

# THE SOURDOUGH

*Connecting Learners and Learning to People and Place*

## RSS STAFF 2020-2021

### ADMINISTRATION

Brian Lewthwaite - Principal  
Helen McCullough - Vice Principal  
Melissa Flynn - Vice Principal  
Sonja Stephenson - Administrative Assistant  
Olivia Croteau - Receptionist

### ELEMENTARY STAFF

Laurel Betts - Kindergarten  
Donna Lozancic - Grade 1  
Laurie Berglund - Grade 2  
Brenda Rear - Grade 3  
Kathryn McDonald - Grade 4  
Stephen Ferguson - Grade 5  
Angela Edmunds - Grade 5/6  
Andrew Laviolette - Grade 7  
Kristen Poenn - Music K-7  
David Rawlings - Phys Ed (8-12) & K-4.  
Melissa Flynn - Han Language  
Allison Anderson - Han Language  
Mary Henry - Han Language  
Jennifer Fraser - LAT / Reading Recovery (4-7)  
Sandra Salt - LAT / Reading Recovery (K-3)  
Paula Chisholm - Counsellor

### SECONDARY STAFF

Melissa Flynn - FN Studies 7-8  
Emily Lacelle - English 9-12, LAT Support  
Jaimie Hale - French 7-12, Home Ec 7-8, Foods 9-12  
Basia Hinton - Art 7, 8-12 LAT & ELL  
Nicholas Vienneau - Dëto/ILC  
Helen McCullough - Guidance, Career Ed. 10-12, DL, Yearbook  
Peter Menzies - Tech Ed, Woodwork, ICT  
Kristen Poenn - Art 8, Art 11-12  
David Rawlings - PE K-4 and 8-12  
Sara Stephens - Humanities 8, Socials 9-12,  
Claus Vogel - Scimatics 8, Math 9-12,  
Photography  
Micah Quinn - Sciences 10-11/12, Careers 8  
Craig Hunter - Dëto/ILC, K'el, ELL  
Paula Chisholm - Counsellor

### LIBRARY

Helen McCullough - Teacher-Librarian  
Rose Lamb - Library Clerk

### EDUCATIONAL ASSISTANTS

Bridget Amos      Rebecca Beaudoin  
Lindsay Bourgoin      Stefanie Cayen  
Naomi Headdy      Micah Quinn  
Devon Laing      Mindy Potoroka  
Brendaline de Guzman      Madison Betts

### TH EDUCATION

Ashley Bower-Bramadat - Education Manager & K-6 CELC  
Aurora Knutson - 7-12 CELC  
Jennifer Kehoe - ESW - Support Worker

### CUSTODIAL STAFF

Driss Adrao      Charlene Churches  
Blad de Guzman      Carol Michie

## Principal's Message



*Drin Hözö, Bonjour, Good-day*

This has been an exceptionally busy and positive month at the school, despite the ongoing impact of COVID-19. We are very fortunate that outdoor experiences, including overnight camps, have been allowed because such a large part of our school curriculum programming relates to “connecting learners and learning to people and place”. In this month’s newsletter we provide a small sample of grade-level and subject-level learning over the month. The school report at the end of this newsletter gives an idea of the efforts made to advance place-based learning over the past month. We’re greatly appreciative of our staff commitment to this and the support and collaboration with community members that allows this programming to occur, especially from Tr’ondëk Hwëch’in.

A major priority in our current (2020-2021) School Growth Plan (see, <http://rss.yukonschools.ca/school-growth.html>) is to progressively improve the educational experience provided for all students. At the center of enhancing this ‘quality’ experience is being data-informed and responsive teachers in decision-making for individual students and grade levels. On September 17<sup>th</sup> and 18<sup>th</sup>, RSS staff met at Moosehide for two days to work on advancing Experiential and Cultural Education, both having at their core providing learning experiences within the context of the local area and First Nation. Several Tr’ondëk Hwëch’in Elders and citizens, Yukon Education Consultants, academic scholars and other resource people provided an exceptional opportunity for staff to consider how experiential education can be further extended at RSS across K-12 in the year and years to come. In this month’s Sourdough, we highlight many of the opportunities provided.

