

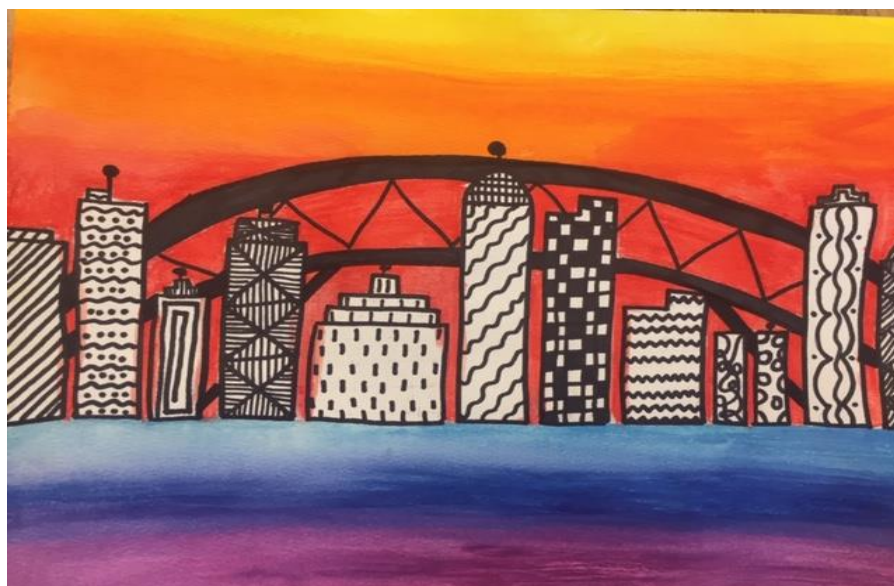
In the

# MIDDLE

Volume 37, Number 3

June 2019

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**Watercolour Zentangle Cityscape**

**Madison C.**

Mrs. Yasinowski's Grade 7/8 Class

Henry Janzen School, Regina





# We Believe

The Saskatchewan Middle Years Association believes middle years students require educators who understand and advocate for their students' physical, emotional, social and academic needs. The SMYA provides workshops, speakers for interested groups, resource materials and an annual provincial conference.

Our organization has the following aims:

- To further understanding of the middle years student
- To further an understanding of programs and teaching approaches for the middle years
- To provide a means of communication for teachers about middle years students
- To develop a positive attitude toward middle years students
- To provide a vehicle for sharing information with all partners in education
- To advocate school experiences that are developmentally responsive to the needs of middle years students

## **JOURNAL EDITORS: Kelsey Bailey and Crystal Boire**

*In the Middle* is published three times yearly. It accepts articles that are practical, accessible and of interest to teachers of Grades 5 through 9. Articles should be from 2 to 15 pages in length. They can concern curriculum or teaching methodologies, or they can concern middle years children and suggestions for working with them. Articles published by *In the Middle* reflect the views of their authors and are not necessarily those of the editors, the Saskatchewan Middle Years Association, or the Saskatchewan Teachers' Federation.

# MIDDLE



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# President's Message

By Brett Reis

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Greetings,

I hope that you are all enjoying the warm weather that has come our way. It is with humble gratitude that I write this, my final President's message for the Saskatchewan Middle Years Association. Being president has been such a rewarding experience; I am grateful for all the opportunities this position has brought me—from the opportunity to connect with so many wonderful Saskatchewan educators, the opportunity to speak on meaningful levels to all of the keynote speakers that have visited us, and the chance to represent Saskatchewan teachers at various events. I will carry parts of this job with me throughout my career. I wanted to use this space to express my heart filled thanks to the people who have made the past 5 years as president, and 9 years on the executive such a meaningful part of my life. I have enjoyed every minute of learning alongside all of you and advocating for middle years students in Saskatchewan.

First, a huge thank you to Andrew Longstaff. It was Andrew's encouragement (He held my arm behind my back really hard for over an hour) that got me into this position to begin with. If you follow the great things Andrew does in his classroom, you already know what a passionate, dynamic educator he is. This is the same attitude he brought to the SMYA and it continued even after he left our association, always willing to assist for the greater good. Without Andrew, the SMYA would not be where it is today.

