

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 Lavolette - Grade 7
 Kristen Poenn - Music K-6, Art 7
 David Rawlings - Phys Ed. K-4, 6
 Melissa Flynn - Han Language
 Alison 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 Lalage - Sciences 9-12
 Paula Chisholm - Counsellor

LIBRARY

Helen McCullough - Teacher-Librarian
 Rose Lamb - Library Clerk

EDUCATIONAL ASSISTANTS

Bridget Amos	Rebecca Beaudoin
Lindsay Bourgoin	Stefanie Cayen
Naomi Heady	Nijen Holland
Devon Laing	Mindy Potoroka

TH EDUCATION

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

CUSTODIAL STAFF

Driss Adrao	Charlene Churches
Blad de Guzman	Carol Michie

PRINCIPAL'S MESSAGE



Drin Hözö Bonjour Good-day

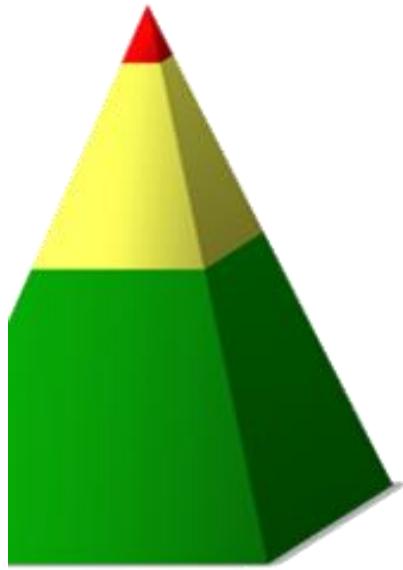
In this newsletter I'd like to draw attention to the wide range of support services that are available for children and youth, both at Robert Service School and in the community. Over the past two months I've completed a survey, accompanied by a meeting with all staff working at RSS, and one of the questions asked of staff members related to the strengths of the school. A common response to this question was that we have, increasingly, a better human resource base – personnel – to support our diverse student population. I'd like RSS to be known as a school where we seek to understand and respond to students in a supportive rather than reactive way. In this newsletter I take the time to introduce you to several people who work with our youth in a variety of capacities. For example, our School Counsellor, Paula Chisholm; our Community Education Liaison Co-ordinators (CELCs), Ashley Bower-Bramadat (K-6) and Aurora Knutson (7-12); and several external workers such as Savannah McKenzie and Adam Wicke (Regional Social Workers with YG); Alexa Mitchell & Shauna Kormendy (Mental Wellness and Substance Abuse Service; Maria Nyland (Community Health Nurse); a designated RCMP Officer designated to work with youth, Joshua Tower, who is frequently in the school and, **Tr'ondëk Hwéch'in** employees working with youth, Angela Van Nostrand (Family Services and wellness) and Adonika Clark (Youth Centre).

Over the past two months we have actioned an Interagency Group involving all those who work with youth. The monthly meeting focuses on (1) identifying issues prevalent amongst youth; (2) identifying actions that can address these issues and (3) advocating for changes and services that support youth. Members identify that the creation of this Interagency Counsel was necessary and largely possible because of the increased attention to issues of concern for youth and the increased job stability of people working with youth.

RSS staff look forward to meeting with you at the Teacher Led Conferences on November 19th!

Kanacha (Take Care)

Positive Learning Environments



We continue to place 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. 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.

Last Friday concluded the second complete 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 a second month allow us now to determine how classroom and school-wide behaviour management and support approaches influence student behaviour. In many cases, and in some classes in particular, there has been a significant decline in 'yellow' incidents. Special attention goes to Kindergarten, Kindergarten/Grade 1, Grade 1/2, Grade 2/3 and Grade 5s, where there have been **no** in-class Cautionary Incidents during the first two months of the school year and several other grades where there has been but a few in-class incidents, and the Grade 6 class with the