K’ënocha (Take Care)

Brian Lewthwaite

## Grade Level Activities

### News from the K Class

Mrs Laurel Betts K-Kids have had a fantastic start to their first year of school at RSS! We have been busy learning our classroom routines, going on nature walks, participating in the Terry Fox Run and Orange Shirt Day, and learning how to be a great group of kind, caring friends. Here are some snapshots to enjoy!





### News From Grade 3

Ms Brenda Rear’s Grade 3 class has quickly settled in to a new school year. They are a kind and welcoming group, as seen by the way they have welcomed two new class members: Ava Bradley & Sany Ferguson.

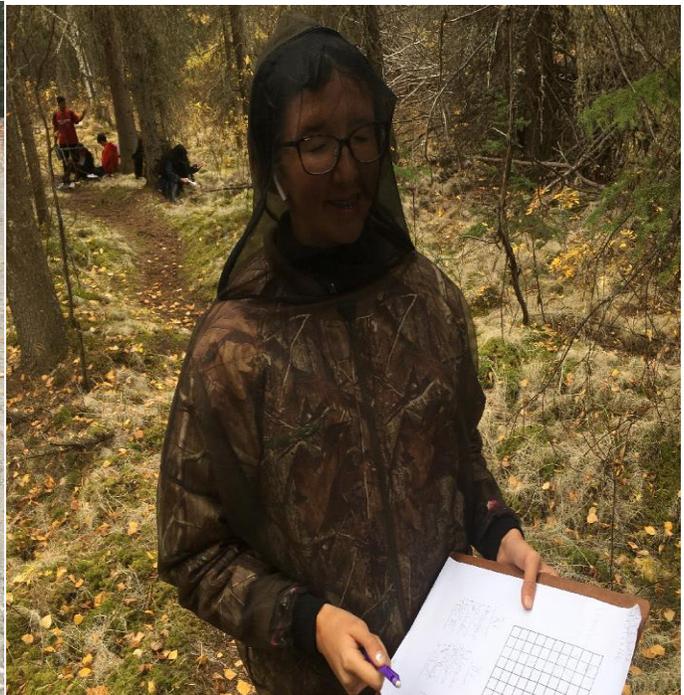
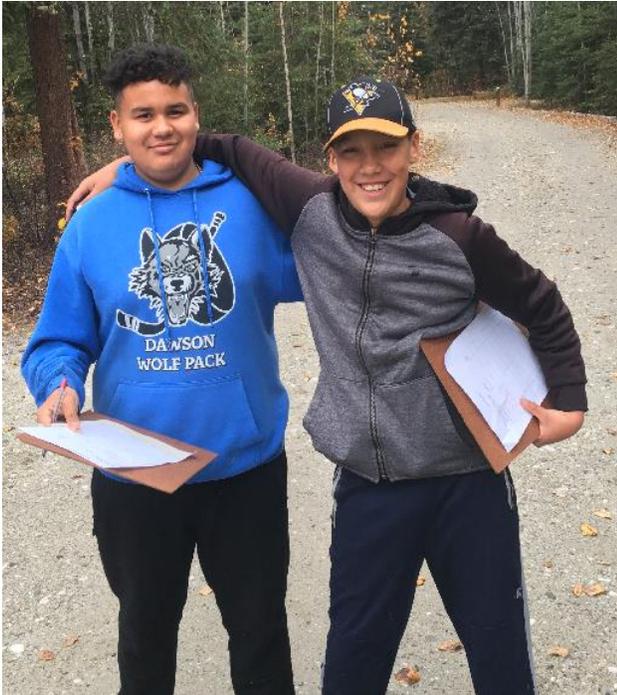
We spent the day at Land of Plenty on Sept. 22. Students had so much fun picking berries, doing a Han Language scavenger hunt and listening to Elder Angie Joseph-Rear tell Stories. A huge Mahsi Cho to Ashley Bower - Bramadat and Allison Anderson for making it all happen!





News from Grade 7





**Mr Andrew Laviolette's Grade 7 class** has been busy with field trips since the beginning of the school year. We've explored ecosystems and developed GPS skills locally, as well as on trips to the Ridge Road, Tombstone Park and both the Yukon and Klondike River campgrounds.



## News from Grade 7 First Nations Studies

Ms Melissa Flynn's Grade 7 First Nations studies class started off the year by exploring the Hän phrase *Hqzq Łékätr'ënocha* (*we take good care of each other*). The group explored the community one day looking for acts of kindness and returned to the class with pictures of hearts in the windows and signs thanking the hospital staff. They discussed the care that we show each other in Dawson City as well as at Robert Service School.