I cannot express enough gratitude to Angela Byrnes. If we are being honest, in her role as vice-president, Angela has been the SMYA President since before my time! Angela has been the everything for the SMYA, running conferences, registration and so much behind the scenes. All of this with grace and kindness that is unmatched. I am thankful for all of the support you have given me and happy to know you will still be here to support our organization as it moves forward.

Kelli White, thank you for being another "everything" for the SMYA. From conference planning to registration tables to meeting minutes. Whenever a job pops up, Kelli grabs it and runs with it. I am so grateful to have been given the opportunity to co-chair the Saskatoon conferences with you. Kelli, is a "big ideas" person, everyone who has the opportunity to speak with her takes away some form of inspiration.

Ian Trail & Ryan Whalley, thank you for all of the hard work you have put into balancing the books over the years. I appreciate all the extra hours you both have put into this role. You each were a wealth of knowledge to the role and, on occasion were able to work magic for us. Without your work, the SMYA could not function. The mechanical bull riding lessons you gave me were just an added perk of the job!

Tina Blake, Crystal Boire & Kelsey Bailey, thank you for the countless hours you have put into collecting and editing items for our journal. It is such a wonderful resource and collection of articles by Saskatchewan educators. In particular, thank you to Crystal for all the extra work you put into getting after me to ensure that my articles were not too late.

Pat Telfer and Mellissa Sullivan, thank you for your work in making the tech pieces run the way they are supposed to, for setting up our social events and for always being there in any role needed to make our events run.

To the members of the Saskatchewan Middle Years Association, thank you so much. It is your passion for education that has made this experience so rewarding. The conversations at conferences, the connections made and all of the ideas I have been able to borrow and bring to my classroom have made this so worth it.

Last, and most importantly, Rachelle Mievre. Thank you for rising to the challenge and taking on the position of SMYA President (with minimal arm twisting!). Another “big ideas” person, I am excited to see the direction the SMYA takes under your leadership. It is so reassuring to know that the SMYA will now be guided by someone who puts their all into everything they do. The Saskatchewan Middle Years Association is in good hands with your leadership.

I am excited for my continued involvement with the SMYA in my role as past-president, I look forward to connecting with all of you in the future. Have a wonderful rest of your school year!



# Editor's Corner

## Summer is Almost Here

By Kelsey Bailey and Crystal Boire

As we wind down another school year, we look forward to our well-earned chance to recharge over July and August. As is the tradition for our June newsletter, this month's journal is full of end of the year activities, tips and tricks, articles and websites to help get you through those last few weeks of the school year.

Many of us will be moving through a process of change in the fall, such as planning for a new group of students, new grades or possibly new school placements. The SMYA will be making some exciting new changes as well. We will be taking this year off from our annual conference in the fall, and look forward to piloting other learning and knowledge-sharing opportunities for Middle Years educators. Stay tuned for more information in the fall as we finalize details.

Another big change will be Brett completing his term as president this year. Brett, thank you so much for your leadership over the past several years. We look forward to you continuing to be part of the SMYA as past president this fall. We are also very excited to have Rachelle Mievre begin her term as president. We know she will do an excellent job!

The SMYA executive is excited about the opportunity to change the way we deliver content to our members in 2019 and we hope that you will join us for this adventure. Enjoy your well-deserved summer vacation and watch for our back to school edition of the journal coming in August, filled with lots of back to school ideas!

Crystal and Kelsey ☺

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

On Facebook at <http://www.facebook.com/SKMiddleYears>

*We are looking for student artwork to showcase in the journal. Please send artwork to:*

*Kelsey Bailey  
kelsey@smya.ca*

*Please include the student's name, grade and school on the back of the work.*

# Meet the SMYA Executive



## **Brett Reis - President**

Brett Reis is a Grade 6 teacher and vice-principal at Delisle Elementary School. Brett is passionate about teaching “In the Middle” and enjoys the energy and excitement middle years students bring to the classroom each day. Brett’s professional interests include technology, experiential learning and professional development. In his spare time he enjoys spending time with his family, reading as well as playing and coaching various sports.

