

# THE SOURDOUGH

*Connecting Learners and Learning to People and Place*

## RSS STAFF 2019-2020

### ADMINISTRATION

Brian Lewthwaite - Principal  
Helen McCullough - Vice Principal  
Melissa Flynn - Vice Principal  
Sonja Stephenson - Administrative Assistant  
Paulette Michaud - Receptionist

### ELEMENTARY STAFF

Laurel Betts - Kindergarten  
Donna Lozancic - Kindergarten/Grade 1  
Laurie Berglund - Grade 1/2  
Brenda Rear - Grade 2/3  
Kathryn McDonald - Grade 4  
Nianne Brophy - Grade 5  
Angela Edmunds - Grade 6  
Andrew Laviolette - Grade 7  
Kristen Poenn - Music K-6, Art 7  
David Rawlings - Phys Ed. K-4, 6  
Melissa Flynn - Han Language  
Allison Anderson - Han Language  
Jennifer Fraser - LAT / Reading Recovery  
Sandra Salt - LAT / Reading Recovery  
Paula Chisholm - Counsellor

### SECONDARY STAFF

Melissa Flynn - FN Studies 7-8  
Emily Lacelle - English 9-12  
Jaimie Hale - French 9-12, Foods 7-  
Barbara Hinton - High school LAT  
Nicholas Vienneau - ILC Teacher  
Helen McCullough - Career Ed. 8-12, DL  
Peter Menzies - Tech Ed, Woodwork, ICT  
Kristen Poenn - Art 8, Art 11-12  
David Rawlings - PE 8-12  
Sara Stephens - Humanities 8 Socials 9-12,  
Claus Vogel - Scimatics 8, Math 9-12, Photo  
Bryan Laloge - Sciences 9-12, Art 9/10  
Paula Chisholm - Counsellor

### LIBRARY

Helen McCullough - Teacher-Librarian  
Rose Lamb - Library Clerk

### EDUCATIONAL ASSISTANTS

Bridget Amos	Rebecca Beaudoin
Lindsay Bourgoin	Stefanie Cayen
Naomi Headdy	Nijen Holland
Devon Laing	Mindy Potoroka
Dawn Dyce	Brendaline De Guzman

### TH EDUCATION

Ashley Bower-Bramadat - K-6 CELC  
Aurora Knutson - 7-12 CELC

### CUSTODIAL STAFF

Charlene Churches  
Blad de Guzman Carol Michie

## PRINCIPAL'S MESSAGE



*Drin Hözö Bonjour Good-day*

On January 31<sup>st</sup>, our Kindergarten to Grade 4's celebrated 100 Day! This annual event that has been held for a least two decades at RSS marks the 100<sup>th</sup> day of the school year. Mrs Betts, Ms Lozancic, Ms Berglund, Ms Rear and Mrs MacDonald organized a variety of activities that were associated with the number '100'. As well as demonstrating opportunities for mathematics learning, the event marks our school year is well over half over.

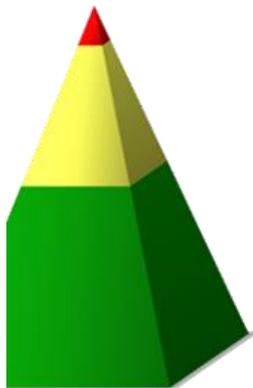
The second half of the school year also marks the start of a new semester for our high school students, which means the last term for our Grade 12 students at Robert Service School. For a rural community, I am impressed with the Grade 11 and 12 course options available, with examples such as Photography, Art, Metalwork, Yearbook, Fitness & Conditioning and First Nations Studies. I continue to frequent classrooms and I've been pleasantly impressed by the relatively large number of students in Grade 12 Chemistry and Pre-Calculus, many of whom are First Nations. I am pleased that students are ensuring they are keeping a range of post-secondary options open by selecting courses such as Chemistry and Pre-Calculus that are commonly referred to as 'gate-keeper' subjects. It is my estimate that we have, relative to other Yukon, an exceptionally high proportion of students successfully studying these highly academic subjects.