Our first project was joining the Fireweed Hero group, beading a fireweed pin to recognize frontline workers who are helping us through the Pandemic at the school. The recipients of the pins included the school custodians, TH nutrition cooks, their Gr 7 teacher and a few parents. Student's enjoyed being interviewed on the CBC radio. [https://www.cbc.ca/news/canada/north/dawson-city-beading-group-recruits-new-heroes-1.5739533?fbclid=IwAR1rDxHuurIVcdg-9eOVISWTa9qv8FFv1zKWx-C\\_RJAiaKaDZplHLy4VmA](https://www.cbc.ca/news/canada/north/dawson-city-beading-group-recruits-new-heroes-1.5739533?fbclid=IwAR1rDxHuurIVcdg-9eOVISWTa9qv8FFv1zKWx-C_RJAiaKaDZplHLy4VmA)



And our second project has been a K-7 mural on the Portable building. The class wanted to brighten up the forgotten building and give it a proper good bye before being removed in the months to

come, and replaced by a multi-classroom complex. Grade 7 students introduced the project to the K-6 classes and asked for everyone's help in showing how we take good care of each other. Hqzq Łékätr'ënocha. It's been a great Fall.



### News from Grade 9 Social Studies

Ms Sara Stephens Social Studies 9 class has been looking at the effects on colonialism on First Nations peoples in Canada, specifically through the Fur Trade. In order to bring their learning to life the students participated in a Fur Trade Simulation at Moosehide. Students took on the role of Voyageurs, they purchased European Trade items and they were required to travel to First Nations settlements to build relationships and make fair trades. The students were enthusiastic participants and were dashing from one settlement to another. The settlement had the students perform many tasks in order to make fair trades.

Mahsi Cho to all who participated and came out to enrich these students learning, it was a wonderful day.





### News from 'The Shop': Technology Education

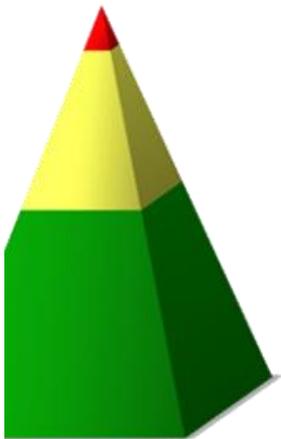
Mr Peter Menzies has two high school shop classes going full tilt right now. Students some compulsory projects such as picnic tables and benches. They also enrichment projects that involve more complex skills using lathes, routers and mitre saws. Check out the pictures of some of the finished projects.

We've successfully integrated vinyl cutting into the shop program. Using a computer and CNC vinyl cutter (ie. printer), student can create exact lettering for signage or customized art work. This meets the new requirement that computer skills be applied in the shop.