## **Angela Byrnes – Vice-President**

Angela Byrnes is a Grade 8 teacher at Ecole Lumsden Elementary School in Lumsden. She received both her undergraduate and graduate degrees from the University of Regina and is a strong believer in life-long learning, both from formal education and informally in the classroom and from colleagues. Her career in education has led her through many steps from teacher to vice principal to principal and then back to classroom teacher. Middle year’s classrooms are where her heart is and she loves that no two days in middle are ever the same.



## **Kelsey Bailey – Co-Editor**

Kelsey is in her thirteenth year of teaching with Regina Public Schools and is currently teaching Grade 6/7 at Henry Janzen. She loves teaching in the middle because of the energy and creativity middle years students have. When she isn’t busy with teaching, she loves time with her husband and two young kids.

## **Crystal Boire – Co-Editor**

Crystal has been teaching in the middle for 13 years. She loves the relationships that are built with Middle Years students; their sense of humour and personality are so unique from one pre-teen to the next! This year, Crystal is enjoying some travel and down time while on deferred salary leave.



## **Ian Trail - Treasurer**

Ian has taught Middle Years Education with Regina Public Schools for the past 12 years, and is currently teaching grade 6/7 at Ruth M. Buck School. The positive relationships Ian has with his students, in the classroom and through coaching, creates a successful collaborative learning environment, where all students belong by feeling valued, safe, and inspired. Ian has been an Executive Member with the SMYA for the past 5 years and is entering his 4th as Treasurer. In his spare time he plays hockey, baseball, and golf.



**Rachelle Mievre – Member at Large**

Rachelle Mievre is a grade 7/8 teacher in Pilot Butte, SK who is passionate about teaching ELA, Arts Ed, and Genius Hour. Follow her classroom's learning journey on Twitter & Instagram: @MrsMievresClass. Rachelle enjoys directing plays and musicals, traveling with her husband, and attending concerts with friends.

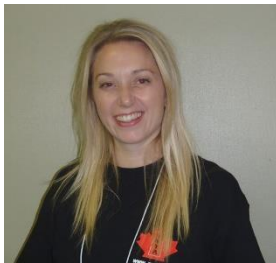


**Tina Blake – Member at Large**

Tina has been teaching with the Regina Public School Board for 20 years. Tina now teaches Grade 7/8 at W. H. Ford in Regina and loves middle level education. She believes in young people and the rights of children. She enjoys spending time with her husband and her two wonderful kids. When she can fit it in, she also loves selling Thirty-One, scrapbooking and watching movies!

**Melissa Sullivan – Member at Large**

Melissa Sullivan is in her second term with SMYA. She currently is teaching Grade 6 at ERES in White City. Melissa is currently in her 13th year of teaching. When she isn't busy planning for her class, she is spending time with her husband and three small kids.



**Kelli White – Member at Large**

Kelli has been teaching "in the middle" for fifteen years and is passionate about inquiry-based learning and authentic assessment practices. She is currently teaching at Aberdeen Composite School fulfilling the roles of a grade 7 homeroom and Learning Facilitator. One of her favorite parts about being a teacher is working with students through extra-curricular activities. From social justice and travel clubs to leading the MaraFUN team, Kelli enjoys building positive relationships and memories with students both inside and outside of the classroom.

**Pat Telfer – Member at Large**

Pat Telfer is a teacher at the Sun West Distance Learning Centre. Currently, he is helping to redevelop several ELA courses and am also serving as Ed Tech support for both staff and students. Pat has taught almost everything from K-12, but the majority of his experience has been with in the middle years, mainly because he thinks just like them! In his spare time, you can usually find him playing/watching/officiating all kinds of sports, but his main ones are basketball and track and field. Pat also loves technology – some people (including himself) even call him a nerd!



**Teresa Cowan – Member at Large**

Teresa had taught for over 20 years in the middle mainly at the grade 6 level. She has been teaching grade 6 at Redvers School for the last 9 years. When not at school, she keeps busy with her four elementary aged farm children, running to hockey, ball, skating, gymnastics, and 4-H. In her spare time, she likes to bake and garden.

**Murray Wall – STF Liaison** wallm@stf.sk.ca



## Inspirations from #TLAP: The Power of the Hook!

Submitted by Harmony McMillan

A couple years ago, I had the privilege of learning from Dave Burgess at the SMYA Conference. I loved his emphasis on finding creative ways to engage students learning, and I'm an especially big fan of the many hooks he outlines in *Teach Like a Pirate*. One of my favorites is the "Mystery Bag" hook, so I thought I'd share a couple of different ways I've used this approach to build anticipation, mystery and FUN into my classroom.



