

October 6, 2022 Regular Meeting

The regular Board meeting for October 2022 took place at the Good Spirit Education Complex on Thursday, October 6, 2022. Trustees who were in attendance included: Chairperson Jaime Johnson, Vice Chairperson Steve Variyan, Trustees Jade Anderson, Chris Balyski, Gord Gendur, Gilda Dokuchie, Shannon Leson, Jan Morrison, Bob Simpson, Lois Smandych, and Nicole Pohl. Division office staff in attendance included Director of Education/CEO Quintin Robertson, Chief Financial Officer Keith Gervais, Superintendent of Learning Lisa Wotherspoon, and Executive Services Supervisor Heather Morris.

Chair Johnson opened the meeting by welcoming Principals Ron Gillis from Saltcoats School and Phil Adams from MC Knoll School.

Accountability Report

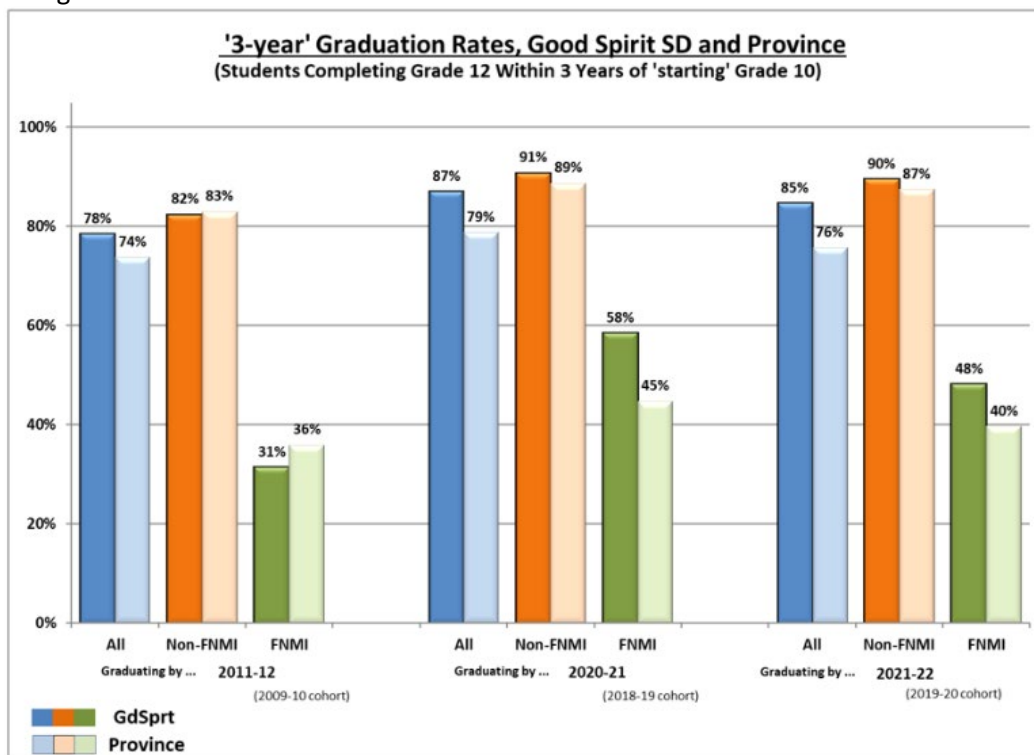
Student Learning and Well-being

Superintendent of Learning Lisa Wotherspoon presented the accountability report, focusing on graduation.

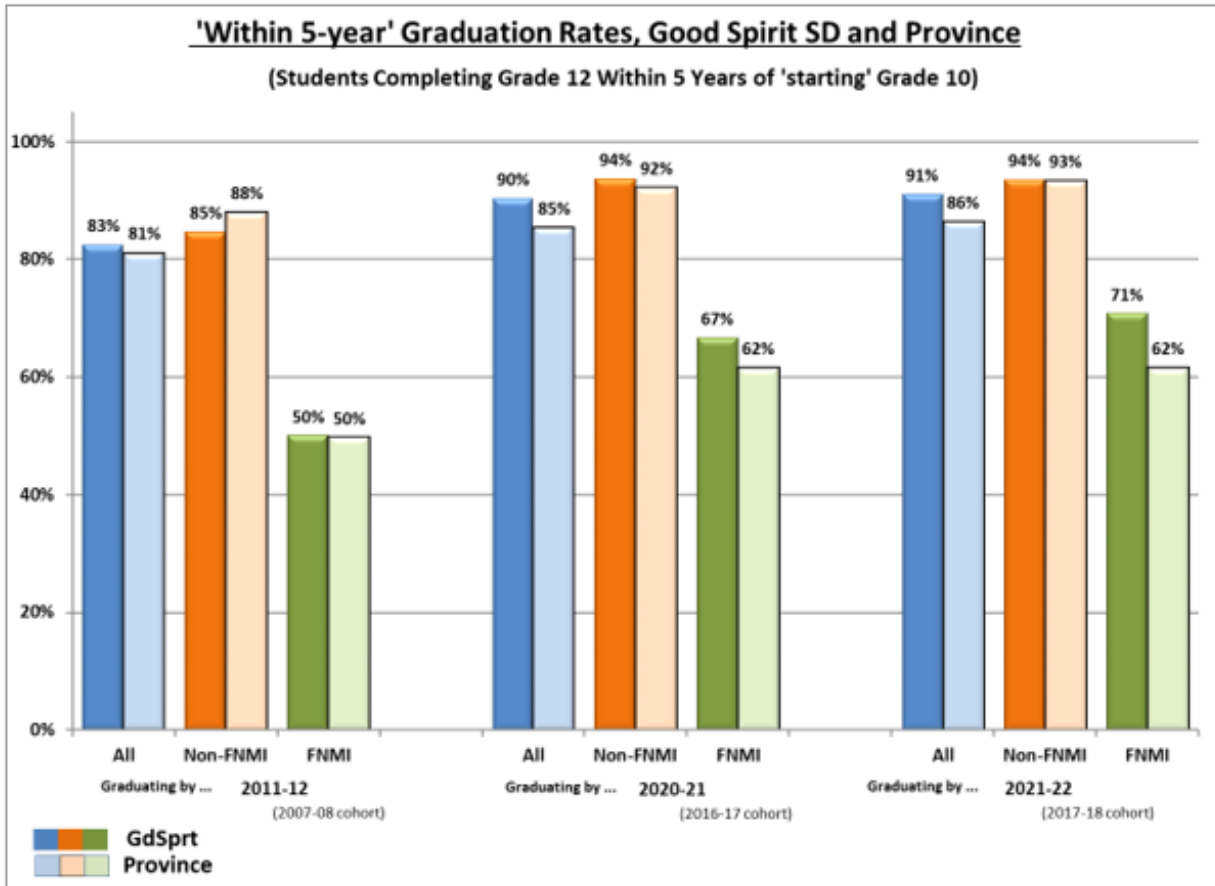
Wotherspoon reminded Trustees of the following targets, which guided the Division assessment plan, set in the fall of 2021:

