

# IN FOCUS

## WITH GOOD SPIRIT SCHOOL DIVISION



March/April 2021

### 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.

### 2021-22 BUDGET

#### Provincial Context

Saskatchewan school divisions will receive \$1.96 billion in operating funding for the 2021-22 school year which is a net increase of \$21.9 million over last year. Though the increase appears to be significant, much of it will be used to offset the costs associated with the teachers' collective bargaining agreement as well as other minor adjustments within the operating grant.

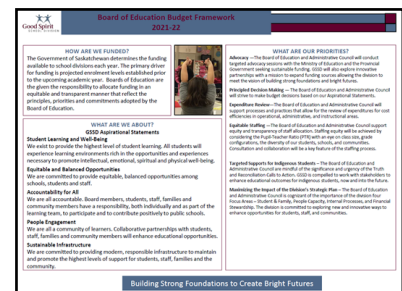
#### What Does this Mean for GSSD?

GSSD's projected enrolment for September 2021 is set to be approximately 127.50 lower than the previous year. Enrolment numbers are established with the support of local in-school administrators, year over year (straight-line) projections, and a software package called Barager Demographics. Though we are expecting the grant revenues for GSSD to increase slightly (\$375,000) for the upcoming school year, the division's associated expenses have also increased at a much high rate. These known expenses include:

- Employee Benefit Plan Premium increases;
- Workers Compensation Rate increases;
- CPP rate increase;
- general insurance premium increases;
- general inflation – non salary expenses;
- support Staff Cost of living increases;
- incremental salary costs for staff;
  - Although the budget recognizes an estimated salary increase of 2% in the upcoming teacher CBA, it does not allow for the step increases earned annually
- utility increases due to Carbon Tax, likely offset by SaskPower 10% rebates;
- increased fuel costs;
- increased cost of building supplies; and,
- unknown what levels of restrictions will be in place due to COVID-19.

#### Next Steps

GSSD recognizes that the increased expenses required for a status quo budget will be greater than the \$375,000 increased grant funding we are expecting. Currently we are looking at ways to reduce expenditures to balance the budget. As a result, all areas will be carefully scrutinized, while aligning with the Board of Education's Budget Development Framework. Administration will present a draft budget to the Board of Education at their Special Board Meeting on May 27, 2021. The final approval will occur on June 17, 2021.



STUDENT & FAMILY  
INTERNAL PROCESSES  
PEOPLE CAPACITY  
FINANCIAL STEWARDSHIP

## GOOD SPIRIT EDUCATION COMPLEX PHASE II

Several months ago, construction began on Phase II of the Good Spirit Education Complex (GSEC). The continued vision has been to consolidate as many functions of the school division as possible under one roof. Currently, GSEC is home to the transportation department with a fully serviced three bay bus garage, a facilities, technology, accounting, payroll, human resources department along with the senior administrative team comprised of Superintendents of Education, the Deputy Director, Assistant to the Director and Director of Education. The completion of Phase II will include a centralized library to house division resources, meeting spaces, coaches and consultant offices and a large meeting area which will remove the need for Good Spirit to rent alternate facilities for professional development days, Board events, administrator meetings, and other engagement events.

The following pictures show the progress that has taken place to date.



Photo above: Connecting hallway between Phase I and Phase II .



Photo above: Front entrance of Phase II.



Photo above: Phase II Mechanical Room.

## PLAYGROUND DONATIONS

School Community Councils (SCCs) within GSSD fill many roles and needs within their schools. Some of the SCCs provide financial supports for resources that align with the school's Learning Improvement Plans. They also fund nutrition programs, fundraise for playgrounds as well as other items deemed essential to student learning and well-being at a local level.

Currently, Norquay and M.C. Knoll's SCCs are fundraising for new playgrounds. Take a look at two big donations both schools recently received on their quest for new school playgrounds.



Photo above: Richardson Pioneer donated \$20,000 to Norquay School's Playground Project.



Photo above: Kinsmen Club of Yorkton President, Barry Novak, presented a cheque for \$10,000 to M.C. Knoll School Principal Phil Adams for their Home and School fundraiser towards new playground equipment.

## GSSD PURCHASE NEW BUSES

Each year, Good Spirit School Division purchases buses to ensure the transportation fleet is up to date, safe, and reliable. When tenders go out for bus purchases, proposals are evaluated based on the following criteria:

- pricing;
- specifications;
- warranty;
- delivery date;
- history of service; and,
- reputation.