most significant decline in Cautionary Incidents over the past month. As you might expect this decline in some classes comes from clear expectation around student behaviour and the levying of consequences, but also supports or accommodations to address misbehaviour. Many of the personnel introduced in this issue are vital to this support, along with the office staff, teachers, Educational Assistants and Leadership team. Overall, our students are very co-operative, respectful and engaged, and I believe perceive the staff and supports at RSS to demonstrate an ethics of care. It is important to note we have had 6 incidents around Cell-phone and electronics use in classrooms, all in Grades 9-12. **Our school rule is that electronics, including cell-phones, are not to be used in class, unless authorized for learning purposes by the teacher. For example, cell phones are now commonly used as calculators, and are used for this purpose in mathematics and science classes. If a student uses a device outside of this parameter, the student will be reminded to put it away, and, if necessary, it may be removed until end of the class and a Cautionary Incident report levied.**

Starting this month, we are honoring patterns of Congratulatory Incidents at our monthly Good News Assembly. These assemblies are likely to be held the first Tuesday of every month and although there are several aspects of life at RSS to celebrate; associated with honoring students that demonstrate the principles of Trë'hude evidenced as others benefit from the action and congratulating students across Grades K-12 of their actions

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.

Red (Critical) Incident Form:

Destructive or abusive behaviour that causes harm to the well-being of self, others or their property. Includes illegal activity, the verbal or physical abuse of a peer, staff or community member or the abuse of property. Parent/ Carer contact and re-entry restorative action is required and behavior closely monitored. There is zero tolerance for such behaviours.

Student Support Services School Counselling Service (Paula Chisholm)



I would like to take this opportunity to introduce myself. My name is Paula Chisholm, and I joined Robert Service School as the School Counselor at the beginning of the school year. I am happy to be part of such a wonderful school and community. As a School Counselor, my primary responsibility is to promote the academic, personal, and social development of all students. My work with students is mainly doing short-term individual counseling but I also work with students at the classroom level and in small groups. I look forward to offering support to the students, staff, families and community. Prior to working at RSS, I spent the past five years at counselling at three Yukon schools, Watson Lake High, Johnson Elementary and Selkirk Elementary. I have been a school counsellor for over ten years. Prior to living in the Yukon, I was a counsellor in Alberta and Nova Scotia. Before becoming a counsellor, I taught in Northern Labrador and Nunavut. Prior to working in the education field, I worked in Boston as a network administrator.

I have a BA, a Diploma in Applied Computer Technology, a B.Ed., Diploma of Technology Education, and a M.Ed. (Counselling).

Any student can request to meet with me or they can be referred by a teacher, administrator, or parent. I encourage you to reach out if you have concerns regarding your child. If you would like for me to meet with your child please do not hesitate to contact me.

Please feel free to call me, or stop in so that we can meet face to face. I can be reached by email paula.chisholm@gov.yk.ca or by phone at (867) 993-5435.

Child, Youth and Family Counsellors Shauna Kormendy & Alexa Mitchell

Both Shauna and Alexa are based at the Mental Wellness and Substance Use Services Hub at the Dawson City Community Hospital. They provide a confidential counselling service at the Hub or the school and are in the school regularly meeting with individual students through an appointment process.

To contact either Shauna or Alexa at Mental Wellness & Substance Use Services and Child Youth & Family Treatment service, please contact 867-456-3838.

Community Education Liaison (CELCs) Aurora Knudson & Ashley Bower



Our TH Education team works for the Tr'ondëk Hwéch'in Government and are located in the school to help support Tr'ondëk Hwéch'in and First Nation students. Our team works closely with teachers and staff to best support the students and help build connections between students, their families and the school. CELC's have an open door policy and are always able to listen, offer encouragement, and a safe space for students. Our team is available to support students, and their parents or guardians at any meetings with RSS staff. We are able to assist students with applying for post secondary education, funding opportunities, bursaries, and also connect students with the school tutoring program. CELC's also coordinate workshops, recreational activities and culture camps for students to attend.

