

# IN FOCUS

## WITH GOOD SPIRIT SCHOOL DIVISION



March/April 2022

### 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.

### MENSTRUAL PRODUCTS IN SCHOOL

Good Spirit School Division is committed to ensuring all students feel welcome, safe and have a sense of belonging. This includes creating healthy school environments where all students who menstruate feel safe, respected, and included.

Like toilet paper, menstrual hygiene products are necessary for sanitary reasons for over half of the population. Access to these products should not be a barrier for young people who wish to attend school or to participate in any school activities. Giving students access to menstrual hygiene products can contribute to improving attendance and increasing the performance of students in schools.

In February 2022, the Facilities team along with the Curriculum Consultants worked collaboratively to provide students with access to free tampons and pads.



Menstrual hygiene dispensers were installed in gender-neutral washrooms in every school with grade 6-12 students.

Schools that have grades 4 and/or 5 students received a container of pads that any student may access.

*Photo to the left: A menstrual hygiene dispenser in a gender-neutral washroom at Esterhazy High School.*



*Photo to the right: Restocking of the dispensers is the responsibility of the caretakers, similar to their responsibility for restocking of toilet paper.*

## YOUTH RESILIENCY AND THE DEVELOPMENTAL ASSETS SURVEY

Yorkton schools in the Good Spirit School Division and Christ the Teacher Catholic Schools, have partnered with the Society for the Involvement of Good Neighbours (SIGN) Life Skills program to support the Youth Resiliency Project.

There are four objectives and ten outcomes for the Youth Resiliency Project::

Cultivate Community Readiness, Energy and Commitment	Positive Youth Development	Risk Reduction	Effective Treatment and Support for Youth with Greater Needs
Outcomes	Outcomes	Outcomes	Outcomes
<ol style="list-style-type: none"> <li>1. Community partners, young people and community members will have a better understanding of the 40 Developmental Assets and how it can be implemented in their agencies.</li> <li>2. Interagency committee is developed including youth representatives</li> <li>3. Development of a Community Profile</li> <li>4. Development of a Community Plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Young people will receive skill building and supports through group work and one on one in the community.</li> <li>2. Young people will develop leadership skills to assist them and mentor other young people in our community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Community partners, including youth, will receive a community profile showing strengths, supports and risk behaviours affecting young people in the community.</li> <li>2. Community Plan updated to include strengths and supports in community, risk behaviours and next steps in programming for the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Youth ages 12-25 are able to access the services they need when they need them. The early intervention will lead to less crisis amongst young people in the community and provide young people with assistance to navigate the various systems in place in the community.</li> </ol>



Photo above: Mr. Teneycke works with students in the Solubility Lab at Dr. Brass School.

SIGN’s Life Skills Community Youth Worker, Darran Teneycke, has worked with the schools and other youth organizations to engage and empower young people. Presentations on the 40 Developmental Assets have occurred in all Yorkton schools to students in grade 6 to grade 12. The 40 Developmental Assets are positive qualities and traits that all young people need in life, such as caring relationships with adults, positive values, social competencies and the ability to use time constructively. The Asset frameworks focus on three principles that make it a valuable tool for schools and programs that work to help young people live their lives to the fullest potential. It focuses on youth’s strengths and is based on positive relationships and the concept that everyone in the community, adults or youth, has an equally significant role.

All students in Yorkton in grade 6 to grade 12 will be given the opportunity to participate in the Developmental Asset Profile survey. This anonymous survey will identify the number of assets which youth in the community presently have. This information will be used to formulate a community profile and create a community plan to support youth in Yorkton.

*“It has been great to connect with the youth in our community. They have so many great ideas for making our community a better place. These last couple of years have been exceptionally tough. As we come out of the pandemic, it will be essential to give them a voice and use their great ideas to ensure our community provides them with the opportunities they need to succeed.”*

- Darran Teneycke

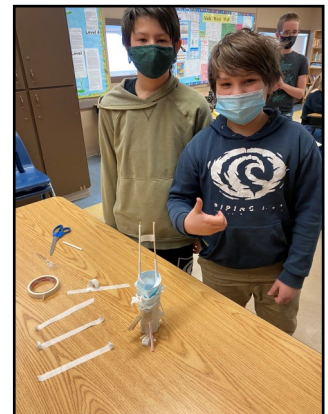


Photo above: Students at Yorkdale Central School planned and created marble catchers. This project is part of the Youth Resiliency Project.

## INDIGENOUS STUDENT SUPPORT CENTRE GRANT

Since the creation of the Entayan Room or Indigenous Student Support Centre, there has been a nutrition component that has not only drawn students in but fulfilled a need that often goes unseen in high school students. However, due to rising cost of groceries and food insecurity issues, the Entayan Room has had a great deal of difficulty with continuing to support the nutritional need of students.

This is where the support from the Comprehensive School Community Health (CSCH) comes in. CSCH works to support improvement in students' educational outcomes while addressing school community health in a planned, integrated, and holistic way. CSCH enhances what already happens in the classroom and motivates the whole school community through actions that encompass four integrated components providing a strong foundation for school community health.

Erin Nicolas, Indigenous Student Success Lead at the Yorkton Regional High School applied for a \$3,000 grant through CSCH. The grant will help offset the costs of providing nutritious food to students until the end of the school year.