Through a collaborative process, the Transportation Manager and shop foreman from both Yorkton and Melville bus garages determined which vendor would be recommended to be awarded the tender. During the April 1, 2021 Board Meeting, the Board of Education passed a motion to award the tender to Warner Industries for the purchase of eight new Thomas buses. As a result, GSSD will be adding four 65 passenger buses and four additional 53 passenger buses with one of those buses being equipped with a wheelchair lift.

## 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, 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 professional 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, Metis and Inuit Engagement Network to enhance educational opportunities for Indigenous students.

## GOOD SPIRIT SCHOOL DIVISION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Due to the global pandemic, Good Spirit School Division continues to provide Professional Development (PD) via online video and audio conferencing platforms instead of face to face.

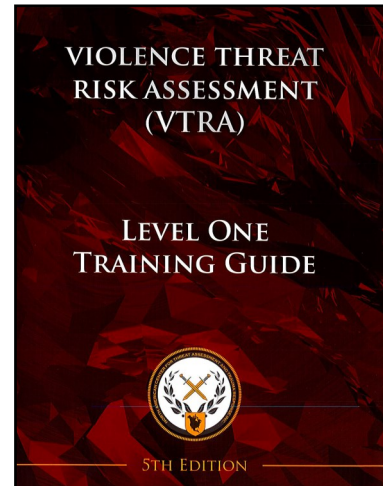
PD Event	Date	Topic / Outcome
MySchool Sask Training	March—Ongoing	In the Fall of 2020, GSSD began using the provincial unified Student Information System. Branded as “MySchoolSask”, the system is a centralized platform for safely and securely hosting and managing student data. Administrative Assistants and Administrators continue to take part in online video training and refreshers related to schedule building, student enrolment and student attendance.
Fountas & Pinnell Training	March 26, 2021	This training was for Gr. 1-6 Teachers or Student Support Teachers who have not been trained to use the Fountas & Pinnell (F&P) BAS in GSSD. The purpose of the session was to provide training for teachers to effectively administer the Fountas and Pinnell Benchmark Assessment.
Kindergarten Virtual Orientation Pop-Up PD	April 19, 2021	This virtual orientation was a planning session for Administrators and Kindergarten teachers on welcoming Kindergarten students in the fall of 2021.
Math Pop-Up PD Session	April 27, 2020	Knowledgehook is an instructional guidance system that uses engaging assessments to unlock insights and expert guidance for math teachers. Grade 3 to 9 math teachers and administrators joined the session to share experiences and discover what Knowledgehook can further offer for student engagement and teacher formative assessment.



## VIOLENT THREAT RISK ASSESSMENT LEVEL 1

Twenty-seven participants from Yorkton and area 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 March 25 and 26, 2021, through WebEx. 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. Partners will determine the appropriate intervention based on this data.

GSSD is thankful for Level 1 Trainers, Shelly Westberg and Mike Reavie, for bringing their expertise in delivering the training.



## BAND PRECAUTIONS

Good Spirit School Division offers band in 20 schools across the division with more than 1,200 students participating. Band is offered to students in grades 5 to 9. Additionally, high school students could earn band credits in grades 10, 11 and 12.

Due to COVID-19, protocols outlined in the Re-Open Saskatchewan Plan are being followed to ensure that the Arts and Band programs continue while keeping students and staff safe.

Some of the precautions schools are following include:

- entering and exiting one way from the room;
- current social distancing guidelines are followed (2 meters);
- 3 meter spacing is utilized for certain instruments such as the trombone and flute;
- percussion section is required to have their own mallets for students;
- no sharing of instruments, printed music, pencils, reeds, or mouth pieces;
- wiping down all stands, chairs, large percussion instruments after each class;
- students are required to wash/sanitize their hands upon entering the room and after cleaning and putting their instruments away;
- masks are to be worn when not playing;
- MERV13 filter bell covers, and plastic flute deflectors are used; and,
- the room is disinfected between each class.



*Photo above: Students at Yorkdale Central School are distanced and their instruments have the MERV14 filters.*



*Photo above: Students at Columbia School continue to enjoy band.*

## KNOWLEDGEOOK IN THE CLASS

In order for colleagues to come together for continuing education, Curriculum Coordinator, Charlotte Raine, is hosting Spring Pop-Up PD ZOOM sessions until June 15, 2021. These sessions cover a variety of topics from writing instruction, social emotional learning and Indigenous resources for the classroom.

The first pop-up session was Knowledgehook in the GSSD Classroom—Exploring the Possibilities.