### The Minecraft Mystery Box

I use MinecraftEdu to explore various outcomes in Math and Language Arts. To launch our crafting experiences, a mysterious box arrives in the classroom, with specific instructions "not to open" until a given date (I try to give at least a week wait time to build suspense!). On the day I'm ready to start the unit, we open the box, which always includes Minecraft-themed treats, and a greeting card from Minecraft Steve. I've also had an older student deliver the mysterious box, dressed and dancing into the classroom as a Minecraft Creeper. It's always a lot of fun and I love the building of suspense!



### Unwrapping the Gifts of Outdoor Adventure!

One of my professional goals this year was to prioritize outdoor adventures for my students. My goal is to take my students on 10 outdoor trips this year. To build anticipation and an element of surprise for our trips throughout the year, I have a bulletin board with 10 different "outdoor gifts" to unwrap. On the week of the adventure, I have one student unveil our next destination, and on return, I add photos of our experience to the board.



## Young Me, Now Me

Submitted by: **Rachelle Mievre**

Grade 8 – Arts Ed –CP8.12 – Solve visual art problems using a variety of processes and media.



Challenge students to recreate a photo from their childhood. This is fun to display if you have a Grade 8 Farewell event that families and community members attend.

Encourage students to pay attention to the location, lighting, foreground, background, clothing, facial expressions, etc.

Students can use the same location (if possible) or recreate the location using props, painting a backdrop, etc.

Collages can be created using apps (PicCollage, Fuzel Collage, LiveCollage, PiZap, Pic Stitch) or they can print their photos and arrange them on poster board.





## Middle Years Art Collection

Kristy Galbraith, a Grade 7 teacher at Henry Janzen School in Regina, has been busy creating art pieces with her class this Spring. Here are a few examples of all the creativity in her classroom!



## Helping ADD/ADHD Students Thrive

Submitted by Debbie Silver, Ed.D.

I know a student who is a remarkably intuitive and creative thinker. She also tends to be “out of step” with her classmates and has difficulty beginning and ending tasks. Her concept of time is non-existent. Her backpack, locker, and work space could qualify for an episode on *Hoarders*. When I question her about her lack of focus or her constant state of dishevelment, her reply is, “Well, I can’t help it. You know I have ADD.” Yes, I am aware that she was diagnosed with ADD at a very young age, but it bothers me that this label has become her blanket excuse for poor choices and her justification for lack of effort.

Having been diagnosed with ADHD myself (as an adult), I am aware that I don’t always march in sequence with the status quo. Since childhood I have struggled with focusing attention on things that do not interest me. I still have trouble with time management, and I’ve frequently been told that I am “organizationally challenged.” So, I’ve had to figure out ways to compensate for my challenges and work around my troublesome deficiencies. I’m not sure that what I have isn’t actually just an exaggerated form of the distractibility experienced by most people at one time or another.

There is active debate among psychologists, neuroscientists, parents, educators, and others about not only the nature of attention-deficit disorder (ADD) and attention-deficit/hyperactive disorder (ADHD) but also their very existence. While scientists try to figure out if ADD and ADHD result from a chemical imbalance, a genetic predisposition, a hardwiring brain issue, or merely a delay in executive function (EF) maturity, it is important that educators and parents continue to encourage students to control those things they **can control**. Current research into executive functioning in the brain has reframed our beliefs about what students can do to grow the skills they need to not only succeed, but to thrive.

Rather than pigeonholing students with labels (or more importantly, allowing them to brand themselves), we can help them identify specific actions they can take to help them succeed. We can set up “brain friendly” classroom procedures and routines to support maturing executive functions in everyone. We can be intentional about teaching students the skills they will need to thrive now and in the future. In 2017, I wrote a book with Dedra Stafford, *Teaching Kids to Thrive: Essential Skills for Success*. In it we focused on concrete measures teachers can take in the classroom to promote SEL skills like fostering executive function proficiencies.