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*"The grant has allowed The Entayan Room to offer more nutritious choices and variety that we couldn't afford prior to receiving the grant. It has allowed us to expand our food pantry in our room which has been fantastic. We have also been able to provide food hampers when students need them. With the increasing cost of food, the grant has really helped address some food security issues.*

*We are very grateful to have received this support."*

*- Erin Nicolas, Indigenous Student Success Lead*

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## 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.

## SCHOOL TOURS



The Facilities Department has been busy touring schools to conduct the Annual Facilities Administrators' Meetings.

These meetings allow Facilities Manager Pat Morrison and Facilities Coordinator Chad Rennie to meet with Administrators in their schools to discuss current and upcoming projects as well as safety concerns.

Collaboration and communication are key during these tours as Morrison and Rennie work through what the priorities are with the administrators, discuss new projects on the administrator wish list, and is an opportunity for the administrators to provide feedback on service requests, caretaking, yard care, etc.

Following these meetings, the facilities team collects the findings and works to create new projects and service requests. The new projects are then reviewed in detail during the annual facilities inspections during the summer.

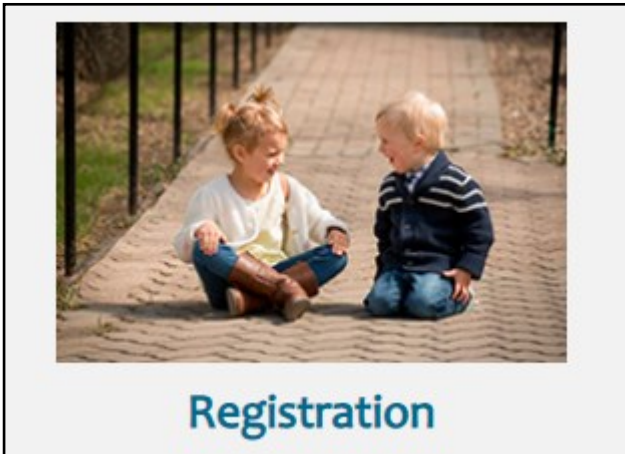
*Photo to the left: Esterhazy High School Administrator, Gord Erhardt and Facilities Manager, Pat Morrison, tour around the school.*

## ADMINISTRATIVE PROCEDURES

Good Spirit School Division has approximately 200 administrative procedures (APs) which guide decision-making within the organization. Every year, Administrative Council initiates the review of APs and so far this year, 22 have been reviewed or updated.

General Administration APs:	Instructional Programs & Materials APs:	Students APs:
<ul style="list-style-type: none"> <li>• <a href="#">100 Strategic Plan</a></li> <li>• <a href="#">100 Appendix Enterprise Risk Management</a></li> <li>• <a href="#">102 School Level Planning and Reporting</a></li> <li>• <a href="#">142 Cell Phone Access and Usage</a></li> <li>• <a href="#">161 Communicable Disease</a></li> <li>• <a href="#">165 Safe Schools</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">206 Opening Exercises</a></li> <li>• <a href="#">208 Controversial Issues</a></li> <li>• <a href="#">212 Prekindergarten</a></li> <li>• <a href="#">225 Smudging</a></li> <li>• <a href="#">270 Selection of Instructional Materials and Equipment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">304 Menstrual Products in Schools</a></li> <li>• <a href="#">307 Safety of Student Arrival</a></li> <li>• <a href="#">308 Indoor Recess Noon Hour</a></li> <li>• <a href="#">309 Potentially Life-Threatening Medical Conditions</a></li> <li>• <a href="#">316 Administration of Medication To Students</a></li> <li>• <a href="#">331 Service Dogs in Schools</a></li> <li>• <a href="#">339 Transferring Lifting and Positioning</a></li> <li>• <a href="#">340 Attendance of Students</a></li> <li>• <a href="#">359 Credit Recovery Credit Extension</a></li> </ul>
<b>Personnel and Employee Relations APs:</b>	<b>The following APs are currently under review:</b>	
<ul style="list-style-type: none"> <li>• <a href="#">409 Home Based Work</a></li> <li>• <a href="#">438 Certification Support Staff</a></li> </ul>	<ul style="list-style-type: none"> <li>• 202 High School Final Exams</li> <li>• 340 Attendance</li> <li>• 352 Seclusion and Physical Restraint</li> <li>• 423 Acting Principal</li> </ul>	

## SCHOOL REGISTRATION



The 2022-23 school year is quickly approaching. Registering for the upcoming school year in advance, allows division and school staff to determine bus routes, timetables, and grade configurations.

To register contact the school within your attendance boundary.



## 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.

### GOOD SPIRIT SCHOOL DIVISION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

PD Event	Date	Topic / Outcome
Using myBlueprint to Support Career Education	March 2, 2022	The myBlueprint platform is used in Career Education Grade 7-9. Teachers use myBlueprint with student to help students explore potential career interests, prepare their first resume and more. This session was designed to review the many functions and options available in myBlueprint that teachers can use with students.
Non-Violent Crisis Intervention (NCI) 1 Day Spring Refresher	March 9, 2022	In this one-day refresher session, participants reviewed strategies for safely defusing anxious, dysregulated, hostile, or violent behavior at the earliest possible stage.
Secondary Pathway Planning Using myBlueprint	March 23, 2022	Every student in Saskatchewan should have a Graduation Plan. To this end, the Ministry provides School Divisions with access to myBlueprint. In high school, Administrators and Grad Coaches use myBlueprint to help students with their planning from classes required, to post-secondary options that are available to students as they progress through school. This session was designed for Administrators and Grad Coaches to review the functionality in myBlueprint.
Using myBlueprint Beyond the Basics	March 30, 2022	There is always an opportunity to expand the usage of myBlueprint beyond the basic functionality. Expanding the usage of myBlueprint allows students to take a rich portfolio of their work after they leave the PK-12 system. This session was designed for teachers and administrators to provide an overview and ideas for expanding the use of myBlueprint beyond Career Education and Graduation Planning.
Fountas and Pinnell Benchmark Assessment Training	April 1, 2022	The purpose of the session was to provide training for teachers to effectively administer the Fountas and Pinnell (F&P) Benchmark Assessment. This training was for teachers who have not previously had F&P training in GSSD.
Violent Threat Risk Assessment Level 1	April 25 & 26, 2022	Participants learned how to utilize a multidisciplinary process to determine whether a threat maker actually poses a risk to a target(s) they have threatened.