Mähsí cho,
Elementary CELC and Acting Education Manager: Ashley Bower-Bramadat 993-7100 ext. 190

High School CELC: Aurora Knutson 993-7100 ext. 191

Health and Social Services: Social Workers (Savannah McKenzie & Adam Wicke)

Regional Services works closely with Robert Service School, Mental Wellness and Substance Use Services (MWSU), and other local agencies to engage with and support the community of Dawson. Our mandates include child-protection, youth justice, adult protection, and income support services. Our role involves working actively in the community and directly with families, and we approach this work with an emphasis on acting proactively and preventatively. Our mandate also involves following up on all referrals identifying potential concerns for the safety of youth in the community, and we act on these referrals with a community-centred and strengths-based approach. We are located across from the Recycling Depot on Second Avenue and are open Monday to Friday, 8:30 – 5:00pm. **Our office number is 993-7890, and you are always welcome to give us a call or to drop by if you have questions about our services, require support, or would like to report any concerns.**

My name is Adam Wicke and I am one of two Regional Social Workers in Dawson. I grew up in Stratford, Ontario, completed a Bachelor of Psychology Degree at University of Guelph, and moved to Thunder Bay where I obtained a Bachelor of Social Work Degree through Lakehead University. I found my way to Dawson City in August 2018 and have been with Regional Services since this time.

My approach to this work is grounded in the understanding that every individual that I work with deserves to be heard and feel respected, and I strive to engage and empower youth in Dawson. I have been humbled by my time here and have come to appreciate the spirit, resourcefulness, and resilience that define members of the community and make Dawson what it is. Please always feel free to reach out and say hello!

Boozhoo Anii! Savannah McKenzie indizhinikaaz. Hello everyone! My name is Savannah McKenzie. I am an Anishinaabe (Ojibwe), Nehiyaw (Cree), Scottish Métis woman, and my ancestors come from the Red River area of Manitoba. I grew up on the traditional homelands of the K'omoks First Nation and have lived on the traditional territories of the Tr'ondek Hwech'in since April, 2019. I am a registered social worker, with my Bachelor's of Social Work from Nicola Valley Institute of Technology, the only post secondary institution in BC who's entire social work program is from an Indigenous perspective. I have worked in Mental Health and Substance Use, Community Home Health, HIV services, and Youth and Street Outreach. I am now one of the Regional Social Workers in Dawson City, working with Adam Wicke, the other Regional Social Worker, and Joanne Bailey, our admin extraordinaire. I use my own cultural teachings, along with my work experience and education to provide support to clients that is culturally safe, trauma informed, and family centered. Though I have only been here a short time, I have quickly fallen in love with Dawson City, and the unique and resilient people that make up this community. Since moving to Dawson, I have become a rookie member of the Dawson City Fire Department, a board member of the Gwaandak Theatre, and I am always looking to find new ways of being involved in the Dawson Community. As a social worker, I intend to continue building our office's relationship with the community and fostering an open line of communication between us and community members.

Professional Learning Day: November 8

Our staff Professional Learning Day on the 8th focuses on using data to inform classroom- and school-wide decision making. Yukon Education has recently set up an Analytics team headed by Gabriel Stetkiewicz who has compiled a profile for Robert Service School. It is interesting to note that the Yukon collects more standardized data on students than most of the provinces. For example, students in Kindergarten complete the Boehm test which examines students' language proficiency. The data from the Boehm is a strong indicator of student success in both literacy and numeracy. Thus, it provides information that allows us to better adjust programming for students of all ages. The focus of the day is on understanding the several sources of data (School-Wide Write, DART, and Foundational Skills Assessment) ways in which this information is collected; identifying patterns amongst grade levels; and identifying actions for both student's accommodation and extension; the latter because we have many students with extended literacy capabilities. The outcome of this professional learning day will be the establishment of a Data Committee, which can continue to inform our practice as a school.

RSS KITCHEN



Castle Café

Mähsí cho to RAW TV, Triple J, Riverwest Bistro, Bonton Butcherie for their generous and much appreciated donations to our FOODS program this year. Your donations feed our school!