- By June 30, 2022:
 - the three-year graduation rate will increase by 2% from the June 2021 data.
 - the five-year graduation rate will increase by 2% from the June 2021 data.

Good Spirit School Division finished the 2021-2022 school year with a three-year graduation rate of 85% which is 2% lower than the 2021 graduation rate.



The five-year graduation rate of 91% is 1% higher than the 2021 five-year graduation rate. This is an 8% increase from baseline data collected during the 2011-2012 school year.



First Nations and Métis students saw a five-year graduation rate of 71% which is 4% higher than 2021. This is a 21% increase from baseline data collected during the 2011-2012 school year.

To see what key strategies were employed, what the future strategies are, and identified risks, you may access the accountability report by visiting gssd.ca > Board > Board Meetings > Meeting Materials 2022 10 06 Regular Board Meeting > [Accountability Report – Student Learning and Well-being](#).

Board Development

Shifts in Early Literacy Instruction

Susan Robertson, Early Years Curriculum Consultant, provided an overview of the 10 fast facts related to the Board Development on Shifts in Early Literacy Instruction.

There has been a shift in early literacy towards a stronger focus in systematic phonological awareness instruction. This is based on research that suggests that the brain is not “wired” for learning to read as it is for learning oral language.

Kindergarten teachers in GSSD were provided professional development on the Heggerty Phonemic Awareness Program early last year. This program provides teachers a guide to teach phonemic awareness skills to students in a systematic and engaging way.

The Early Years Team has increasingly been collaborating with GSSD Speech and Language Pathologists to gain a better understanding of phonological awareness and to build plans for teacher support.

Indigenous story bins have been developed for GSSD Kindergarten classrooms and will guide Kindergarten to Grade 3 teachers in using the “Under One Sun” resource. This is a comprehensive resource for teaching English Language Arts with a focus on Indigenous content and perspectives and is a response to the Calls to Action.

To access the detailed board development, visit gssd.ca > Board > Board Meetings > 2022 10 06 Regular Board Meeting > [Board Development – Shifts in Early Literacy Instruction](#).











BOARD DEVELOPMENT

TOPIC: SHIFTS IN EARLY LITERACY INSTRUCTION



October 6, 2022

Information for the Board - 10 Fast Facts

 <p>1. There has been a shift in early literacy towards a stronger focus in systematic phonological awareness instruction. This is based on research that suggests that the brain is not “wired” for learning to read as it is for learning oral language. Our team has been moving towards this for the past several years.</p>	<p>6. GSSD Gr. 1 teachers were provided with professional development on the Heggerty Phonemic Awareness Program this August. Coaching follow up will occur with the use of a fidelity checklist. This instruction will continue to build foundational skills in reading for our students.</p> 
<p>2. Kindergarten teachers in GSSD were provided professional development on the Heggerty Phonemic Awareness Program early last year. This program provides teachers a guide to teach phonemic awareness skills to students in a systematic and engaging way.</p> 	<p>7. Our Early Years Team is exploring the use of decodable books in the early years to supplement phonics instruction and support phonological awareness. We will also explore additional resources to teach the foundations of reading.</p> 
<p>3. The Early Years Team has increasingly been collaborating with our Speech and Language Pathologists to gain a better understanding of phonological awareness and to build plans for teacher support. Our SLPs work closely with our Kindergarten classrooms.</p> 	<p>8. The Early Years Team is providing teachers the opportunity to participate in a book study called “Shifting the Balance”. This resource explores the ways teachers can infuse a stronger focus on phonological awareness in a balanced literacy classroom.</p> 
<p>4. The SLPs also continue to provide phonological awareness screening to our K students twice a year. At the end of last year our data meetings provided teams with specific plans to intervene with students whose results suggested they would need additional support.</p> 	<p>9. The Early Years Team is investigating ways in which we can address the disparity between Indigenous students’ reading achievement and non-Indigenous student achievement. We have developed Indigenous story bins for our kindergarten classrooms and will be guiding teachers K-3 in using the “Under One Sun” resource.</p> 
<p>5. Our Early Years Team is working on a more focused and systematic approach to addressing the EYE and phonological awareness data in the fall. More collaboration with SLPs will be used to provide small/whole group instruction.</p> 	<p>10. This year we have several schools piloting SIMBI. This is an online digital reading platform which supports fluency instruction, and independent reading. Teachers have access to reading recordings submitted by the students which enables them to monitor growth and provide oral feedback. SIMBI also includes a bank of decodable books for early readers.</p> 

LEARNING WITHOUT LIMITS...ACHIEVEMENT FOR ALL



Facilities Update

Pat Morrison, Facilities Manager, provided an overview on the status of facility projects, maintenance, and other facility related items.