GSSD teacher, Lorraine Huang shared her experiences with Knowledgehook during the session. She highlighted the valuable information Knowledgehook provides for her to plan instruction. She also noted the excellent teacher resources. Her student feedback indicated that Knowledgehook was engaging for them and helped to build their confidence as mathematicians. Lorraine shares how the impact of utilizing Knowledgehook has made in her classroom for students: [Knowledgehook Impact Story](#)



## THRIVE TO 5: EARLY CHILDHOOD AND FAMILY SUPPORT NETWORK

### Mission Statement:

Building strong foundations with community partners connecting, communicating, and collaborating to support families of children zero to five years.

GSSD was the driving force behind the development of a community partnership supporting young children aged 0 - 5 and their families. This network brings together approximately 25 people from Saskatchewan Health Authority Children's Therapies Program, Parkland Early Childhood Intervention Program (PECIP), Triple P Parenting, Sask Abilities, Yorkton Tribal Council, Parkland Valley Sport Culture & Recreation (PVSCR), Kids First, Kamsack Family Resource Center, Licensed Childcare, Ministry of Social Services, Christ The Teacher Catholic Schools, Yorkton Family Resource Center, Yorkton Head Start, Regional Kids First and Good Spirit School Division. The GSSD representatives include the Superintendent in charge of Early Learning, a Prekindergarten teacher, a Kindergarten teacher, a Speech Language Pathologist, the Indigenous Student Success Coordinator and the Early Learning Coach.

When a poll was sent out to partners to determine interest, people eagerly jumped on board and the energy, passion and commitment to young children and their families is evident at each meeting. Members of the network were committed to learning more about each partner organization in an effort to better support families and streamline services. Since the inception of the group in December of 2020, the 'Thrive to 5' name was adopted to reflect the hopes and dreams of everyone involved.

### Thrive to 5 Vision Statement:

Our vision is to support families in building strong foundations by coordinating appropriate services and sharing information. This will be accomplished through connecting, guiding, and empowering families to access and navigate services and resources as well as creating equitable opportunities to ensure optimal growth, development, and well-being for children throughout their early childhood journey and beyond.

The work of the group includes creating a Child Profile and a Family Profile that will be completed at the first point of contact with any organization. This information can then move with the family when referrals are made or begin working with another organization. Developing 'pathways of service' is another goal of the network to help determine gaps in service which will then be addressed. This includes creating an inventory of services in the greater geographical area which will then be broken down into resources and programming available in each community.

Currently, the group is very excited about the development of a website and Facebook page in order to connect families to services and resources, share child development and strengthen partnerships within each community. We continue to highlight the importance of child development in the early years, and the critical impact of working as a village to support young children and their families. Stay connected with Thrive to 5 on their [Facebook page](#).

## MEET A GSSD 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 Full-time Bus Drivers — **Doug Hadubiak**

### ***How long have you been a bus driver?***

I've been driving a school bus since June 2014 and got my full time route in December, driving for seven years.



### ***What inspired you to be a bus driver?***

Believe it or not I drove school bus 44 years ago in grade 12 when I attended Canora Composite School. I drove my own route and parked the bus behind the school every day. I would get up out of my desk at 3:15 pm, start the bus and pick-up students at the other schools. I enjoyed it, it was a great job.

### ***What other interests do you have?***

I love fishing and camping. I also enjoy welding; I was a welding foreman for CN for 36 years. I weld everything from mild steel, stainless and

aluminum.

### ***Do you have a pet?***

We have a little dog named Zoey, who we picked up from the animal shelter in Yorkton. When she arrived at the shelter she had 5 puppies with her. The puppies were adopted, therefore she was left alone in a cage. We took one look at her and knew she was the one. They told us she had a heart condition and her teeth needed to be fixed. She spent her whole life in a cage chewing on the bars; she broke some of her teeth so we took her to Saskatoon to them fixed. She takes a pill twice a day for her heart. We walk her twice a day and she loves it. She is the best dog we've ever had.

### ***What adventures over the course of your life have you found particularly satisfying?***

When my three sons were young, they joined the Boy Scouts, so I became a Cub Leader for ten years. I became secretary treasurer and then became local union representative at CN. I held that position for 15 years. I would travel all over Saskatchewan and Manitoba representing around 90 employees when I wasn't welding switches. Later in life my youngest son, Ian, and I joined the local archery club and became their treasurer for 10 years.



### ***What is your favorite travel destination?***

I have been to Hawaii, Bahamas and Las Vegas. My favorite travel destination is Child's Lake in the Duck Mountains in Manitoba; we go camping there every year for 18 days in August and we love it, the fishing is great...what a beautiful provincial park.

### ***Would you recommend being a bus driver?***

Oh yes! If you drive a route for many years, you get to know not only the kids but the parents as well. I get along really well with all my parents and consider them as friends. I enjoy the kids the most when they are in kindergarten, they say and do so many funny things, it makes you laugh. It's a great job for someone like me who is retired.