## NON-VIOLENT CRISIS INTERVENTION

GSSD staff involved in Nonviolent Crisis Intervention® (NCI) training learn decision making skills to match the level of response to the risk of crisis, focusing on the least restrictive response to ensure the care, welfare, safety, and security of students and staff. This includes recognizing the stages of escalation and learning evidence-based techniques to appropriately de-escalate.

Nonviolent Crisis Intervention training is a two-day course in which participants learn to recognize different stages that individuals move through as their behaviour starts to escalate and how to diffuse these behaviors while keeping everyone safe. This training is taught by GSSD Senior Instructors Craig Folk and Doug Kreklewich (School Counsellors) and Deb Bulitz (Registered Psychologist) who are certified by the Crisis Prevention Institute®.

The training is consistent with the GSSD Administrative Procedure #352, which deals with the restraint and seclusion of students.

On day 1, participants gain a basic understanding of crisis intervention methods. This training emphasizes early intervention and nonphysical methods for preventing or managing disruptive behaviour. The Crisis Prevention Institute's (CPI) Personal Safety Techniques for staff is also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from an escalating situation.

Participants learn:

- When it's appropriate to physically intervene.
- How to identify behaviours that could lead to a crisis.
- How to most effectively respond to each behaviour to prevent the situation from escalating.
- How to use verbal and nonverbal techniques to defuse risk behaviour and resolve a crisis before it becomes violent.
- How to cope with your own fear and anxiety.
- How to use CPI's principles of Personal Safety to avoid injury if behaviour becomes physical.

On day 2, training expands on crisis intervention methods. This training focuses on the study and practice of non-harmful Nonviolent Physical Crisis Intervention methods, used only a last resort when an individual becomes an immediate danger to self or others and all other interventions have been exhausted.

Participants learn:

- When it is appropriate to physically intervene.
- How to develop team intervention strategies and techniques.
- How to assess the physical and psychological well-being of those involved in a crisis.
- How to control and transport an individual safely and effectively.
- How to maintain rapport with the individual demonstrating risk behaviour.
- Key steps for debriefing after a crisis and developing safety plans for the student moving forward.

Every year, GSSD holds a two-day training as well as a fall and spring refresher to update and refresh evidence-based techniques and review staff skills and use of best practices.

Every school in GSSD has a trained NCI team consisting of the student support teacher(s), administrator(s), school counsellor, and selected classroom teachers. Some educational assistants have also been trained to support their school team.



*Photo above: Trainer Doug Kreklewich speaks to participants of the NVCI Spring Refresher on March 9, 2022 in Yorkton.*

## TRANSITIONS IN GSSD

### What is a Transition?

A transition is a process that requires the ongoing support of team members throughout the school and school division. It is the time period in which a child gradually adjusts to their new surroundings. Transitioning involves the physical, social, and emotional well-being of a child and considers individual learning needs and accommodations. Planning will be different for every student. Some students will require more supports and planning than other students.

### DID YOU KNOW?

GSSD has developed guidelines for teachers, administrators, and other team members in order to be sure transitions for students are free of barriers. Students transitioning in GSSD should have the supports in place to feel comfortable and confident and that they belong in their new setting.

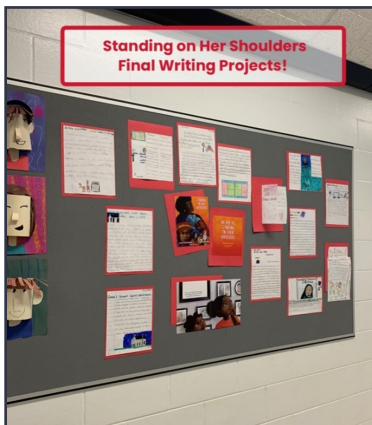
“At a Glance” documents have been developed for:

- *Early Years Transition PreK to Grade 1*
- *Grade to Grade transitions*
- *School to school transitions*
- *High School*
- *School to Life*

These documents provide a road map and at-a-glance guidelines to help teams transition all students from one grade to another. They include recommendations like: students visiting their upcoming classroom and meeting their teacher; parents receiving information by the end of June about their future classroom; and , teachers sharing information and discussing programming for students.

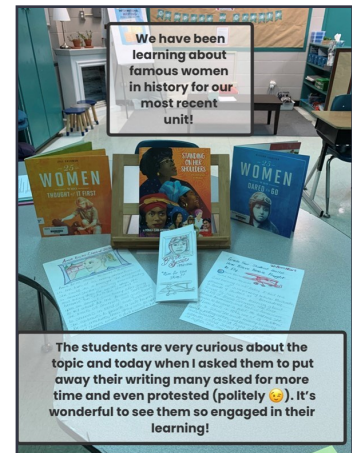
## MODES IN FOCUS

Several English Language Arts (ELA) teachers in GSSD have been exploring a resource called “Modes in Focus”. This writing resource includes writing lessons that connect to engaging themes and focus on a specific type of writing.