Current Projects – Active Design

Project	Budget	Current Status
Canora Comp Roof Structure	PMR	Investigation
Churchbridge Public Entrance Way Renovation	Minor Capital	Application Submitted
Esterhazy High School Computer Lab	PMR	Design
Macdonald School Water Softener System	Minor Renovations	Planning
GSEC Parking and Building Improvements	Minor Renovations	Design
Yorkdale Central Boiler Room	PMR	Planning
Churchbridge Public Drainage	Minor Renovations	Planning
Saltcoats Roof Sections 1 & 2	PMR	Design Development
Yorkdale Roof Sections 4,7 &10 and S.C. Shingles	PMR	Design Development
Sturgis Roof Sections 7 & 8	PMR	Design Development
Preeceville Roof Section 7	PMR	Design Development
Columbia Shed and Site Drainage	Minor Renovations	Planning
Melville Comprehensive Storage Shed	Minor Renovations	Planning
Dr Brass Office, Workout Room and GN Washroom	Minor Renovations	Planning
Invermay Site Drainage	Minor Renovations	Planning
Invermay Shingles	Potential Insurance	Planning
Preeceville Concrete Repairs	Minor Renovations	Planning
Norquay Classroom Renovations	Federal Tuition	Planning
Kamsack Comprehensive Washroom Fixtures	Minor Renovations	Planning
Grayson Library	TBD	Planning
Davison School Playground Accessibility	Minor Renovations	Scheduled Summer

Current Projects - Scheduled

Project	Budget	Current Status
YRHS Daycare Countertops and Flooring	Minor Renovations	Scheduled Christmas Break
Melville Comprehensive Mechanics Shop Grates	Minor Renovations	Scheduled Fall
Melville Comprehensive Corridor Railings	Minor Renovations	Scheduled Fall
Churchbridge Public Boiler Room Renovation	PMR	Fall Tender/Sched Post Heat Season
PJ Gillen Classroom Renovations	PMR	Scheduled Fall
Canora Comp Home Ec Renovation	PMR	Scheduled Fall
EHS Drainage and Track Repairs	Minor Renos	Scheduled Post Football Season
Melville Comprehensive Surveillance	PMR	Planning

Current Projects – Work in Progress

Project	Budget	Current Status
YRHS Major Capital	Major Capital	Started April 25 – 2 year construction
YRHS Century Field Lights	Donation	Scheduled October 6th – 18th
Melville Comp Roof Replacement	PMR	95% Complete
Victoria School Gymnasium Renovation	PMR	95% Complete
Grayson School Phone System	PMR	Completion Scheduled Christmas Break
Canora Junior Phone System	PMR	Completion Scheduled Christmas Break
Springside School Phone System	PMR	Completion Scheduled Christmas Break
Grayson School Roof Replacement	PMR	95% Complete
Melville Comp. Replace Interior Double Doors	Minor Renovations	5% Complete
Macdonald School Roof Replacement	PMR	10% Complete

Recently Completed Projects

Project	Budget	Current Status
Sturgis High School Brick Wall Repairs	Minor Renovations	Complete
YRHS Cooler Replacement	Minor Ren/ HC PAA	Complete
YRHS Cosmetology Renovation	PMR /HC PAA	Complete
Melville Bus Garage Replace OH Door	Minor Renovations	Complete
Norquay Home Ec and Classroom Renovations	Federal Tuition	Complete
Kamsack Comprehensive Institute Boilers	PMR/Fed Tuition	Complete
Melville Comprehensive Entry Way	Minor Renovations	Complete
Macdonald School Learning Commons Ph2	PMR	Complete
Canora Junior Barrier Free Change/Washroom	Minor Renovations	Complete
Davison School Lower Washroom Sinks	Minor Renovations	Complete
Esterhazy High School 100 Wing Exterior	Minor Renovations	Complete
Springside School Roof	PMR	Complete
Columbia School Extend PreK Fence	Minor Renovations	Complete
Grayson Daycare, Sidewalk and Entrance	Minor Reno/Donation	Complete

Facilities Strategic Plan and Other Facilities Related Items

Item	Note
YRHS Major Capital Project	<ul style="list-style-type: none"> ● Summer work completed <ul style="list-style-type: none"> ○ Windows: 80% Complete ○ Painting 30% Complete ○ Ductwork, bulkheads and Ceiling 95% Complete ● Delivery delays <ul style="list-style-type: none"> ○ Key Electrical Components ○ Classroom Ventilators ○ Piping Components ○ Roof Top Units ● 4 A wing Classroom rotation throughout the school year
Preventative Maintenance Inspections	<ul style="list-style-type: none"> ● Summer facility inspections <ul style="list-style-type: none"> ○ Electronic checklists specific to each school created ○ 23 schools were inspected this summer (Not YRHS) <ul style="list-style-type: none"> ▪ 115 service requests created ▪ 38 projects generated ▪ Photo library of each school captured ● Roof inspections <ul style="list-style-type: none"> ○ 35 service requests created ○ 5 priority projects determined ○ Photo library of deficiencies captured ● Playground inspections <ul style="list-style-type: none"> ○ 185 devices were audited ○ 237 page assessment report was generated ○ Review is currently in process
GSSD Safety Management System	<ul style="list-style-type: none"> ● Teamed up with Saskatchewan Association for Safe Workplaces in Health to develop a division wide safety management system ● SASWH completed a safety management system with SECS ● Project is a 2-3 year project and is in the preliminary planning stage. Completion date proposed is July of 2024.