Tuesday, February 18<sup>th</sup> from 1-7 pm are our student-parent-teacher conferences. These conferences focus on student's learning where we share in discussing areas of strength, areas of improvement, and the strategies necessary to lead them to further development. We look forward to seeing you at this important event.

Brian Lewthwaite

## Positive Learning Environments

We are consistently placing emphasis on maintaining positive learning environments. As described in September's newsletter, we have enacted a rather simple school-wide system to (1) collect individual and class data on behavior and (2) both congratulate and adjust student behavior as it impacts on student learning. This process we are using has been reviewed by the Student Council, Robert Service Staff and, this month, School Council. Our method of documenting incidents is via green, yellow and red incident forms, which teachers fill in after a behavior has been responded to and lodge it the school office in a grade level folder. Students typically will be told a form has been lodged after an incident. I want to emphasize that students and caregivers have the right to see this documentation. Contact me if this is something you'd like to do. If it is a red incident (described below), there is typically an immediate response to student and parents involved. Typically, this'll mean the offender will be removed from class or the school. Most of the red incidents are associated with outside the classroom incidents, such as aggressive student behaviour on the playground, resisting to comply with and smoking or vaping on school property. It's our responsibility to ensure a course of action is place within two days of the incident.



We have now completed the fifth month of documenting student behaviour across the school. Again, we have several grades from K-12 where there are few, if any, reported incidents. The data from five months allow us now to determine how classroom and school-wide behaviour management and support approaches influence student behaviour. What we see clear evidence of is the difference that is noted in fewer incidents of student misbehaviour when co-ordinated supports are put in place, such as meetings with parents and CELCs (Aurora and Ashley), School Counsellor Paula Chisholm, our Learning Assistance Teachers (Sandra Salt, Jennifer Fraser, and Basia Hinton) and external support workers such as Alexa Mitchell and Shauna Kormendy (Mental Wellness), Savannah McKenzie and Adam Wicke (Social Services) and, now, Maria Nyland (Community Health Nurse). The most common 'red' incident is out of classroom, usually playground, aggressive behaviour in Kindergarten to Grade 4. Since the beginning of the year there have been 32 aggressive incidents, 29 of these being in K-4. Offending student's parents/ caregivers are informed (as well as the student offended) and a restorative conversation occurs between students. The offender is typically removed from the playground for up to a week as a consequence. In some cases, with approval from parents, we encourage the student to meet with the counsellor. It's important to emphasize these behaviours in our young ones needs to be resolved early in a child's life, thus the priority we place upon it.

At our monthly Good News Assembly, we are honoring patterns of Congratulatory Incidents. These assemblies are held the first or second Tuesday of every month. Although there are several aspects of life at RSS to celebrate, it's hard to rival the honoring of students that demonstrate the principles of Trë'hude.

### **Green (Congratulatory) Incident Form:**

Positive, constructive behaviour contributes to a positive outcome for the student, learning and the social environment. Principles of Trë'hude evidenced as others benefit from the action.

### **Yellow (Cautionary) Incident Form:**

Negative behavior that contradicts Trë'hude, often ongoing despite repeated warnings, causes risk to self and learning or others or property or interferes with the learning of others. With some thought and adjustment, the behavior is likely to not occur again. Repeated incidents will involve parent/carer contact and cautionary monitoring and support for change.