It supports the reading and writing connection with texts that help anchor the units.

Amie Malkoske, teacher at Dr. Brass School used the resource with her class to foster authentic writing experiences and build excitement for writing and reading. As the pictures illustrate, the students were extremely interested and engaged while building essential writing skills through the process.



## EARLY YEARS EVALUATION

The Early Years Evaluation window began on April 25<sup>th</sup> and will be open until May 13<sup>th</sup>. Kindergarten teachers will be observing their students to consider their growth since the assessment in the fall.

The EYE “provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments”. It assesses children’s development in five domains: Awareness of Self and Environment; Social Skills and Approaches to Learning; Cognitive Skills; Language and Communication; and, Physical Development.

In the fall of 2021, there were 360 students assessed from 26 different classrooms. Fifty-four percent of the students assessed in GSSD were in the green zone (can achieve tasks), 27% of the students in GSSD were in the yellow zone (experiencing some difficulty) and 19% in the red (experiencing significant difficulty). Once the data is collected this spring, kindergarten teachers along with the Student Services Team will consider next steps for students who require supports moving into Grade 1.

## MEET GSSD BUS DRIVERS!

Bus Drivers play an integral role within a school division, they are often the first and last person students come in contact with on schools 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 two of the GSSD Bus Drivers — Kristina Boman and Amanda Buhler

**1. How long have you been driving bus?** **Kristina:** 3.5 years. **Amanda:** This is my third school year.



Photo above: Spare Bus Driver in the Preeceville/Sturgis area Kristina Boman

**2. What inspired you to be a bus driver?** **Kristina:** A senior bus driver encouraged me, along with my desire to travel and have a job that I can bring my kids along if need be. Always having something different to do, different places to go, meeting new people.

**Amanda:** There were several factors. I enjoy working with children and I also enjoy driving. But it was the hours and the flexibility that drew me in the most; I homeschool my own children and can drive my bus route and still be home to teach them during the day.

**3. What other interests do you have?** **Kristina:** I enjoy, hunting, fishing, camping, music and arts, visiting friends and family, and travelling to unique locations across Saskatchewan and Canada.

**Amanda:** My entire family recently participated in The Paper Bag Players production of The Lion, The Witch, and the Wardrobe! I acted the role of Mrs. Beaver. I also love playing the piano and singing.

**4. Do you have a pet?** **Kristina:** I have a German Shepherd named Sophie, a Ball Python named Ophelia, and several fish. **Amanda:** Many pets! I love animals of all kinds. I have dogs, cats, chickens, and ducks!

**5. What adventures over the course of your career have you found particularly satisfying?** **Kristina:** I find it very satisfying when I take sports teams to events or tournaments. The pre-game music the kids play to get themselves pumped up gets me psyched for them. I often go and watch them play and cheer them on, and congratulate them on a job well done.

**Amanda:** One year, the younger students on my bus and I imagined hatching dragon eggs we “discovered” on the bus. For months I told them stories on the way home of all the adventures (and misadventures!) the dragons had while they were at school, and sometimes they’d regale me with stories of the tiny dragons who hid in their backpacks and snuck into their schools!



Photo above: Bus Driver for the Melville area, Amanda Buhler.

**6. If you could invite anyone to be a passenger on your bus, who would it be and why?** **Kristina:** I would invite my family, mainly my grandparents, dad, and my boyfriend. I would like to see them experience some of the weather situations I have driven through and also to see some of the scenery and wildlife along the way.

**Amanda:** I would invite anyone who uses a cell phone while driving, so they could see how dangerous it can be and how clearly visible it is from a bus.

**7. What is your favorite travel destination?** **Kristina:** My favorite would have to be Alberta where lots of my family and friends are. I’d also like to travel more to Nova Scotia as I have extended family out there I haven’t met yet, and the drive across the country is beautiful. The scenery and history in Nova Scotia captivated me the first time I went out there and I can’t wait to go back.

**Amanda:** Anywhere I can camp with my family. We once took a long trip and lived in our RV for four months, all over Canada and the USA!

**8. Would you recommend being a bus driver?** **Kristina:** I would recommend becoming a bus driver if you are confident in your driving skills and love to travel. Being a substitute/spare bus driver, you get to experience travelling to lots of places and events, and you get to meet some pretty awesome people!

**Amanda:** Absolutely! I enjoy it even more than I thought I would when I first applied.



## 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.

### FOUR YEAR PARTNERSHIP WITH SASKATCHEWAN HEALTH AUTHORITY

In the fall of 2018, Esterhazy High School (EHS) began a partnership with the Saskatchewan Health Authority to offer the services of Wanda Buckberger, a Nurse Practitioner, to students twice per month.

Nurse Practitioners can diagnose common health problems, prescribe medications, order lab tests, ultrasounds, X-rays, and refer to specialists.

Tracy Huckell, Vice-principal at EHS says they have been very fortunate to have these services available for the students. "Wanda's mornings at EHS are always busy seeing new students and providing follow-up care to others. Students and parents appreciate the convenience and the ability to follow-up given she is at EHS twice per month."