Morrison shared that between June 10, 2022 to September 30, 2022, the Facilities Department received 597 service requests, 347 of which have been closed. Morrison commended the team for their efficient outstanding work.

Morrison highlighted that the Grayson Daycare project brought with it a great community partnership and complimented the contractor for the amazing workmanship. (see the Grayson Daycare and facility improvements below)



Morrison shared a few summer project work photos with the Board.



KCI Boiler Replacement



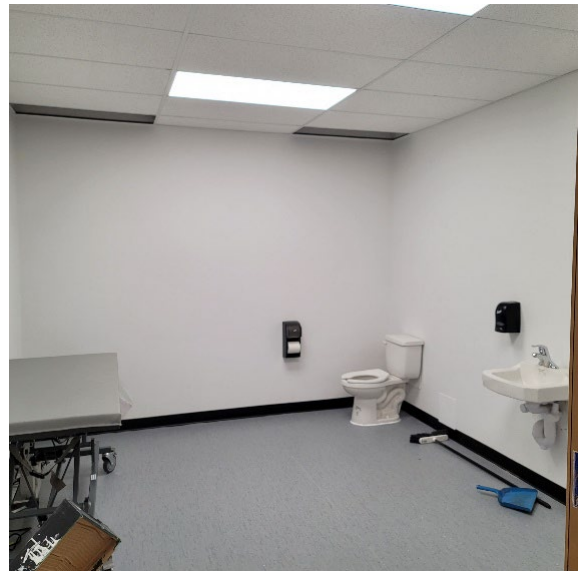
Sturgis Brick Repairs



Norquay Home Economics Lab



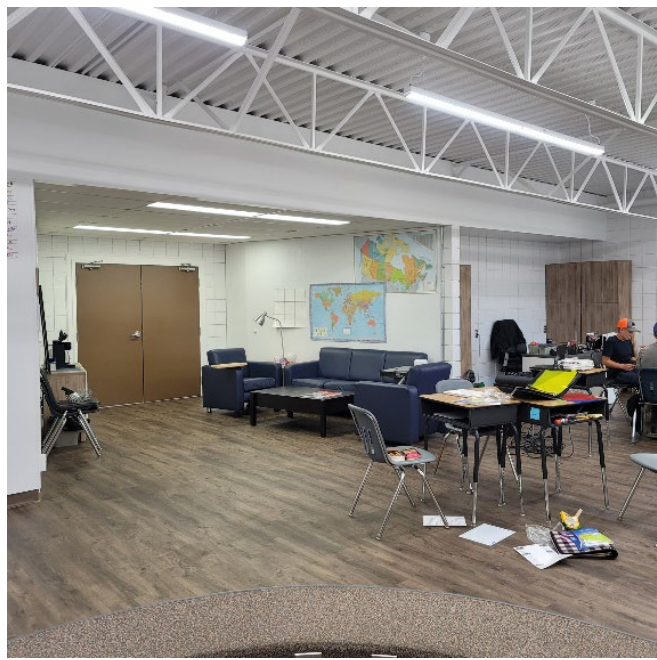
MCS Entry Way



Canora Junior Barrier Free Changeroom and Entrance



Macdonald Learning Commons



Facilities Tour

Trustees were pleased to receive an update on the Churchbridge Public School (CPS) facility. Churchbridge has a Kindergarten to Grade 12 school with a September 30, 2022, enrolment of 187 students.

CPS boasts a traditional design within the footprint of the school with classrooms up and down, home economics, science lab, library, and a gymnasium. Once you step into the school yard you will see innovative items such as a green house, garden space, an outdoor classroom, and a penned area currently occupied by a pair of alpacas, Bob and George.

The Facilities Team enjoys supporting Mrs. Kornaga and the CPS staff with their innovative approach to education.



To view the full “tour” of Churchbridge Public School, visit gssd.ca > Division > Facilities > School Tours > [Churchbridge Public School](https://gssd.ca).