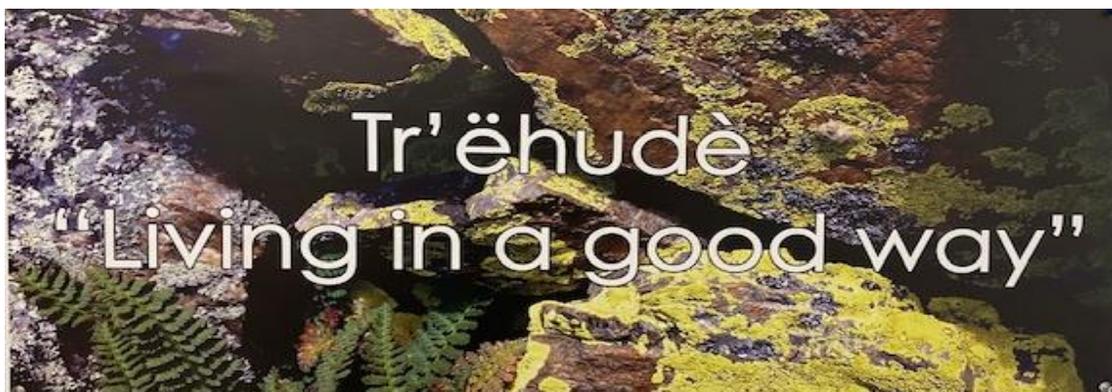
## Positive Learning Environments



At RSS there is a strong emphasis on fostering a school-climate that focuses on the principles of Trë'hude – a Tr'ondëk Hwëch'in term that means to 'live in a good way', so that everyone benefits from our personal choices and actions (examples include, persevering in learning, contributing to others' learning, honest communication in addressing an issue, problem-solving in learning, having respect for others in welcoming, accepting and kind actions). There is much discussion in our classrooms around Trë'hude, especially at the start of the school year, in order to foster a classroom and school climate in which students and staff are aware of how their actions can influence on others, negatively and positively. We use a rather simple school-wide system that has had significant effect on student behaviour because it was framed on *responding* to student behavior rather than *reacting* to student behavior. The picture on the left above helps to understand this. Using green, yellow and red coding, the vast majority of occurrences and behaviors typically observed in school are typically green, but there are 'yellow's and rarely, 'reds'. 'Reds' are dealt with immediately, at least there'll be

immediate contact with the student and usually home if such an event occurs and consequences and actions put in place as a result of the event.

Put simply, if we see a behavior of concern, we document it, discuss it, often with parents, and decide on a supportive course of action. To do this, we (1) collect individual and class data on behavior and (2) both congratulate and, where necessary, work to support and adjust student behavior as it impacts on the student and others. Learning. Every week, Paula Chisholm (Counsellor), Jen Kehoe (Education Support Worker) and I meet for an hour to go through forms submitted and identify any emerging patterns for a student or even a grade/specific class. This often results in a conversation with the student – or a group of students and maybe a class – to get a sense of the source of the issue. There are times a student needs to be an accommodation for the student – different working space, more room for movement, additional support – or the student needs to be cautioned about the behaviour by a staff member or administrator. Typically students respond to this favourably and the adjustment is made immediately. Sometimes the documented incident identifies a need for a change in teacher’s practice to support the student through a better understanding of the student. Other times, teachers will identify a behavior of concern and consider how to address this – maybe in consultation with last year’s teacher, our Counsellor, often parents and sometimes in consultation with Student Support Services (Whitehorse), who can provide specialized support for teachers and Educational Assistants. This communication is essential in responding proactively. Over the first seven weeks there has been an overall significant drop in the number of in-class yellow incidents across K-12 compared to last year.



#### **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 (e.g. perseverance in learning, contribution to others’ learning, honest communication in addressing an issue, problem-solving in learning, having respect for others in welcoming and kind actions). These are typically celebrated at the classroom or school level.

#### **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. Examples might include lateness to class, declining engagement and interest in learning or disrupting other students’ learning. Repeated incidents will result in conversations with student and parent/carer contact, providing of support 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. Changing the behaviour likely requires retribution, possibly suspension, and support. Parent/ Carer contact and re-entry restorative action is required and behavior closely monitored. Typically, parents are immediately contacted if there is a red incident, and required to meet with administration and relevant staff. There is zero tolerance for such behaviours.

## COVID-19 Evaluation Protocols: Can a Staff Member or Student Be At School?



Based upon the advice of Yukon Government, we are using – and ask you to use - the stoplight system to determine if your child should be at school. Overall, at RSS it's working well and we appreciate your patience. We want to emphasize:

1. When you phone in to ask for help in making decisions or letting us know your child's health, we make a record of the date and the symptoms;
2. We want you to follow the protocols if your child has RED or YELLOW symptoms (see below);
3. Having one or more RED symptoms or two or more yellow symptoms requires you to either (1) have your child tested for CD-19, (2) self-isolate for 10 days, or (3) seek approval for return to school when your child is symptom-free from the Medical Centre. They will call us to let know.

**RED symptoms:** Cough/Fever/chills, Shortness of breath or difficulty breathing, Loss of taste or smell.  
**YELLOW symptoms:** Headache, Runny nose or congestion, Sore throat, Acute/intense fatigue, Generalized muscle aches (not related to physical exertion), Significant loss of appetite, Nausea/vomiting,

Talk to your child every day to see if they have any new or worsening symptoms. If your child has mild symptoms, they still need to self-isolate at home, but you can keep them at home for 24 hours to see if they get better or if new symptoms start. Pre-existing conditions don't apply. For example, a child with asthma may have a cough, and some children get frequent runny noses during cold weather. You might want to talk to your child's teacher about what is normal for them.