### **Red (Critical) Incident Form:**

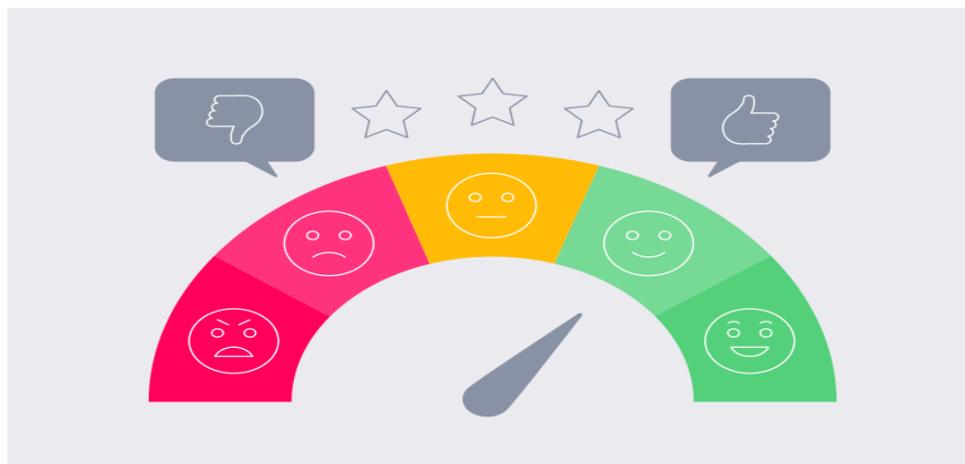
Destructive, aggressive or abusive behaviour that causes harm to the well-being of self, others or their property. Includes illegal activity, refusal to comply, the verbal or physical abuse of a peer, staff or community member or the abuse of property. Likely removal from school for the day or longer along with privilege loss related to the offense. For example, Parent/ Carer contact and re-entry restorative action is required and behavior closely monitored and support for change. There is zero tolerance for such behaviours.

## Student Assessment Survey - Feb. 17 to March 15

The Government of Yukon is surveying parents at schools who started following new requirements for assessing and reporting on student learning during the 2018-19 school year. Our school is one of the schools being surveyed. The survey will be open on Monday, February 17 to Sunday, March 15. We will provide the link to the survey by e-mail, in our newsletters and on our website once the survey opens. We will also have a hard copy available to fill out at the school. We encourage you to take the time to fill out the survey, which will support our school in providing you valuable information about your child's learning.

### Why is this survey being completed?

In June 2017, changes were introduced to the way schools assess and report to parents on student learning, including how report cards look and how schools informally update parents through phone calls, e-mails and in-person meetings. Schools were given the option to implement the changes over the 2017-18, 2018-19 and 2019-20 school years. Some schools started in 2017-18, some in 2018-19 and some in 2019-20. All schools are now following the new requirements. The assessment and reporting practices were finalized for the 2019-20 school year. However, we are asking for feedback from parents to ensure we continue to provide valuable and timely information about their child's learning as we follow these practices. Last year, schools who started following the new assessment and reporting practices in 2017-18 were surveyed. You can read more about the survey and look at the results from last year on the Engage Yukon website at: [engageyukon.ca/en/2019/student-assessment-survey](https://engageyukon.ca/en/2019/student-assessment-survey).



# Talking about Mental Health at RSS

\*Comic - example of what it would be like if we talked about physical health the way we do Mental Health



### Comments from people in attendance:

Paige Forester said "I learnt how to deal with my own mental health and help others cope with their own. We need more awareness in the school so that people are not afraid to get help."

Stevie Masters said, "It was one of the best things I have done here. The day was very educational in a comfortable setting that really let me learn and it reduced Mental Health stigmas so that is the best part."

Jesse Mayer said, "The summit really opened up my mind and I learnt how important it is to stop stigmas to make it safe for people to reach out for help. I think that nothing "BAD" needs to happen to someone to make them have Mental Health issues, we can all struggle."