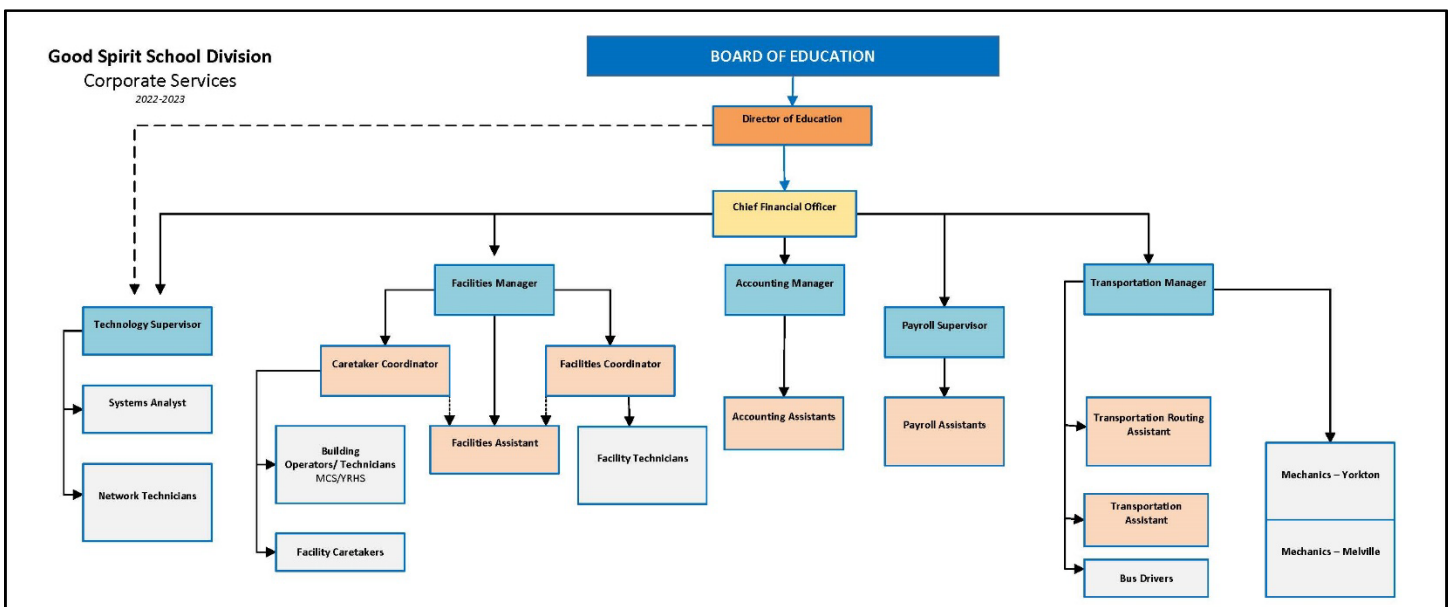
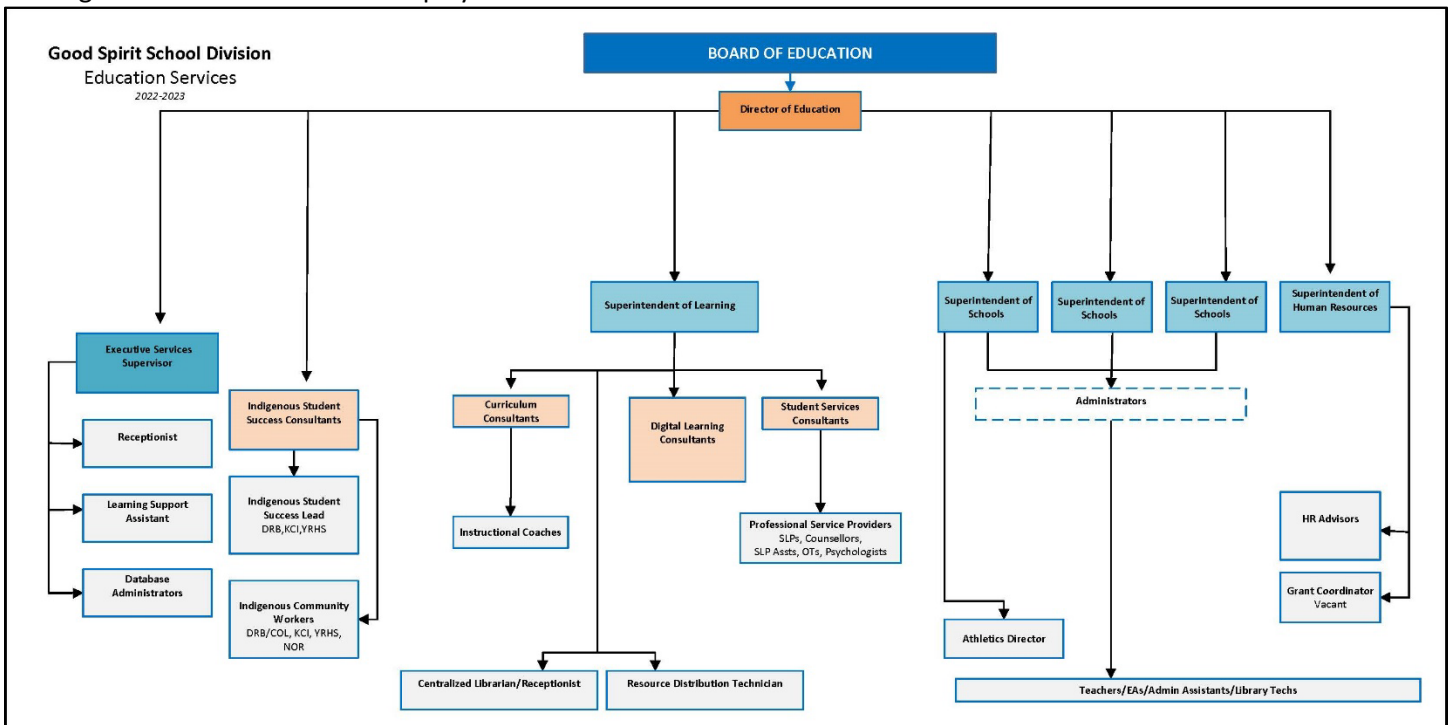
Relationship Building/Advocacy Session

Good Spirit Education Complex Staff

Prior to the new year, the Good Spirit School Division Board of Education develops a yearly plan, which includes setting Division priorities and outcomes, Board member development, relationship building/advocacy sessions, as well as reviewing and approving the budget and Preventative Maintenance and Renewal capital plan.

The Good Spirit School Division Board of Education believes in the importance of relationship building to build or maintain ethical relationships, networks or contact with people who are, or may be, potentially helpful in achieving

mutually beneficial goals. The October relationship building target group was the Good Spirit Education Complex (GSEC). The organizational charts below display the roles connected to GSEC.