**If your child has at least one RED two or more YELLOW symptoms for more than 24 hours, testing is recommended.** If your child has only one YELLOW symptom they can return to school when symptoms go away.

Your child must NOT attend school until you get their test results from your health care provider. If your child has one or more RED symptoms, testing is STRONGLY recommended. They must NOT attend school until tested and the result is negative. If you don't have your child tested: They must self-isolate for 10 days from the beginning of symptoms, even if the symptoms clear up sooner than 10 days..

If you don't have your child tested: If symptoms clear up sooner than 10 days without testing, self isolation is still required unless you and the school are told otherwise by your family physician or your rural primary health care centre.

Exceptions: If your child is throwing up or has diarrhea, keep him/her at home until 24 hours after symptoms have gone away. If runny nose/nasal congestion lasts longer than 24 hours, is mild and not getting worse, and the child is otherwise well, they may resume regular activities including attending school or work.

## Extra-Curricular & User-Group Activities

Due to CD-19, at the start of the school year all extracurricular activities at RSS were suspended. We're gradually and cautiously re-introducing activities. These include lunch-time 'Open (But Restricted) Gym' for Grades 7-12. There is a restriction on how many students can attend, and we try to ensure through scheduling that all Grade 7-12 students have this opportunity. As we move to the winter season we'll provide a similar opportunity before school for Grade 1-6 students, and again it'll need to be number restricted.



Volleyball, again in a number and cohort controlled manner, has started for our senior students. We anticipate that there will be opportunity for inter-school competitions in the future, all going well with CD-19.

The protocols around the use of RSS by external groups are very clear and stringent. In brief, any external user must ensure that they operate and clean-up according to the CD-19 expectations commonly sanctioned. Currently this means restricted numbers, social distancing and close adherence to sanitizing during the event and clean-up. **Clean-up is a major concern, as this is not the requirement of RSS Custodians and must be carried out by an external contractor**, such as Chief Isaac. In brief, any requests to use RSS facilities come to Brian Lewthwaite, and the possibility of use can only be supported if there is attention to these protocols.

At this stage, only three external users have been approved to use our facility - Tr'ondëk Hwëchin's General Assembly, City of Dawson Community Consultation on Infra-structure, and Yukon Government Community Immunization.

## Introducing Our New French Monitor: Lenny

Each year at RSS we are provided a French Monitor, who works with our students and specialist French language teachers Jaimie Hale, Angela Edmunds and Stephen Ferguson. This year we welcome Helene (Lenny) Sharpe.

Salut! Je m'appelle Lenny! Je viens du Québec et j'aime beaucoup voyager. J'ai vécu à Montréal pendant 10 ans mais j'ai déménagé à Dawson cette été pour trouver de l'aventure et j'ai tombé en amour avec cette petite ville! While living in Montreal I pursued a degree in photography at Concordia and worked as a gallery coordinator. I also gained a lot of experience and a love of cooking from working in many different restaurants and cafés in the city. In the summer of 2019 while in Dawson, I hosted a pinhole photography workshop at KIAC for kids aged 8 to 18! Cette été j'ai travaillé à Tombstone comme gardienne et à Bonton comme barista, maintenant je travaille comme monitrice de français et je vie dans un chalet à West Dawson avec mon copain, James. J'ai hâte de rencontrer tout le monde et de parler français avec les étudiants!

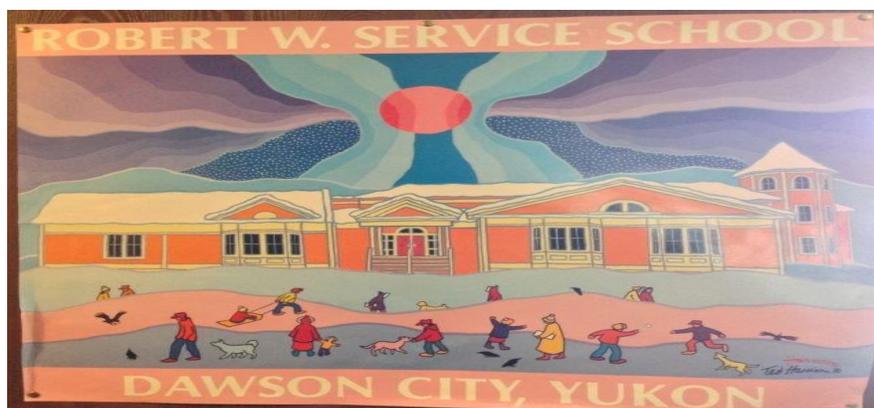


## Robert Service School External Painting!

Several projects at RSS have been delayed for a variety of reasons. Most obvious is the delay in the portable removal and the building of a new modular complex to contain 4 classrooms, likely for our Intermediate grades (4-7). This project of removal and replacement, we expect, will start during this school year. In addition, the repainting of the school was scheduled to occur for the summer but was delayed because of CD-19.