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



## 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, 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.

### YORKTON TRIBAL COUNCIL MAKES SPECIAL DONATION

Yorkton Tribal Council (YTC) donated **26 Chromebooks** with computer accessories (headsets, mice & protective sleeves) to local schools for the benefit of Indigenous students in need.

YTC's Emergency Response team made an application to Indigenous Services Canada (ISC) for Urban / Off-reserve proposal under the Indigenous Community Support Fund (ICSF).



*Photo above: The Chromebook and accessories that 26 students received.*



GSSD would like to thank ISC and YTC for partnering with Columbia School, Yorkton Regional High School and Yorkdale Central School in helping students get access to online learning.

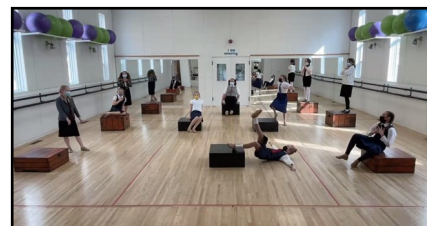
*Photo to the left: Staff from the partnering schools pick up the Chromebooks from YTC.*

### MATILDA PERFORMANCE

Students in the Dr. Brass Fine Arts Academy presented over Zoom, an adapted scene and musical number from "Matilda." From singing and dancing, the students presentation was energetic, exciting and a story of celebration of one girl's bravery to motivate and inspire her group of friends.

The Fine Arts Academy at Dr. Brass School offers two streams—Performing Arts and Visual/Multimedia Arts. Students receive performing arts training every afternoon, led by a professional dance instructor. They also receive workshops throughout the year with both local and national artists in various areas of performing arts. Performing arts include, but are not limited to: Hip-hop, ballet, jazz, contemporary, cultural dance, musical theatre, acting, music and improvisation. Visual Arts programming explores the areas of science and social studies through fine arts (painting, sketching, 3D art, multimedia).

Dr. Brass Fine Arts Academy is still accepting registrations for the 2021-22 school year. To learn more and to register visit: [Innovative Learning at Dr. Brass School](https://www.gssd.ca/innovative-learning-at-dr-brass-school).



*Photo above: Students perform Matilda over Zoom.*

## KEVIN PEEACE & DR. BRASS SCHOOL

For teacher Chantel Kitchen, the dream of having artist Kevin Peeace work with students at Dr. Brass school was finally able to become a reality in the fall of 2020. With a vision for the project and grants from the Multicultural Council of Saskatchewan, Sask Arts and Sask Energy, the official project was able to begin.

Mr. Peeace was set to come and work with the schools in GSSD the first week of March. Due to COVID-19, it was decided the project would be virtual. Mr. Peeace already had the canvases from Dr. Brass students, so he set to work preparing the floral border. The border is a key theme in Mr. Peeace's work, and it represents and pays homage to his Kokum who was a talented beader. The canvases, with the floral border sketched on, were then brought to Yorkton. The four canvases were distributed to the grade 1/2, 2/3, 4/5 and 5/6 classes. These classes then met with Kevin via ZOOM to discuss and plan out their theme.



*Photo above: The grade 1 class created a picture which symbolized "unity."*

The grade one class had the theme of **unity**. Their teacher, Edralin Badowich described the theme this way: "It symbolizes unity among nations and children around the world. The children standing together and holding hands are created by each individual student that represents unity, love, and uniqueness of each one." The children give "colour to the world". Together they created a colourful painting full of happiness and vibrant energy.

Mrs. Kitchen's grade 2/3 class' theme was of **tradition, strength and wisdom**. Together with Mr. Peeace they decided on the following representations: An elder with children for wisdom, tipis and buffalo to represent tradition, and the thunderbird in the sky to represent strength.



*Photo above: The grade 2/3 class work on their painting. The theme: tradition, strength and wisdom.*



*Photo above: The grade 4/5 class worked on a painting with the representation of the "Growing Citizens" theme.*

The grade 4/5 class, with their teacher Susan Muir, worked with Mr. Peeace to create a representation of the **Growing Citizens** theme. Growing citizens at Dr. Brass explore the following: grow food right in the classroom and agriculture education. Environmental Stewardship including vermicomposting and community gardens. Indigenous perspectives, social and emotional well-being, nutrition and physical fitness and arts education in nature. The classes painting included a family built into their surroundings with an interconnected root system, as well as elements from nature such as plants and the sun.

The grade 5/6 class used the theme of **building active leaders**. Their teacher, Juliana Nichol described the building active leaders theme like this: "In building active leaders students explore their community through land-based learning.