Approximately 30 Good Spirit Education Complex staff joined Trustees for the advocacy/relationship building portion of the meeting. Board Chair Johnson welcomed everyone to the session and expressed the Board’s appreciation for all the work each person completes “behind the scenes” to keep the “ship” moving. Each Trustee also took this opportunity to introduce themselves and acknowledge everyone’s contribution to the Division.

The approximate 30 GSEC staff were asked to introduce themselves to the Trustees, explain their role in GSSD, and how long they have been in the Division.

The pandemic has proven to make connections extremely difficult; this time to get to know each other was very valuable and truly appreciated.

New Business

Appoint Voting Delegations & Allocate Votes for SSBA Convention

The Saskatchewan School Boards Association (SSBA) convention is scheduled for November 13 to 15, 2022, and set to be held in person in Regina.

Chief Financial Officer Keith Gervais shared that for the purposes of voting on bylaw amendments and resolutions at the Annual General Meeting, Boards are required to provide a list of approved voting delegates. Each voting delegate will need to attend the AGM in-person and bring a fully charged device to connect to Election Buddy for voting. Board Chair Johnson and Trustee Pohl were appointed as GSSDs voting delegates.

Board Policy 2 Appendix Annual Work Plan

Executive Services Supervisor Heather Morris brought forward an amendment to the Board's Annual Work Plan. The local MLAs are required to attend Fall Session, therefore are unable to join the Board's Relationship Building advocacy session on November 17, 2022.

The Board approved the amended [Annual Work Plan](#) which shows that the School Community Council group is scheduled to attend on November 17, 2022, to accommodate the MLAs on December 15, 2022.

Melville Comprehensive School Van Purchase

Gervais presented the Melville Comprehensive School (MCS) van purchase request to the Board. MCS is looking to purchase a third 15-passenger van, as there was a rental used throughout the 2021-22 school year. The Board passed a motion to approve the purchase of the 2021 GMC Savana van from Melville Chevrolet by Melville Comprehensive School.

Board Policy 8 Committees of the Board

Mental Health and well-being for all staff and students continues to be a priority in Good Spirit School Division. The Division has invested in a Well at Work initiative acknowledging that PreK-12 staff experience stress and burnout at a greater rate than other professions (EdCan, 2022). This stress not only impacts one's own health, but also one's student's well-being and academic success.

A starting point for the year is to collect data on all staff well-being. One of the tools that GSSD will be using is the online Guarding Minds at Work survey. It is an anonymous survey that took 20-30 minutes of work time to complete. Each staff member was asked to respond as strongly/ somewhat agree/disagree to each statement and responses were based on your own personal experiences in GSSD. The survey results, along with other actions (like the development of a division wide Workplace Wellness Steering Committee) will guide the 2022-23 school year planning for addressing stress and burnout, for supporting people's need to feel safe and for reinforcing a sense of belonging at work.

By overseeing the development and implementation of a workplace wellness program, the GSSD Workplace Wellness Steering Committee (WWSC) members are increasing the health and wellbeing of all employees and stakeholders. The goals of the workplace wellness program are aligned with GSSD's aspirations statements and grounded in the Comprehensive Committee Health approach.

Robertson presented the amended [Board Policy 8](#), including the Workplace Wellness Steering Committee. Trustee Smandych was appointed as the Board representative on the committee.

Risk Registry and Assessment

Robertson provided a Risk Registry and Assessment decision item to the Board. Robertson explained that Enterprise Risk Management (ERM) is an integrated enterprise-wide process established over time which links the management of risk to strategic objectives to improve the Division's performance. It creates a formal process for managing the myriad of risks the Division faces. While ERM is not the same as a risk assessment, the assessment of risk is an integral part of an

ERM process. A risk is an internal or external event, activity or situation that impacts the ability of the Division to achieve its foundational statements, goals, and strategic plan.

ERM is designed to identify potential events/risks that may significantly affect the Division's ability to achieve its foundational statements, goals, and strategic plan. Through the ERM process, identified risks are to be assessed based on likelihood and impact. Management processes and controls are to be used to provide reasonable assurance that significant risks are sufficiently mitigated to support the achievement of the Division's objectives.

The Board will identify and manage its enterprise risks in support of its foundational statements, goals, and strategic plan. The Board cannot eliminate risk; rather, it will identify and communicate existing and emerging risks, and effectively manage them. Risk management practices are to be embedded into key processes and operations to drive consistent, effective, and accountable actions, and decision making in management practice and Board governance.

Risks have been identified in the following areas:

- Theft/fraud
- Natural/environmental/human-caused emergency
- Staff job action
- Technology attack or failure
- Physical infrastructure failure
- Operating and capital funding reduction
- Student enrolments reduction
- Student/parent/community-initiated emergency
- Medical emergency
- Out-of-scope salary dispute or job action
- Bus/vehicle collision or incident
- Harassing or predatory behaviour
- Senior staff succession
- In-school administrator succession
- Securing qualified/credentialed staff
- Meeting programming requirements
- Pandemic response
- Public and media relations crisis
- Privacy breach
- Governance failure
- Staff absenteeism

For each identified risk, Robertson provided the: risk impact factor; likelihood of the risk; impact of the risk; risk response option; and, actions/mitigation strategy.

The Board passed a motion to approve the Director's Risk Register and Risk Assessment as presented.

Director's Report

Board Policy Review

The Director and Board of Education, as part of their annual work plan, review all policies and appendixes each year, revising these policies as the Board sees fit.

The Board and Administration discussed Board Policy 12 – Role of the Board and the possibility of changing the purchasing thresholds. Robertson will bring forward an amended Policy 12 decision item during the November Regular Board meeting.