We are looking to have a committee of six – **two senior students, two staff, and two parents** – to guide this process. The committee does not decide on the colour scheme but it guides the process of determining the colour scheme. YG has stated that the only parameter is that there are 3 colours. If you'd like to be involved in this process let Brian Lewthwaite know. A process might be that the Committee decides on a few parameters and then students, staff and community members create examples and there is a selection based on RSS affiliated or community-wide vote.

As you'd expect, my conversations with students shows that the range of views is great. Entirely white, entirely black,..... but a possibility is that the school be painted according to famous artist, Ted Harrison's illustration. Again, if you're interested in being involved, let me know. If multiple student-staff-or parent/carer names, we'll draw randomly at a School Council meeting.



### Substitute Teachers (*Teachers on Call*)

We are still looking for personable, respectful, and dependable adults who genuinely care about young people. TOCs can choose to work with particular grade levels, such as elementary or secondary or even a specific grade level or subject area. Especially important is having a pool of **specialist substitute teachers** who have life and university experience with curriculum areas such as Mathematics, Chemistry, Humanities, English, Visual Arts, French, Manual Arts and General Science. We want people with subject expertise to be in our classrooms!

Above all, we want people who care and can warmly – and when necessary firmly - relate to our students.

**BEING A PARENT IS NOT A REQUIREMENT, BUT IT REALLY HELPS!**

The Yukon does not require TOCs to hold a Bachelor of Education.

Please contact the school office if interested. We'll provide you with a thorough orientation to the school, prior to commencing as a TOC.

Pass the word.

### Professional Development Activities: Administration and Staff

Participant(s)	Date	Type of Activity
All staff	Aug 18	Staff were engaged in PD. <ul style="list-style-type: none"> <li>Zoom session with Krista Strand and Fiona West – supports for student learning.</li> <li>Webinar provided by SSS – Safer schools together</li> </ul>
EAs and LATs	Aug 19	Zoom meeting with Jessica Masson Guerette re: Clicker Technology training
J. Fraser	Sept 4, 25	Reading Recovery training via Zoom.
General Staff	Sept 17-18	TH Cultural PD at Moosehide Bob Jinkling, retired Professor of Outdoor Experiential Education Mark Connell, Secondary Consultant, YG Fiona Asp, Secondary Consultant, FN Programs and Partnerships
S. Cayen, A. Edmunds, S. Fergusson, J. Hale, B. Lewthwaite, B. Hinton	Sept 17	Attended a Defensive Driver course facilitated by Yukon University.
S. Salt	Sept	Reading Recovery training via Zoom.

### Student Activities and Field Trips:

Type of Activity	Date	Description	Grades
First day of school	Aug 20	First day for students	1-12
Staggered Start	Aug 20-24	Our K students started their school experience with a staggered entry. Came to class for a couple of hours in the morning or afternoon over the three days. K students started full-time on Aug 25.	K