Sometimes students and/or parents bring up concerns to staff that are beyond the realm of their expertise, so it's been beneficial to have the ability to connect them with Wanda. Students find these services convenient as they can remain in class until she is available to see them, and their parents don't have to leave work to transport them elsewhere.

The Nurse Practitioner's services are completely confidential, and students just need to make the office aware they want to see Wanda. Those over the age of 14 do not require parent consent as per SHA protocol; however, sometimes parents initiate the visit and attend with their child. EHS has also been able to involve the Settlement Worker in School (SWIS) worker to accompany students when families do not speak English and require language support.

The students and staff both would agree having the services of a Nurse Practitioner available at EHS has had numerous benefits.

This four-year partnership is certainly something to celebrate as it supports comprehensive, timely, and accessible care that helps the EHS team put students and their needs first. They are hopeful this partnership will continue for years to come.

### GRAYSON COMMUNITY DAYCARE



*Photo above: The agreement was signed on April 22, 2022 at Grayson School.*

Good Spirit School Division and Grayson Community Daycare have entered a partnership to welcome a fully licensed daycare this fall.

The new daycare space will be created by joining two existing classrooms in the Grayson School, a Grade 4-5 split and the school's old band room. It will open up 20 licensed daycare spots for the community.

Through a survey, it was shown there was a need for a daycare, as in the past families were travelling anywhere from 40km out of Grayson to find a daycare.

Good Spirit School Division is excited to enter this partnership with Grayson Community Daycare.

## HISTORY 10 CLASS VISITS THE SASKATCHEWAN LEGISLATURE

Students from Mr. Don Coleman’s **History 10** class at the Melville Comprehensive School toured the Saskatchewan Legislature on Tuesday, March 15, 2022. In the weeks leading up to the trip to Regina the class had been learning about political decision making. They had explored the *Six Nations of the Haudenosaunee (Iroquois)*, and then the events of the *French Revolution* in the past. Just before the field trip they had discussed how Canadian governments make decisions today.

The class left Melville at 8:00 am so there would be time to tour the *Government House* in the morning. Two costumed guides led students through the official home of the Lieutenant-Governor of Saskatchewan, originally built in 1889. The house has been restored to its condition in 1905 when Saskatchewan became a province, and the guides explained what life was like at that time. Students found the architecture and furnishings of the building fascinating.

Following lunch, the class arrived at the *Saskatchewan Legislature* for a brief tour before entering the legislative chamber. During the opening introductions, Honourable Warren Kaeding, Minister of the Environment and MLA for Melville-Saltcoats, introduced the class and welcomed them to the legislature. The class watched Question Period, and were especially interested when questions about education were directed to the Minister of Education. There was a lengthy discussion about the funding of education by the provincial government, and when time came to leave the Melville students wanted to stay in the chamber to hear the rest of the discussion. Some reported that they actually watched the rest of the discussions from home that evening.



Before leaving, Minister Kaeding met with the students to share some of his experiences as MLA and cabinet minister. Students responded to his presentation with several questions related to the government’s plans for generating electricity, and discussed the future of nuclear energy in Saskatchewan.

Below are student observations about visiting the Legislature and the importance of continuing to have field trips.

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*“I feel that the two sides (Sask. Party and NDP) are too upset with each other. Even with different views I think that they should still get along. Though it was fun to watch the debate, it was also sad to see how the people interacted with each other.”*  
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*“I liked how pretty the building looked. It was also great to watch them argue, seeing Scott Moe was especially nice. It was interesting seeing how each person had different opinions and different things they worried about.”*  
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*“I really adored the architecture and gothic style of the building itself. The paintings that were placed all over, gave the sense of important history. The Government house was beautiful, it felt like we really went back to the 1900s, it made me happy. Watching the Legislature assembly was so cool, and seeing the respect to indigenous groups at the beginning ceremony was good.”*  
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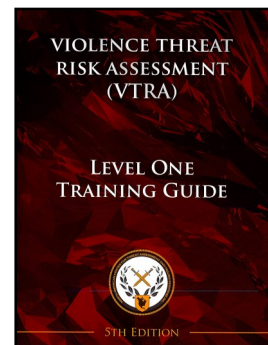
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*“I personally prefer a hands on and/or in real life experience, and gives me a better feel on how things work(ed). Plus it gives you the opportunity to interact with other people.”*  
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*“In class it is much harder for me, and maybe a few other people to understand what were actually learning and talking about, but if you’re actually at a place where you can learn about the topic, you can hear from others and see visuals of what they’re talking about, which is a bit easier to understand.”*  
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*“I enjoyed getting to watch question period at the Legislature. This is because I have never watched question period before and it was quite interesting. We got to hear the political leaders talk about current issues in Saskatchewan and other important topics.”*  
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## VIOLENT THREAT RISK ASSESSMENT LEVEL 1

Sixteen participants from Yorkton and area took part in the Violent Threat Risk Assessment (VTRA) Level 1 training. VTRA is a comprehensive three-stage violence prevention model that addresses all forms of violence. It allows trained teams of professionals to identify early risk indicators in persons of concern and guides multi-disciplinary teams through high-end threat assessment cases from data collection to data-driven interventions. The two-day training was delivered in person on April 25 and 26, 2022. Yorkton community partners such as Society for the Involvement of Good Neighbours (SIGN), Sask Abilities, Mental Health, and RCMP participated.