2022-23 Draft Provincial Education Plan

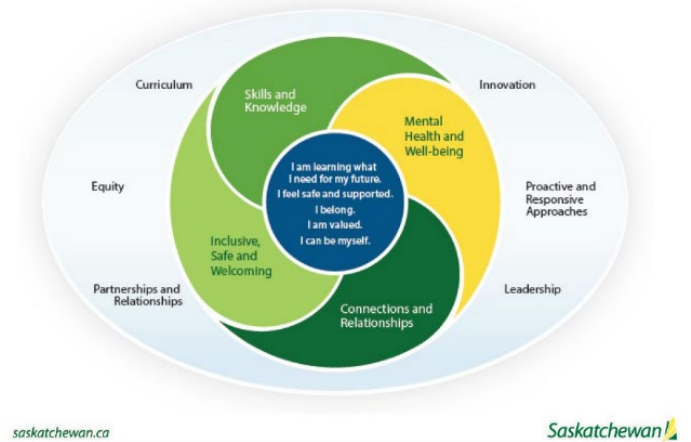
In response to the COVID-19 pandemic, and under the guidance of the Provincial Education Council, an interim provincial education plan was developed by the Provincial Education Plan Implementation Team (PEPIT) for the 2021-22 school year. The plan included key actions to meet the needs of all students in the areas of learning, reading, and mental health and well-being. Following the decision to extend the interim plan for an additional year, the key actions have been updated and revised for the 2022-23 school year. The learning response priority action plan focuses on increasing students’ reading and math levels through professional development, increasing awareness and sharing of resources and best practices. A communication plan will be developed to increase student engagement and support students returning to school.

The reading priority action plan focuses on reading support plans for students and communication strategies related to reading. Reading strategies will be implemented to help all students and reading support plans will target students who require additional supports. The reading plan also focuses on oral language and comprehension as the foundation for early literacy.

The mental health and well-being priority action plan focuses on communication among school systems and government ministries to share knowledge of available supports, services and programming. Another focus of the plan is the creation and refinement of mental health and well-being plans for each school system. These school-level plans provide a vehicle to address concerns and share best practices related to mental health and well-being. The priority action plan includes a ‘Mental Health and Well-Being Symposium’, which was held in May 2022. There is intent to make the symposium an annual event.

The actions presented in the priority areas of Learning Response, Reading, and Mental Health & Well-Being are at the provincial level. All PEPIT members will take the actions in the plan and create system-level actions to implement in their individual school systems. A communication strategy will be prepared to assist in sharing the information in this plan with parents/caregivers, Council and PEPIT member organizations, and the general public.

The PEP Framework



Timeline: Long-term PEP

DATE	EVENT
September to October 2022	Sector feedback occurs 
November 22 & 23, 2022	The PEPIT meets in-person to review sector feedback and revise the plan
December 2022 to January 2023	Council and Boards of Education endorse the long-term plan
February to June 2023	PEPIT teams create detailed action plans for each action PEPIT member organizations create their own organization-level plans
September 2023	Plan implementation begins

Saskatchewan School Boards Association

Boards of Education have been asked to review and consider the 2023 Saskatchewan School Boards Association (SSBA) proposed budget, prior to the SSBA Fall Assembly and Annual General Meeting.

The SSBA has prepared a deficit budget primarily related to the transition to including building occupancy/rental expense as part of operations.

- This budget includes a 2% or \$47K increase to 2023 membership fees to phase in the building occupancy/rental expense.
- This budget considers the current economic climate and sustains the considerable efficiencies found over the past few years.
- This budget maintains the current services including an additional solicitor position.
- The budget plans for a \$31K pooled salaries increase to be distributed dependent upon individual performance.

SSBA Building:

- As the SSBA budget has typically anticipated rental income to offset operating costs, the sale of building means that we no longer have this ability to offset the operational budget with rental revenue.
- The proceeds from the sale of the building has been placed into an investment fund and the investment income will be used to offset the new rental expense.
- In the short term, the SSBA has remained in its current location as a tenant.
- The SSBA is undergoing a third-party analysis to determine future SSBA office space requirements. This analysis will also help guide the Executive in determining how to utilize the proceeds from the sale of the building.
- SSBA membership fees have not previously covered building/occupancy costs since historically it had its own revenue stream.

GSSD Trustees will have the opportunity to review the SSBA proposed 2023 budget during a video conference call, prior to Fall Assembly.

Scholarships

The Board was informed of the 2022 Good Spirit School Division scholarship recipients:

School	Name of Student	Average
Bear Stream School	Amy Hofer	92.7%
Canora Composite School	Breanne Woloshyn	97.9%
Churchbridge Public School	Sharmaine (Ashley) Ada	96%
Esterhazy High School	Sierra Sapara	93.57%
Invermay School	Trinity Fidek	88.34%
Kamsack Comprehensive Institute	Kate Erhardt	95.3%
Langenburg Central School	Amanda Waldherr	98.8%
Melville Comprehensive School	Sukhman Brar	99.0%
Norquay School	Alexa Olson	84%
Preeceville School	Eric Dodge	96.7%
Sturgis Composite School	Austin Fedorchuk	93.6%
Yorkton Regional High School	Jakob Surjik	97.0%

Strategic Plan Report

The 2022-23 Strategic Plan Report is available on the GSSD website: [Strategic Plan 2022-2023 \(Parent and Public Version\)](#).