Visitor in the School	Aug 25-28	Lance Peters, shop teacher with Caledonia HS in Terrace, BC, visited shop classes. Lance specializes in metal work.	9-12
FT	Aug 28	Class went on the Top of the World Hwy for a talk on fishing and caribou by TH representative; hiking; and berry picking.	6
Local FT	various	Han classes walked around town. Discussing the river, berries, plants, etc.	various
Local FT	Aug 31	Foods class went berry picking on the Dome	9-10
Health	Sept 1	Maria Nyland, Public Health Nurse, visited classes to talk about health, COVID, hand washing, etc.	K-12
Visitor in the School	Sept 1-2	Kelsey Kerry, Boreal Clinic, was here to see a few students for speech	various
Visitor in the School	Sept 2-3	Leyla Weston, Geologist, visited classes to talk about rocks.	6, HS SC
Visitor in the School	Sept 3	Brooke Rudolph, KPMA, visited shop classes. Discussing with Mr. Menzies fundraising opportunities.	various
Local FT	Sept 4	The class went geocaching along the Ridge Road Trail.	7
Local FT	Sept 8	The class went to TH Farm. Also participating: A. Bower, A. Anderson, M. Flynn, S. Cayen	5
Local FT	Sept 8	The class went geocaching along Crocus Bluff.	7
Visitor in the School	Sept 8	Shawn Hughes, Conservation Officer, visited the class for a bear aware talk.	6
PJ Day	Sept 8	The class enjoyed a PJ and stuffy day.	2
FT	Sept 9-11	40 Mile – students were engaged in various activities such as: scavenger hunt, archery lessons, respect of the land, bingo, TH Fish & Wildlife caribou herd talk, Mike Sutter, Dept of Environment talk, hiking, berry picking, crafting, and fishing.	6
School Photos	Sept 9-10	Tom Patrick, Starflower Photography, was here for school and graduation photos.	K-12
Local FT	Sept 10	The class spent the day at Yukon river Campground re: geocaching and team building exercises.	7
Local FT	Sept 11	The SS class visited various Parks Canada sites finishing off last years' study on the Chilkoot Tail.	11
FT	Sept 15	The class is spending the day at Tombstone Campground to study subarctic tundra ecosystem.	7
Local FT	Sept 16	The class spent the day at TH Farm to help with harvesting.	6
Local FT	Sept 16, 23, 30	Exploring 9 <sup>th</sup> Avenue Trail	2
Health	Sept 16	Angela Jobin, Mental Wellness and Substance Abuse Counsellor, led an information session on cyber bullying	7
Local FT	Sept 21	Foods class attended a screening of Suzanne Crocker's film 'First we Eat' at KIAC.	9-10
PJ Day	Sept 22	The class enjoyed a PJ day.	K
FT	Sept 22	The class spent the day at Land of Plenty for Han language lessons and oral stories.	3
FT	Sept 23	The SS class spent the day at Moosehide to participate in a fur trade simulation, where the fur trade comes to life through students being voyageurs. Voyageurs brought European goods to trade for furs with local FN elders.	9
Local FT	Sept 24	The class spent the day at Klondike River Campground for an ecosystem exploration science lab.	7

FT	Sept 25	The class is spending the day at Land of Plenty engaged in biomes, animal habitats and FN perspective. Some activities included nature walks, habitat construction and storytelling.	4
DARTS	various	District Assessment of Reading Team – yearly assessment to improve students’ reading comprehension and to make them critical readers.	2-9
SWW	various	School Wide Write is completed in the fall and spring.	
Visitor in the School	Sept 30	Fran Morberg-Green visited the Foods class to show how to make ice tea using locally grown herbs.	9-10

**Special School Events and Special Days:**

Date	Event/Day
Sept 28	Terry Fox Run. Classes were encouraged to do an individual walk/run/in-class or community activity to commemorate/celebrate Terry Fox and raise funds for cancer research. Competitive Run – any grade 5-12 student, if they desired, met at 2:00 p.m. to participate in a timed run.
Sept 30	Orange Shirt Day – Students and staff were encouraged to wear an orange shirt.  Event organized by TH Family Wellness Department at the picnic shelter on Front Street. K-4 classes could participate in: <ul style="list-style-type: none"> <li>• Placing orange rocks or ribbons</li> <li>• Decorate a printable t-shirt template or hand cut out</li> </ul> 5-12 classes could participate in: <ul style="list-style-type: none"> <li>• Writing an essay, short story, poem, song.</li> <li>• Create a video</li> <li>• Use photos</li> </ul>



**Office is a mask wearing zone!  
Please bring your own, we do have spares for emergency purposes.**

**Anytime your child is absent from the school, please notify the school at 993-5435 or by email to both School Administrative Assistants Olivia Croteau and Sonja Stephenson. We will document reasons for the absence, especially “Red” or “Yellow” symptoms.**

**[olivia.croteau@yesnet.yk.ca](mailto:olivia.croteau@yesnet.yk.ca) [sonja.stephenson@yesnet.yk.ca](mailto:sonja.stephenson@yesnet.yk.ca)**