Participate in outdoor activities, including canoeing, yoga, cross-country skiing and hiking. Address society's most pressing social issues, both in Yorkton and around the world. Develop skills to be physically and mentally healthy, build your self-confidence, develop leadership skills, and explore your passions. In our painting there are kids participating in outdoor sports (soccer, basketball, hockey and canoeing), while the leaders (doctors, nurses, police officers, artists, hockey players) are represented watching over the young kids."

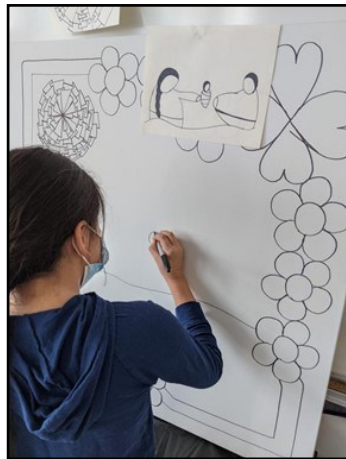


*Photo above: The grade 5/6 class used the theme of "building active leaders."*

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After meeting with Mr. Peeace on Zoom and planning on their themes, the classes got to work drawing their plans out onto the canvases with sharpie markers. After designing the outline, students painted the canvases over the course of one week. Once the painting were complete, the canvases were sent back to Mr. Peeace’s studio in Saskatoon, where he added the finishing touches, including adding the black outline around the floral border and the elements in each painting.



*Photo above: The beginning process of the canvas.*

Upon the paintings arrival back at Dr. Brass they were hung in the main entrance display cases, creating a bright and welcoming entrance way in the school.

The students are incredibly proud of their finished products and the process they were able to work through together to produce a collaborative piece.

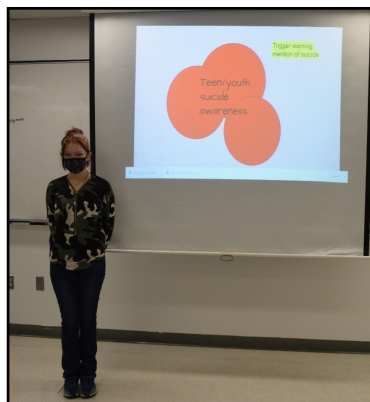


*Photo above: The paintings at Mr. Peeace’s studio in Saskatoon, receiving the finishing touches.*



*Photo to the left: The paintings in the entrance way of Dr. Brass School.*

## TEEN/YOUTH SUICIDE AWARENESS PRESENTATION



*Photo above: Taylor Bell presents “Teen/Youth Suicide Awareness”*

Taylor Bell, a Grade 9 student at Invermay School, won the Gabriel Dumont Institute “We Matter” grant.

Taylor shared her presentation with grade 6-12 students in Invermay School on March 17. Taylor tackled a tough topic in a mature manner but also in a way to connect with her target audience. Teachers found it was a good conversation starter, it got students and teachers talking about a difficult but important topic.

She then shared her presentation with 56 participants of Elders, educators and youth on March 27, 2021.

Taylor used the “We Matter” grant money to purchase \$500 in gift cards for the participants of the presentation. The Gabriel Dumont Institute donated two bags and two mugs as prizes as well.



*Photo above: Students and staff at Invermay School take in Taylor’s presentation on March 17.*

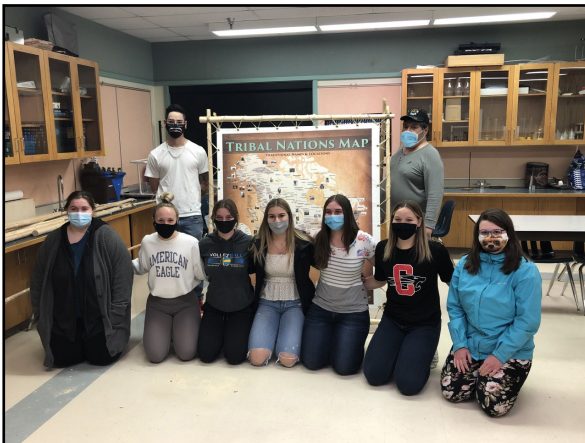
## TRIBAL NATIONS MAP

Canora Composite School (CCS) is located within Treaty 4 land, the traditional territory of the Anishinaabe, Cree, Assiniboine, and homeland of the Métis Peoples. The school is continuing to work towards establishing an Indigenous Network that can enhance the educational opportunities they offer the students.