Student Placement

Robertson provided an overview of the student placement process. The Good Spirit School Division is committed to achieving its vision of Learning Without Limits...Achievement for All. The division embraces practices that positively impact student achievement. GSSD endorses the controlled and thoughtful use of grade retention in the early years (Kindergarten, Grade 1 & Grade 2) as possible support to address learning gaps. However, GSSD is aware that research would suggest that grade retention is not the most effective intervention to improve student achievement. Over several decades, internationally renowned researcher John Hattie has studied practices that significantly impact student learning. Hattie's analysis of thousands of studies involving millions of students suggests grade retention is one of the few areas in education where it is difficult to find students with a positive effect resulting from being held back a grade. Overall, there are adverse effects for retained students, and there are more positive effects in the long term for promoted students than for retained students.

The division utilizes products, observations and conversations obtained by school and division level personnel to make the determination if retention is an acceptable intervention. The division uses a tool called the Light's Retention Scale to gather impartial evidence to inform the decision. This tool is based on more than 300 research studies on the factors influencing academic achievement and success, and on the impact and effectiveness of school grade retention. An analysis of the relevant research studies led to the formulation of 19 categories representing factors to consider in making the retention decision. They include intellectual skills, number of schools attended, age, English-language status, participation of parents in school-related activities, preschool experience, student's motivation, attendance, emotional disorders, and conduct patterns.

Grade retention at the elementary level has hurt academic achievement in language arts, reading, mathematics, work-study skills, social studies, and grade point average. This practice can also harm a student's self-esteem and increase the likelihood of dropping out of school by more than 50%. For this reason, GSSD decides to retain students only after serious consideration and consultation. An interdisciplinary team, including the family, is highly involved in the decision with the aim of a consensus before the decision is made to retain or promote a student.

At the high school level, a student must obtain a mark of 50% in all grades 10 to 12 courses to earn a credit. Students who have achieved a final effect between 40% & 47% are eligible for credit recovery or credit extension, depending on the circumstances ([see AP 359](#)). If the requirements for Credit Recovery or Credit Extension are not met, the student will not receive credit for the incomplete assignments, which will be reflected in the final mark. As a result, the student must retake the entire course to receive the credit. In essence, the student has been retained in the course.

GSSD Student Enrollment as of September 30, 2022

As of September 30, 2022, GSSD's Kindergarten to Grade 12 student enrollment was at 6,067 which is an increase of 177 projected students, across the division. Currently, there are 34 full-time GSSD Digital Learning School students in Grades 10-12 and six in Grades 7-9. Also included in the 6,607 enrollments are 208 students registered in the GSSD Home-Based Education program.

GSSD Professional Development

October 11, 2022

- Professional Growth Plan Process and Professional Development Continuum Walkthrough
- Prekindergarten Professional Learning Community
- MySchoolSask/Edsby Updates
- Self-Reflecting & Taking Action, Exploring Google Chrome & Targeted Behaviour: Group Learning Activity
- Library Technician Professional Learning Community
- Transfer Lift & Repositioning Certification
- New Website Training
- Under One Sun
- Take Action for Reconciliation
- Anti-racism/anti-oppressive Education: The Importance of Relationships

Upcoming Important Dates

October 10, 2022	Thanksgiving Day
October 13, 2022	Deadline for Resolutions (for the AGM) - 4:30 pm
October 16-22, 2022	Saskatchewan Library Week; Education Week Theme: <i>Reaching for Tomorrow, Celebrating Today</i>
October 17, 2022	Bus Driver Appreciation Day
October 24, 2022	Board Chairs Council Meeting – via Zoom, 8:30-9:30 am
October 26, 2022	Digital Citizenship Day
November 11, 2022	Remembrance Day
November 13-15, 2022	SSBA Fall General Assembly and AGM - Regina
November 15, 2022	Board Chairs Council Meeting - Regina, 1 pm-4 pm
November 17, 2022	Regular Board Meeting
December 5, 2022	Board Chairs Council Meeting – via Zoom, 8:30-9:30 am
December 15, 2022	Regular Board Meeting
January 26, 2023	Regular Board Meeting
February 17, 2023	Pink Shirt Day
February 20, 2023	Family Day
March 2, 2023	Regular Board Meeting
March 13, 2023	Board Chairs Council Meeting – via Zoom, 8:30-9:30 am
March 30, 2023	Regular Board Meeting
April 5-6, 2023	Spring Assembly, Saskatoon (Delta Hotels by Marriott)
April 7, 2023	Good Friday
April 10, 2023	Easter Monday
May 4, 2023	Regular Board Meeting
May 22, 2023	Victoria Day
May 25, 2023	Special Board Meeting, 1-5 pm
May 29, 2023	Board Chairs Council Meeting – via Zoom, 8:30-9:30 am
June 15, 2023	Regular Board Meeting
August 16, 2023	Director/Board Evaluation, 9 am-4:30 pm
August 17, 2023	Regular Board Meeting

School Community Councils

Trustee Variyan highlighted the following celebrations:

- YRHS Math Advance Placement scores were above the provincial and world average
- The YRHS SRC & Leadership Class are in a student dress code development phase
 - The dress code has been presented to the YRHS staff

Trustee Smandych announced:

- Churchbridge Public School was hosting their Chargerfest on October 6th
- Saltcoats School will be hosting a new playground ribbon cutting ceremony

Upcoming Board Meetings: November 17, 2022, December 15, 2022, January 26, 2023, March 2, 2023, March 30, 2023, May 4, 2023, June 15, 2023, August 17, 2023
Location: Good Spirit Education Complex

Submissions & Feedback

To submit photos or stories regarding the Board of Education or an individual Trustee in your school community, please contact Heather.Morris@gssd.ca.

For more information related to the Board of Education, visit our website at gssd.ca > Board

Contact Us

Good Spirit School Division
#204

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gssd.ca

*Building Strong Foundations to
Create Bright Futures*