*Photo above: Brittany Frick takes the participants through Typologies. Typologies are used to for predicating behaviour.*

Participants learned how to utilize a multidisciplinary process to determine whether a threat maker actually poses a risk to a target(s) they have threatened. Participants also learned to assess students with histories of violence for further or more serious violence potential. VTRA founder Kevin Cameron shares that serious violence is an evolutionary process and most students leave intentional or unintentional signs and indicators.

Teams are trained to collect data that helps determine the level of risk that a student may carry out an act of violence towards themselves or others and what appropriate interventions should be used to reduce risks. The hands-on training is practical, using real-world examples and actual case studies. The training allows communication and builds trust and partnership between organizations and individuals in Yorkton and surrounding areas.

GSSD is thankful for the recently trained Level 1 Trainers in the community, Amber Singh (Saskatchewan Health Authority), Brittany Frick (Parkland College), Cst. Kimberly Flett (RCMP), Ashley Benko (Christ The Teacher Catholic School Division), Michelle Goulden (GSSD), and Julie Parisloff (GSSD).

## ESTERHAZY HIGH SCHOOL PLAY MOVES ON TO PROVINCIALS



It's exciting for students to be able to participate in live theatre and drama festivals once more. Esterhazy High School is involved with the Saskatchewan Drama Association which offers an annual Region 4 Drama Festival. From there, schools have the opportunity to move on to the Provincial Drama Festival, hosted at the University of Regina Theatre. Many GSSD schools including Langenburg, Kamsack, Norquay, and Yorkton have wonderful drama programs and have participated in the past. Drama Festival is a wonderful opportunity for students who enjoy the arts and performance to really shine and develop their skills as actors and performers.



In early April, Esterhazy High School hosted Region 4 Drama Festival and won Best Overall Production for the play *Gossip*, which will be performed at provincials in May. The students have worked hard since January to prepare, and this opportunity is very special since they haven't been able to perform or complete the for the last two years. The play, *Gossip*, has a great message, therefore Ms. LeSann has offered to have the students perform the play with other schools in the area. They took their 'show on the road' in the last week of



April, visiting the communities of Churchbridge, Saltcoats, Stockholm, and Yorkton. The audiences appreciated the message and enjoyed the spectacle of a live performance as it has been so long since many of them have been able to see live theatre.

EHS staff and drama students would like to thank Ms. LeSann for the fantastic drama opportunities and experiences she provides the students, and the endless hours she puts into their drama program!

## TELEMIRACLE 46 FUNDRAISING IN GOOD SPIRIT SCHOOL DIVISION

You know you are in Saskatchewan when you hear “Ring those phones!” Since 1977, residents of Saskatchewan have banded together to raise over 145 million dollars for TeleMiracle. The 20-hour annual telethon is broadcast live throughout Saskatchewan the first weekend in March. The money raised throughout the year and during TeleMiracle benefits the Kinsmen Foundation. The foundation provides funding to people in Saskatchewan requiring special needs equipment to maintain or improve their quality of life; travel assistance to access life-saving medical treatment, as well as provides funding to institutions and health foundations to purchase specialized equipment.

Schools in GSSD continue to show their support for TeleMiracle through unique fundraisers.

- Langenburg Central School sold popcorn and drinks for TeleMiracle. Staff and students raised \$814.32
- Invermay School held a NASCAR Carnival, students raced their way through the NASCAR themed carnival games and enjoyed a BBQ while raising \$1,820
- Preeceville School held a Coin War/ Pie in the Face fundraiser, totaling \$1,641.95
- Students from Sturgis Composite School collected pledges and held a Walk-A-Thon and a Skate-A-Thon on March 1, 2022, the event raised \$4,250. Throughout the year, students were allowed to wear a hat on Fridays if they paid a dollar, and staff participated in Dress Down Fridays, raising a total of \$1,000. The grand total donation from Sturgis Composite School towards TeleMiracle 46 was \$5,250

This year, provincially, TeleMiracle raised over 8 million dollars.



*Photos above: Students at Invermay School enjoyed the variety of activities with their NASCAR TeleMiracle fundraiser.*



*Photos above: Yorkdale Central School students presented the Kinsmen Club of Yorkton with \$500 towards TeleMiracle.*



*Photos above: Sturgis Composite School Students held multiple fundraising activities for their TeleMiracle fundraising.*



*Photos above: Pie in the face! Preeceville School students were able to pie the staff all in the name of fundraising!*

# So much fun for a great cause!

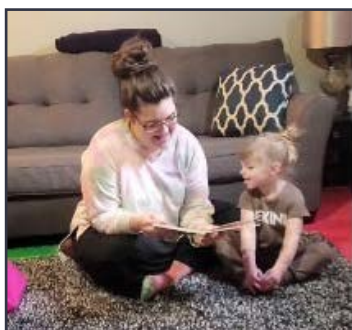
## IMPACT STORY BAGS

IMPACT is a targeted program aimed at supporting parents and families as they help their children develop skills prior to entering Kindergarten. This year, the IMPACT program through Regional KidsFirst (RKF) sent IMPACT Story Bags to all schools in the Yorkton and surrounding communities.

Early Years Instructional Coach, Kerrilyn Trost worked tirelessly ordering and preparing bags that would both stimulate young children and foster connection and learning as well.

Each bag included material designed around the Essential Learning Experiences:

- a beautiful board book called My Heart Fills with Happiness to foster language and communication;
- a paper heart for caregivers and children to draw in and practice fine motor skills. This activity will also extend conversation around the book;
- a popping fidget ball to practice fine motor and gross motor skills;
- smelly stickers to practice breathing and calming techniques; and
- magnetic foam numbers and templates to foster playing with numbers, number recognition, counting and one-to one matching.