Grade 7 Trip to Land of Plenty

From October 7 – 9 2019 the grade 7 class visited Land of Plenty for 3 days of outdoor experiential and cultural programming. This was an opportunity for students to have curriculum delivered to them while immersed in a local place of significance. Students participated in many activities including the Land of Plenty GPS Amazing Race, a Shadow-Puppet performance in the cook shack and a hike at Golden-sides in Tombstone Territorial Park. Here are their highlights (rose), something that challenged them (thorn) and a thank-you in their own words.

Emily: "My rose was playing volleyball with some of my friends because it was good bonding. My thorn was going on our hike because it was really cold. Thank you to Ashley and Aurora for getting our cabin the perfect temperature the second night".

River: "My rose was flashlight tag. I liked it because I had a lot of fun. My thorn was the first night because it was really hot in our cabin. Thank you to Mr. L, Ashley and Aurora for helping make this trip happen".

Brinley: "My rose is flashlight tag because I never played it before. My thorn was the GPS because we do it all the time. Thank you to Mr. L for planning this trip".

Angelo: "My rose is flashlight tag because it was really fun. My thorn was leaving because I wanted to stay longer. I'm thanking Mr. L because he planned the whole trip".

Leonie: "My rose was distracting the teacher during flashlight tag. My thorn was it got really hot in the cabin on the first night. I am thankful for TH letting us go and use the land".

Mackenzie: "My rose is when we played flashlight tag. My thorn was sleeping in the cabin. Thank you Mr. L for taking us on this trip".

Deanne: "My rose is the flashlight tag because it was fun and we confused our teachers. My thorn is the heat in the cabin the first night because it was so hot and I couldn't sleep. Thank you to Mr. L for planning our trip to Land of Plenty".

Ryan A: "My rose is shelter building because I had fun. My thorn is we had to leave I wanted to stay. I'm thanking Mr. L for helping make this trip happen".

Marie-Eve: "My rose of the trip was spending time with everyone. My thorn wasn't really anything because it was fun. Thanks to Mr. L for planning and taking us on the trip because it was fun".

AM: "My rose was playing flashlight tag because it was a very fun game. My thorn was a disappointing decision a classmate of mine made in the cabin. I'm thankful for Mr. L for making this camping trip and giving a lot of food".

Mica: "My rose was flashlight tag because I like being stealthy. My thorn was our hike at Goldensides because it was too windy for me. I am thankful to Ashley and Aurora for providing this opportunity".

Ryan C: "What I liked about R-22 is we had a break of school. I didn't have any thorns really. Thanks Mr. L for bringing us to R-22".

Carter: "My rose was building a fort with all the boys and we had an indoor fire in the fort. My thorn was leaving the trip because I loved R-22. Thank you to the teachers because they were awesome".

Mr. Laviolette: "I am proud of my group's accomplishments on this trip. I enjoyed observing my students experiencing genuine learning in an outdoor setting (nothing like cold hands to teach you to always pack enough warm clothes!). Thank you to our amazing CELCs, Ashley and Aurora for helping to make this trip happen and to the parents/guardians of grade 7 students for helping with packing and food donations".





PHOTOS OF LAND OF PLENTY HIGHLIGHTS

From the
Office.....



Friday November 8 – Professional Development Day
Monday November 11 – Stat Holiday

UPCOMING EMERGENCY DRILLS:
November 20th Fire drill

Please be sure your child is properly dressed for the cold weather. Warmer than -30 is an outdoor recess.

Upcoming Assembly's
Nov. 7 – Remembrance Day @
10:45

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 and sonja.stephenson@yesnet.yk.ca

ROBERT SERVICE SCHOOL						
November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7 Remembrance Day Assembly 10:45	8 PD Day No school	9
10	11 Remembrance Day Stat No school	12	13	14 Grade 9-10 Volleyball champs	15	16
17	18 No regular classes Teacher Led Conference 1-7	19	20 Fire Drill	21 Grade 7, 11/12 Volleyball champs	22	23
24	25	26	27	28	29	30

ROBERT SERVICE SCHOOL						
December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 Christmas Concert	20 Last Day of school	21
22	23 Christmas Vacation	24	25	26	27	28
29	30	31	Back to school January 6, 2020 High School Semester 1 Exams Jan. 9-14, 2020			