One of the opportunities was established when Colin Knight, a CCS teacher, took the initiative to purchase the Tribal Nations maps. His intention was to permanently showcase the Indigenous Peoples' history in the hallways of CCS. Additionally, Knight wanted to provide a source of pride for students and community members of Indigenous backgrounds and give all students and visitors of CCS a huge snapshot of how diverse and populated North America was prior to European colonialism. The goal was to make this project as educational and meaningful as possible.

In collaboration with Indigenous leaders, the original idea was to incorporate leftover wood from Fort Pelly Residential school as the frame, it was later decided that the wood had many negative connotations attached to it and would not communicate a positive message.

With the help of Superintendent of Education, Mark Forsythe, and CCS staff, a new idea was developed which ensured the frame would be created using traditional teachings and from natural supplies located in our region. Cultural Advocate, Andrew Quewezance, and Terran Finlay met with the CCS staff and they decided to use pine from the Porcupine Forest north of Norquay. Mr. Baillie's Wildlife Management 30 class peeled the bark off the pine using hatchets and knives. The pine was left to dry for a few weeks. In the meantime, Mr. Quewezance cut elk hide into long strips and soaked it to prepare for the lacing of the canvas. Mr. Quewezance and Mr. Finlay came to our school and taught Mr. Baillie's class the traditional way of stretching a hide. This method is used to make traditional drums, shelter, clothing and other useful materials. Students watched and learned how to construct the frame and tie the canvas to it. The next day students used their knowledge and constructed two more frames for smaller canvases. It was a great learning experience for staff and students. School staff and students were honoured to have Mr. Quewezance and Mr. Finlay share their knowledge.



The next step is to hang the large Tribal Nation map in the entry way to the senior end of the school near the gymnasium. We are proud to hang it up for everyone to see and our hope is that people will not only be impressed with its appearance, but also have a conversation about the meaning behind it. The goal is to increase the number of experiential and meaningful lessons offered to CCS students. Thanks to the initiative and dedication of Mr. Knight and Mr. Baillie, this project is a testament to CCS's goal of uncovering the truth and achieving reconciliation.

*Photo to the left: Terran Finley, Andrew Quewezance and students from CCS pose with the completed Tribal Nations Map.*

## COMMUNITY PARTNERS DONATE



Esterhazy High School (EHS) would like to thank the Stockholm Public Library for donating a box of kids books, a stack of kids DVDs, and a table top puppet theatre to the EHS Sensory room!

## PASTORAL CARE

The Good Spirit School Division believes that students flourish when they connect to the social, emotional, physical and spiritual domains within their learning experience. Focusing on the values Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance, the Good Spirit School Division undertook a pilot project at the Langenburg Central School. As a means of ensuring the well-being of students and staff had all possible supports in place, the Langenburg Ministerial Association was approached and invited to connect with both students and staff on a weekly basis. As a result, Clergy from the various congregations within the community established a rotational schedule whereby weekly pastoral visits took place at the school. GSSD would like to extend its gratitude and appreciation to Pastor Daphne Bender of St. Paul's Evangelical Lutheran Church, Pastor Todd Guggenmos of Christ Lutheran Church, Father Andrew Lindenbach of St. Joseph's Catholic church, Pastor Sarah Giles of Langenburg United Church and Pastor Nate Coulson of Langenburg Evangelical Fellowship who willingly gave of their time to serve the students and staff at LCS.



*Photo above: Clergy members from left to right: Pastor Daphne, Pastor Todd, Pastor Sarah, Pastor Nate, and Pastor Andrew.*

The clergy members were able to share the enduring values upon which our society and educational systems are based such as personal integrity, compassion for others, and respect for the rights, beliefs and traditions of others and of the earth. The clergy members of the Langenburg Ministerial Association endeavored to remove barriers which often prevent children and adolescents from having contact with the spiritual leaders within their community. The pilot project was an overwhelming success and aligned with one of GSSD 's Strategic Plan Goals that highlights "All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual, and physical well-being.

## STUDENT EMPLOYMENT

GSSD offers current and former students currently attending school employment in GSSD. Paid work experience is a win – win. Students gain valuable on-the-job experience and become further prepared for the demands and expectations of the working world. At the same time the GSSD increases their human resources while contributing to future talent pools for the chosen occupation. Central Office Administration and Technology Department positions are available over the summer months while positions in the Facilities and Transportation Departments are available year round. In addition to a competitive salary, the Facility and Transportation positions come with the potential of 4 high school credits (Apprenticeship 20A, 20B, 30A and 30B). The hours worked also contribute to the Saskatchewan Apprenticeship and Trade Certification.

GSSD also partners with SaskAbilities to support students experiencing a disability through paid employment. This support helps students become impactful members of our communities as they prepare to move from the school setting into the work force.