On January 16<sup>th</sup>, 2020 a handful of Robert Service School students and staff participated in a full day summit about the stigmas surrounding **Mental Health**. The keynote Drezus and other speakers, were very inspirational and bravely told their stories. One message made clear throughout the day was that often the stigmas are harder to live with than the illnesses themselves. The goal of the summit is to bring awareness to the Youth in a way that empowers them to help be part of the solution. Dawson City is very unique in that there are many opportunities to express oneself and at RSS we are looking forward to seeing some of the ways the youth involved in the summit will share what they learnt with their friends and families. Some ideas the Youth brainstormed already have been:

- a bulletin board with posters bringing awareness to the stigmas people use every day
- a way to make shout outs to people to help brighten their days

### **Mental Health**

is just as important as

### **Physical Health**

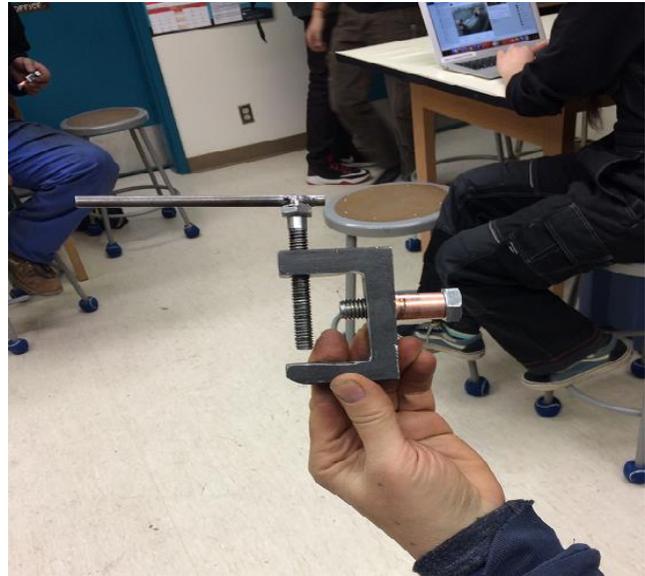


**What is Stigma?**

Stigma is the result of negative and prejudicial attitudes and behaviours that are expressed by people to those living with a mental health problem or a mental illness.

## Shop Program in 2020 Industrial Arts Plus New Technologies

You can call what Mr. Menzies and students do in the Industrial Arts Wing “Shop” or “Tech Ed” or “Applied Skills” or even “Pre-Apprenticeship”. Regardless of what you call it, students as young as 10 can start a technical skills pathway intended to lead them to Trades School and a technical career.



Many of the courses such as woodworking and drafting are still compulsory. With the help of the Klondike Placer Miners Association, the Dawson City International Gold Show and Yukon College, RSS reopened the metal shop. This allows students a chance to learn about metal and millwright trades.

Shop programs now have a large computer and multi-media component. Vinyl cutting, video editing, 3D printing, FM radio, electronics and Fine Art are all integrated into the daily lives of students. These program elements reflect that all careers require creativity and digital skills are as well as the physical, hands-on skills.

RSS has three new program options in shop. First, a student can do a self-directed study and apply a technology. The most recent project is a Grade 11 student who has prototyped a small guitar which will be used in elementary music classes. Second, a Grade 11 or 12 student can do work placement for several weeks (while earning wages) in a trade. Third, RSS and Yukon College occasionally offer a first year Apprenticeship Course. Shop students in Grade 11 and 12 are eligible if they meet the safety, team work and math requirements. Both Welding and Heavy Duty mechanics have been implemented with six RSS students participating and passing.

Safety is our number priority and to date we have a very good safety record. Our number two priority is developing a strong work ethic. Our motto is “It’s a workshop – not a sit around a

do nothing shop!” A local professional and successful artist gave us this slogan. It reflects that fact that employers expect youth to be dependable, safe workers with problem solving skills.

Trades volunteers are helping in a big way. Along with teaching and mentorship, these volunteers help keep our equipment maintained and safe. We’ve formed an Industrial Arts Society and membership is open to those interested in expanding trades awareness, skills and certification.

**Drop by the school on Thursday, February 27 anytime during the day and participate in our RSS/Skills Canada “Try a Trade” event. Students in Grades K – 7 will have a chance to try up to 15 different technical skills.**

## **New Staff Members**

During the year we have had three new appointments, two Educational Assistants (Brendaline De Guzman and Dawn Dyce) and one teacher (Susu Robin). We’re very fortunate to have local community members - who are students know – working in these roles. I’ve asked each to introduce themselves.