The story bags also included a conversation/play guide outlining some suggestions for caregivers when interacting with their children. QR codes to short videos were included displaying a parent and child playing and engaging with the materials in the story bag. A Kindergarten registration form along with information about RKF was also included on a card within the bag along with a set of cards that outline and explain the 5 domains.

A distribution list was developed in order to send the bags for each school for families to pick up.

So far the IMPACT Story Bags have been a hit!

*Photo to the left: Exciting news! RKF Community Developer, Katie Pengilly will be starting in June. She will be delivering a few IMPACT bags to communities to begin making connections with caregivers and community members. Welcome Katie!*

## DENTAL HYGIENE MORNING AT LANGENBURG CENTRAL SCHOOL



The Grade 2 class at Langenburg Central School (LCS) had a special guest join them for a presentation on oral health care.

Former LCS student, Brooklyn Weinheimer, is in her third year of Dental Hygiene. Weinheimer joined the students via Zoom, teaching the importance of maintaining good oral health, how to brush and floss, and why nutrition is important for a healthy mouth. Each student received goodie bags to take home.



*Photo to the right: Students received a goodie bag with sugar-free gum, floss, and a toothbrush.*

## PROVINCIAL CURLING



The Canora Composite School Senior Mixed Curling team made history in Swift Current on March 11th and 12th.

The team earned the provincial gold medal by beating Watrous in the final game.

Congratulations CCS Senior Mixed Curling team!

## YORKTON & SURROUNDING AREA BADMINTON



There were nine schools that participated in the annual Yorkton and area elementary badminton tournament on Wednesday, April 13th. All eight elementary schools in Yorkton and St. Theodore participated.

Teams could submit two teams for each of the following categories: boys' singles, girls' singles, boys' doubles, girls' doubles, and mixed doubles.

Close to 200 athletes competed in the tournament.

There were many thrilling matches between the schools and certainly the spectators were very impressed with the quality of game play.



The two teams that advanced to the finals that evening qualified for the East Central Conference Tournament, which was held on Tuesday, April 26th at Sacred Heart High School.

A big thanks to the hosts - M. C. Knoll School, St. Michael's School, and the Gloria Hayden Community Centre. Many thanks to the coaches at each of these schools for their volunteer hours working with their players and volunteering during the tournament. It was a great success!

## GSSD SCHOOLS MAKE BASKETBALL HISTORY!

Sports have been back and in full swing over the course of the 2021-22 school year. There has been no shortage of gyms filled with spectators cheering on their local team and many wins and losses.



Yorkdale Central School Lady Royal's won their 10th consecutive YESSA City Wide Championship in front of an electric crowd at the St. Michael's/M.C. Knoll gym with a 41-32 win over St. Michael's.

Yorkdale Royal's boys team won the YESSA City Wide Championship with a 49-46 thriller of a game over Dr. Brass School.

This is Yorkdale Central School Boy's 7th consecutive Championship.



## BASKETBALL WRAP CONTINUED...

The Norquay / Sturgis Knights Senior Basketball Boys and Girls teams had an incredible season!

The senior boys team which is comprised of players from both Norquay School and Sturgis Composite School, were able to play a relatively full season which included 21 games prior to playoffs.

After an extremely successful season, the team made it to the High Schools Athletics Association's provincial championship—Hoopla.



Traditionally, Hoopla is held in either Regina, Saskatoon, Moose Jaw or Prince Albert. However, in an effort to combat COVID-19 this year, Hoopla took place in towns and cities all over the province. For the Knights, this meant a trip to St. Brieux.

In the final, the Knights played the two-time defending champion St. Brieux Crusaders, the same team who they had lost to in the 2019 Hoopla final in what was a very exciting game. The rematch was no different. The game was played at a very high pace in a loud, and raucous gym.

The second half was an extremely exciting, back and forth game. Both teams played extremely well, and it became apparent that the game would not be decided until the final moments. With approximately three minutes remaining in the game the score was dead locked at 72. Ultimately the Knights were unable to take the lead and would settle for second place in the province following an 83 – 78 St. Brieux victory.

Despite the loss, the Knights had nothing short of a very successful season. Following a year and a half of no basketball, this group got better and better with each passing weekend, finishing the season with a record of 20 wins and 7 losses.

The senior girls Norquay/Sturgis Knights basketball team also had a remarkable year. After cancelled games due to weather and COVID-19, the team continued to practice and remain resilient.

After beating Canora Composite School in the Conference Playoffs, the team was able to host Regional Playoffs. For the first time in history, both Norquay/Sturgis senior boys and girls hosted the Regional Playoffs.

Then in another history making moment...in one season, both teams qualified for Hoopla!

In the Bronze Medal game against Moose Jaw Cornerstone, the Knights led for most of the game but ran out of gas by the end and fell 45-41 to Moose Jaw. Despite this loss, the girls continued to hold their heads high as they had a very successful season.

It will go down as a season both teams will never forget!