Paid employment for current and former GSSD students is an example of the division's commitment of Building Strong Foundations to Create Bright Futures.

Start date to be mutually agreed upon  
\$15/hour



### Choose SUMMER at Good Spirit School Division

Applicants must be between the ages of 16 & 30 years and current or former students at: Good Spirit School Division, Zagime Anishinabek, Cote First Nation, Keeseekoose First Nation, Ocean Man First Nation, Kahkewistahaw First Nation or The Key First Nation.

**Hiring positions for:**

- Transportation Department
- Facilities Department
- Administration



**Apply at  
[www.gssd.ca](http://www.gssd.ca)**

Click on Central Office Support in the menu



## YOUR CHILD'S FUTURE STARTS HERE

**Prekindergarten** is a unique program aimed at providing preschool aged children with a variety of experiences that will promote their overall development. The Prekindergarten program gives children the opportunity to start Kindergarten with the social, emotional and cognitive skills to succeed. Efforts to create better beginnings will ensure our vision of Learning without Limits and Achievement for All!



The Prekindergarten program is for 3 & 4 year old children who live in the school attendance area.

Eligibility is based on criteria such as: financial need; child is living in foster care; child displays language or communication delays; child has social, emotional or behavioral issues; recent major change or trauma in the family; single parent; teen

Parent; parent did not complete Grade 12; referral by or involvement with Support Services; family health care challenges; child has little opportunity to interact with same age peers; immigrant/ refugee family; English is not the only language spoken at home; lack of family support system and other family vulnerabilities

Children who attend a government child care centre are not eligible for PreK.

Submission of an Application Form does not ensure entrance into the Prekindergarten Program.

Prekindergarten is located in the following GSSD schools. For more information, to make a referral or complete an application call:

- Canora PreK Canora (306) 563-5945
- Columbia PreK Yorkton (306) 786-5510
- Davison PreK Melville (306) 728-3955
- Dr. Brass PreK Yorkton (306) 786-5520
- Langenburg PreK Langenburg (306) 743-2631
- PPEP Program Esterhazy (306) 745-2893
- Victoria PreK Kamsack (306) 542-2546

Watch what Early Learning in PreK looks like within GSSD here: [Early Learning in PreK video](#) and download the Prekindergarten Brochure [here](#).

What should you know when registering for **Kindergarten**.

- Children who turn 5 by December 31st are eligible for Kindergarten for that school year.
- Attendance in Kindergarten is highly encouraged but not compulsory.
- Students attend for a full day, every other day for the entire school year.
- The school will host a Kindergarten Open House for children and their parents/guardians in May.

Watch what Early Learning in Kindergarten looks like within GSSD here: [Early Learning in Kindergarten video](#) and download the Kindergarten brochure [here](#).



*Photo to the left: Hear from M.C. Knoll School's Kindergarten teacher Amy Bishop about what Kindergarten will look like for your child.*

**BUILDING STRONG FOUNDATIONS**

**IT'S TIME!**

Good Spirit  
SCHOOL DIVISION

**Kindergarten**

Children who were born in 2016 can register!  
Register by the end of March.

**Prekindergarten**

Now accepting applications for children who will be age 3 or 4 during the 2021-2022 school year.  
Please apply by April 30th.  
PreK selection is based on the Ministry of Education eligibility criteria.

Children who turn 3 later in the year may apply to PreK throughout the year.

Visit [www.gssd.ca](http://www.gssd.ca) for registration information or call 306-786-5500



*Photo above: GSSD and Gradient Films worked together with staff, students and parents at Columbia School and M.C. Knoll School to create two early years video. One for Prekindergarten and one for Kindergarten.*

## INTERNAL PROCESS FOCUS

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

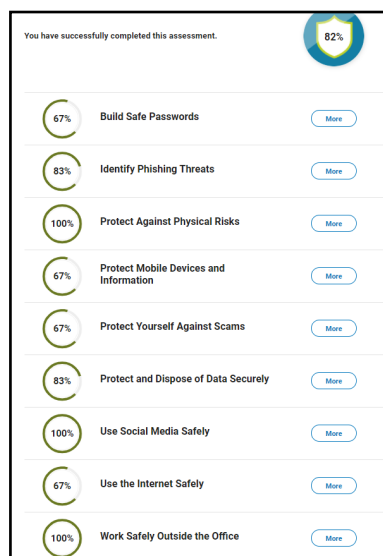
### Long Term Goals

- 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.