### **Introducing Brendaline De Guzman**

Good Day!

My name is Brendaline De Guzman. I am very excited and happy to be a part of the team at Robert Service school. I am a temporary fulltime Educational Assistant.



I work in the mornings with Jasmin Stange, who is Down`s syndrome. In the afternoons I work with the intermediate and primary grades.

I am originally from the Philippines, arriving in 2002 where I was an Elementary teacher for grade 2. I graduated there with a Bachelor of Elementary Education degree.

I worked at Trinke Zho daycare for 14 years as an Early Childhood Educator and learned a lot of things from working with the children and staff. It was with a heavy heart that I had to leave, but saw great opportunities to further myself in the Educational area by working here at Robert Service School

## Introducing Dawn Dyce



My name is Dawn Dyce and I'm really excited to be returning to Robert Service School this year.

I moved to Dawson in 2003 and started working that year as an Educational Assistant. I worked at the school in many different grades until 2010 when I took an extended leave to be at home with our girls until they started school.

I'm so happy to be back and working as an E.A. in Grades K-4. It has been a great first half of the school year with many new opportunities and I'm looking forward to what is to come.

## Welcome Ms. Susu Robin



We welcome Ms Susu Robin to our school as a fixed-term appointment, after completing her Internship at RSS and Bachelor of Education (After Degree) through the Yukon Native Teacher Education Program. Susu has variety of roles.

Her major role is providing extra Literacy support to students in Grades 7-9. This support is provided as part of our Kel (Foundations) program, which builds students preparedness for Grade 10 subjects, especially English and Mathematics. The additional support is offered to students individually or in small groups outside of their regular curriculum programming. This means students continue to attend regular classes but receive additional support outside of their grade level schedule. Susu will also work with our new English Language Learners (approximately 20 students) and provides support to Ms Allison Anderson in the Hän room.



**From the  
Office.....**

Effective Monday Feb. 17, 2020  
All doors into the school, except for the main entrance,  
will be locked from 9 a.m. until 3 p.m.  
There will be student announcements to notify them of  
this change.

**UPCOMING EMERGENCY DRILL:  
MARCH 5 FIRE DRILL**

**NEW AUTOMATED PHONE SYSTEM – Safe Arrival**

Some of you may have received our new automated phone call  
when your child is absent. This call goes out at 9:30 a.m. every day.  
If you have notified the school office of any absences before 9:15  
a.m. you should not get a call.

Anytime your child is absent from the school, please notify the  
school at 993-5435 or by email to both School Administrative  
Assistants Paulette Michaud and Sonja Stephenson

[paulette.michaud@yesnet.yk.ca](mailto:paulette.michaud@yesnet.yk.ca) and  
[sonja.stephenson@yesnet.yk.ca](mailto:sonja.stephenson@yesnet.yk.ca)

**Office sign in/out**

Late arrivals must check in at the office.  
If your child leaves during the school day, please be sure to sign  
them out.

**3 Way Conference  
February 18, 2020**

<https://robertservice.schoolappointments.com>

**STOP**

**For School bus updates...**

[www.myschoolbusmonitor.ca](http://www.myschoolbusmonitor.ca)