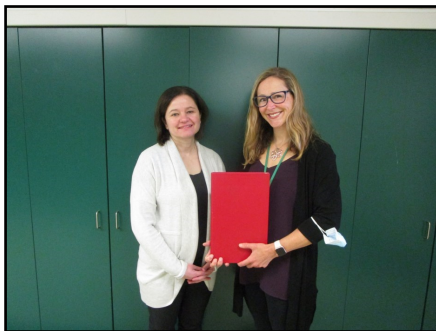
## 50 YEARS OF THE SALTCOATS SCHOOL GAZETTE

The 2021-2022 school year marks the 50th anniversary of the Saltcoats School Gazette. Started in 1971, it began as a way for the Grade 6 class to raise money for a class camping trip. The first year, the class went door to door selling the paper for \$.02 an issue. The following year, a subscription rate was introduced, the cost was \$1.00 for the year.

The students would compile the school news for the week, report on local news and gather advertisements from local businesses and residents. It would then be delivered to the volunteer Typist, who would type it on stencils that would be placed on the "Gestetner." Students would take turns cranking the wheel and watching the pages come to life. Then, it was off to the classroom where students would assemble and staple the papers, just in time for the Thursday delivery.

Delivery day is always special. Getting to know the residents on your delivery route is just as much part of the experience and fun as putting the paper together. Just ask anyone who has worked on the Gazette; someone will always have a story for you.

Over the years, and as technology has progressed, the way the Gazette is published has changed. It's now formatted on the computer and then sent to the photocopier, where it is automatically stapled and ready to go for the Thursday delivery. The additional option of email as a way for readers to subscribe to the Gazette has taken the paper National and International.



*Photo above: Gazette Editors: Crystal Farquharson and Candice Baron*

The Gazette is currently being run by the Grade 5 and 6 classes and is delivered approximately twice a month. As a reward for their hard work, an annual camping trip was taken over a three day period in June. In the last few years, the Grade 5 and 6 classes have begun the year with a Leadership Camp in September instead of June. For the past decade, the editors have been Crystal Farquharson (Grade 6) and Candice Baron (Grade 5).

The Gazette is a tradition that has been handed down each year to a new class and it now boasts three generations of writers. Every volume of the Gazette has been bound and has recently seen the issues bound in colour for the first time. It's also become a valuable record of both

the town's and school's history. The memories of a student's Gazette years live long after they leave the school. As part of this year's edition, snapshots of past Gazettes have been added to each paper to give newer readers a taste of history and our long standing readers a fun memory.



*Photo above: Students working on their stories for the next edition of the Gazette.*

## MACDONALD SCHOOL MATH-A-THON

Macdonald School students raised a whopping \$10,690 through a math-a-thon to help those affected by the war in Ukraine. Through the math-a-athon, students secure pledges for solving math problems.



The top pledge earners were treated to a lunch at a local restaurant with principal, Mrs. Johanson, and an afternoon of bowling.

The school also had draws for \$25 gift cards for students who did at least 10 extra pages of math.

Macdonald School would like to thank their School Community Council for sponsoring the gift cards and TOPA for their promise to match \$500 of the student pledges.



Well done students of and community members of Macdonald School!

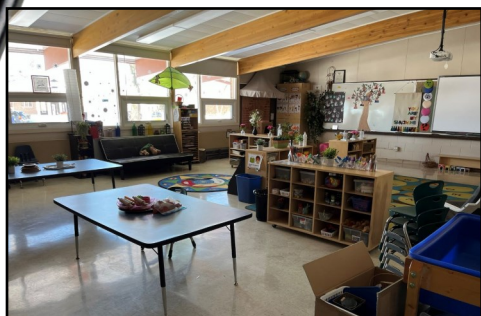
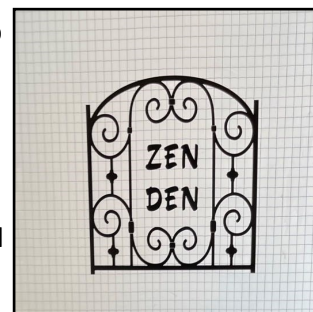


**Focusing  
in on ...**

**VICTORIA SCHOOL ZEN DEN**

To support at-risk and struggling students, staff at Victoria School worked together to change their educational practices.

Upon reflection, it was evident to staff that how they responded to student behaviours needed to be adapted. In collaboration with the Superintendent of School Operations, and GSSD Professional Service Providers, the *ZEN DEN* idea was formed.



The purpose of the Zen Den is to support students experiencing difficulty with social-emotional and self-regulation skills. To achieve this, the learning environment needed to change because students required movement and choice in activity.

This allowed the students to enjoy their school experience and re-engage in their learning.

The staff involved in making this room a success, consisted of the Principal, Vice-Principal, Student Support Teacher, School Counsellor, Indigenous Support Worker and Educational Assistants. Each staff member brought their own skill set into making the Zen Den comfortable and calm, which allowed students to regulate through relationship building and support.

The Zen Den runs every other afternoon. An afternoon in the Zen Den consists first and foremost of relationship building, consistent structure, common language, and common expectations.

The Zen Den's success was established through:

- calming activities;
- talking circles;
- posted group plan, learning targets and clear and concise expectations for event activities;
- Zones of Regulation;
- meditation and yoga;
- Phys. Ed.;
- snacks and drink;
- Indigenous teachings;
- project based and land based learning;
- student choice was always available; and,
- Walk and talks.



In March 2020, the staff compared data from previous years and learned that there were significant gains. It has been proven that students benefit from the use of the Zen Den as the results show an increase in student engagement, positive behaviours, and literacy scores. The positive results also stem from staff using common language school wide.

The concept of a Zen Den has created success for both students and staff at Victoria School through hard work, resource, and dedicated people.

**GSSD FOUNDATIONAL STATEMENTS**

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