## GSSD CYBERSECURITY PROJECT

Keeping staff and students safe online is no small task. In recent months, the number of Cybersecurity incidents that have increased sharply. With the average cost of fixing a cybersecurity breach in the millions, cybersecurity is more important than ever. Recognizing this, Technology Services engaged IBM Canada Ltd. to assist with reviewing GSSD's current state (what do we know and what are we doing now?) and provide recommendations that will improve the Cybersecurity safety level.

### The Process:



A survey sent out to selected staff members yielded two amazing results. First, the participation rate on the survey was 76%, well above the national average participation rate for this survey. Second, GSSD's average score was 81%. This is 4% above the Education Industry Benchmark. The survey also generated some friendly competition among certain groups. The group with the top score was Tech Services with an 89%. The takeaway is that GSSD has room for growing our Cybersecurity knowledge and skills.

IBM Canada K-12 staff led Admin Council, Coaches and Coordinators and Tech Services through four half-day meetings that covered the Ten Essential Practices for Cybersecurity. While the report is pending, the Ten Essential Practices covered a variety of topics ranging from policies and procedures to network security to professional development. Interesting discussions centered on password policies, the life cycle of our data, and the secure use of 3rd party Apps.

Once the report has been finalized and discussed at Admin Council, Action Plans will be constructed and shared with staff.

*Photo above: After the survey, participants were shown their mark and areas that need improvement.*

## ON-LINE SCHEDULING

To make scheduling student-led conferences easier, Churchbridge Public School (CPS) uses *School Appointments Online*, a web based system to schedule kindergarten to grade 12 student-led conferences.

Teacher, Mrs. Brenner sets up the dates and duration of the conferences. Once she has done that teachers can refine their schedules by blocking off times. The link is then shared with parents who can register with the teacher and time slot that works best for them.

The system is not perfect but it does take pressure off the office staff and allows parents the freedom to choose a time that works best for them.

“I really like the booking system! It is less work for the teachers to organize with other teachers and their students' siblings, there are less cancellations or changes that need to be arranged, parents choose a time frame that works best for them, and teachers can choose their break times.”

- CPS teacher



## Focusing in on ...

## INDIGENOUS STUDENT SUCCESS COORDINATOR

### JESS ARMSTRONG

I am a Métis educator originally from Duck Lake, SK. I have 15 years of experience, with much of that work focused on improving educational outcomes for First Nations and Métis students in Saskatchewan.

Prior to moving to Yorkton, I worked in the Living Sky School Division for 10 years, most recently as a First Nations and Metis Graduation Coach and Native Studies teacher.

I am new to the Good Spirit School Division, coming on board as the Indigenous Student Success Coordinator this fall. This new role has me supervising and working alongside Indigenous Community Workers, Indigenous Student Success Coaches as well as working with other coaches, coordinators and administrators to evaluate resources and develop projects and plans to incorporate Indigenous perspectives and ways of knowing into the curriculum. I have been able to take part in meetings involving service agreements with our First Nation partners and have helped schools navigate ways to weave Indigenous ways of knowing into what they are currently teaching, including helping to plan and facilitate a zoom based Indigenous Storytelling month project.



*Photo above: Jess Armstrong.*

In this role, I am also working on a Ministry of Education project known as an Invitational Shared Service Initiative with Yorkton Tribal Council and two First Nation partners. I contributed to the writing of the project plan this year as well as worked on the development of the budget. I am also involved in an Educational Partnership Plan between Good Spirit School Division and Keeseekoose First Nation. For this project, I helped to gather and evaluate resources for the further implementation of Treaty Education in three schools and will help to access resource people to help in the area of professional development.

Since I have a background in Native Studies, I have also been developing some sample lessons for the Indigenous Studies 10 course that four schools will be offering in the fall. Being able to take part in this work has been incredibly meaningful to me as I think it is of great importance for all Canadians to acknowledge our true history and develop an understanding and respect for Indigenous people. I am looking forward to continuing to plan that course and assess resources with the teachers who will be instructing it and know that it will be an important step towards reconciliation.



*Photo above: Jess Armstrong teaches students the history and art of beading.*

In addition to this, I have also had the opportunity to work with our Early Education team on a cultural project that will bring Indigenous based resources into the Prekindergarten and Kindergarten classrooms. I am so

excited for our youngest students to see themselves represented in the new books that we have ordered and in the literacy kits that are going to be developed.

I am enjoying meeting, working and learning alongside the students and staff of the Good Spirit School Division and consider myself lucky to have a hand in so many of the positive things that are happening. I have had great conversations with many teachers, administrators and support staff who are eager to continue down their own paths towards truth, reconciliation and education that meets the needs of all students. I look forward to participating in the important work that needs to be done to take these conversations and create meaningful action.

### GSSD FOUNDATIONAL STATEMENTS

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