February 20, PD Day  
February 21, Heritage Day



## Student Activities and Field Trips for January:

Type of Activity	Date	Description	Grades
Skating	various	PE classes went skating at the COD Arena.	K-12
Open Gym	Start Jan 7	Administration facilitating open gym in the mornings from 8:00-8:30 a.m.	K-6
HS Exams	Jan 11, 15-16	Semester 1 exams. Due to extreme cold temperatures and reducing bus service, the exams were pushed off from 13-14 to 15-16.	8-12
Health Summit	Jan 16	TH hosted a Headstrong Youth Mental Health Summit. This program fosters leadership potential, interest in creating a positive environment, and the skills to develop/deliver in-school activities/events that promote wellness.	9-12
Semester 2	Jan 17	New semester for HS students. Some new scheduling for elementary	8-12
Visitor in the School	Jan 20-21	Pascal St. Laurent, French Pedagogical Consultant, was here to test students' French skills.	5&9
Visitor in the School	Jan 20-24	Rachel Huneault was here to assist students with a Deep Dive in welding	10-12
Visitors in the School	Jan 21	Elders Angie Joseph Rear and Victor Henry assisted students with butchering caribou and sheep during Foods and FN classes.	9-12
Visitors in the School	Jan 21	Lindsay Debassige and coworker, FOXY/SMASH, were here to facilitate the program.	7-10
Assessment	Jan 21&24	Students wrote the literacy and numeracy assessment.	10-12
Local FT	Jan 22	Science class went to the Klondike River to observe ice and its different properties/temperatures.	9
Local FT	Jan 27	Several Kel students met with Owen Steel, DCMF singer/songwriter.	9-10
Local FT	Jan 28	Several Kel students visited the ODD Gallery to view the new exhibit.	8
FT	Jan 29-31	The class attended Polar Games, which brings students from 21 Yukon schools together for non-competitive sports activities. Participants chose a pair of sports to play for two days. Included in the selection were soccer, handball, mini tennis, floor hockey, curling, bowling and swimming, etc. Chaperones Angela, Dave and Melissa.	6
Report Cards	Jan 29	Students received their semester 1 report cards.	K-12
Let's Talk Day	Jan 29	A grade 11 student; Paula, School Counsellor; and Alexa Mitchell, YG Mental Wellness, drop into classrooms to talk about the importance of 'talking' and 'listening' to those that want/need to talk.	K-12
Health	Jan 30	Maria Nyland, Public Health nurse, visited the KEL class to discuss the risks of vaping.	8-9

**Professional Development Activities for January: Administration and Staff**

Participant(s)	Date	Type of Activity
J. Fraser	Jan 13	Reading Recovery observation through “zoom” with several of her students.
A.Edmunds	Jan 13-16	Learning Networks in Whitehorse
S. Salt, B. Hinton, EAs, LAT, Counsellors	Jan 24	Cricket Wilder, Women’s Shelter, facilitated a workshop on ‘Listening to Disclosures’. Disclosures of sexual violence, harassment, stalking, intimate partner violence).
General teaching staff, B. Lewthwaite, M. Hawkins, H. McCullough	Jan 24	Met with Elders and knowledge holders to learn more about various topics from a TH perspective in order to increase cultural inclusion.
N. Brophy, J. Hale	Jan 27	Video conference with Pascal St. Laurent re: marking process and strategies
S. Salt	Jan 29-31	Reading Recovery in Whitehorse.
J. Fraser	Jan 30-31	Reading Recovery in Whitehorse.

<b>ROBERT SERVICE SCHOOL</b>						
<b>February 2020</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b> 3-Way Conferences No Regular Classes	<b>19</b>	<b>20</b> Professional Development Day No Regular Classes	<b>21</b> Stat No Regular Classes	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> Pink Shirt Day	<b>27</b> Try a Trade K-6 Skills Canada Competitions 9-12	<b>28</b> Possible Ski Day Gr. 6-12	<b>29</b>

<b>ROBERT SERVICE SCHOOL</b>						
<b>March 2020</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5 Basketball Champs Gr. 8-12	6	7
8	9	10	11	12	13 Possible Ski day Gr.6-12	14
15 Arctic Winter Games	16 Spring Break	17	18	19	20	21
22	23	24	25	26	27 End of Term 3 Gr. 8-12	28
29	30	31	Good luck to all our students competing in the Arctic Winter Games this year!			

<b>ROBERT SERVICE SCHOOL</b>						
<b>April 2020</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Happy Easter Everyone!			1	2	3	4
5	6	7	8	9	10 Good Friday Stat No School	11
12	13 Easter Monday Stat No school	14 Gr. 10-12 Graduation Assessments	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		