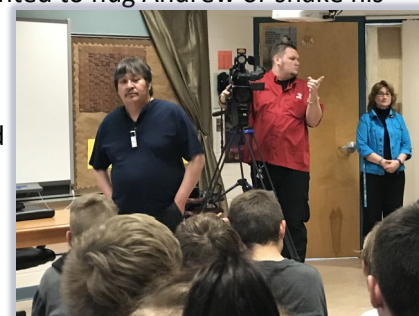


Photo above: Andrew Quewezance speaks to students at M.C. Knoll School while being recorded for a special on APTN in 2016.

Andrew continues to help guide our school division towards promoting empathy, respect and understanding in teachings related to residential schools and aboriginal history.

We thank Andrew for his teachings and working with our school division to continue towards a future of truth and reconciliation.

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