## **Classrooms That Support Executive Function Growth**

(Based on **Teaching Kids to Thrive: Building Essential Skills for Success**)

### **Task Initiation**

It is important to pay attention to struggling students as they begin a task. Help them find a way to experience competence quickly and have them acknowledge what they accomplished. In the beginning, visit them frequently to encourage them to stay on task. Gradually, the teacher can fade from the picture as students learn to initiate tasks on their own.

### **Classroom Tips:**

- Help students see the value in the task as it applies to their learning and to larger goals.
- Help students break the large goals into several smaller tasks with due dates.
- Provide visual cues to remind students how and when to get started.
- Work with learners to determine deadlines and cues that are reasonable for them and require realistic effort on their part.
- Remove as much clutter as possible from the work area.
- Encourage students to block out time and purposefully avoid other distractions when beginning a task.

### **Organizational Skills**

Behaviorists argue that some children are born with a need to categorize, organize, and systematize. Even as toddlers they sort their toys, assign them to specific spaces, and are distressed when someone disrupts their arrangement. Other children operate comfortably with chaos, seem to have no system for arranging their belongings, and even find delight in disrupting the carefully arranged groupings of others. Whether inherently organized or not, students can be taught specific ways to better master their materials and tasks in order to meet their long-term goals.

### **Classroom Tips:**

- Take a picture of the desired finished product and ask students to compare their work with the picture.
- Model rather than explain expectations.
- At the end of class, instruct students to sort and organize their thoughts and materials.
- Remove as much clutter as possible from the work area.
- Teach students to use graphic organizers to group ideas, plans, and information.
- Have students share their personal organizing techniques and allow individuals to choose the one they like best.
- Encourage students to keep a growth chart to show how their organizing system improves their accountability.



- Focus on one area at a time (e.g., arranging work materials). Once that system is working smoothly, move on to another trouble spot.
- Help students visualize and maybe even sketch or outline the end product before they begin

## Time Management

Again, students vary in their ability to grasp the abstract concept of time. Sequential learners thrive with definitive start and end times, and random learners tend to see deadlines more as “suggestions.” Even though students have divergent internal clocks, all of them can improve their time management skills. Countdown timers, marker clocks, stopwatches, and kitchen timers can be employed to make time management more realistic and more fun. Teachers can make time management interesting by setting time-based goals and recognizing “time masters” who improve their skills.

## Classroom Tips:

- Have students prioritize their tasks by importance.
- Put the due date on the top of all directions given to students.
- Remove as much clutter as possible from the work area.
- When working in groups, assign one student to be the timekeeper to ensure that tasks are completed on time.
- Before starting an assignment or activity, ask students to estimate how much time will be needed for each part of the task.
- Have student keep a journal with start and end times for each task they attempt during the school day (they can also take it home and record how much time they spend on chores and activities there).
- Model and discuss effective time management procedures you use to plan for your classroom day.

You probably noticed that I suggested removing as much clutter as possible from the work space in each of the sections I wrote about. You’ve probably read the contemporary research that says too much clutter (including too many classroom decorations) interferes with learning for many students. A *Pinterest-inspired* room may present a delightful array of colors and adornments, but it can actually impede development of certain executive functions.

This article only deals with three of the many subgroups of EF that interact and overlap, but they are a good place to start helping students build the self-regulatory skills they need to thrive. Whether we call it ADD or ADHD or EF-challenged or some term not yet coined, we teachers know that some students are better at managing themselves than others. It is our job to take the emphasis off the labels and put our attention on the solutions.

Silver, D. & Stafford, D. (2016) *Teaching Kids to Thrive: Essential Skills for Success*. Corwin. Thousand Oaks, CA.

## **Photo Scavenger Hunt**

Submitted by Crystal Boire

**Looking for a fun and free year end activity to do with your class? This is a yearly tradition with my students - a bike trip around the city while competing in a photo scavenger hunt.**

**I ask for parent volunteers and have them paired with groups of 5 or 6 students. Each group is given a map of the city and the following package. They are given 4 hours to bike and have fun, stopping when and where they like (with adult permission).**

**I place myself in a central location with a First Aid kit, an extra bike, and a vehicle in case of emergencies.**

**As they are biking, they use their phones to take as many pictures of things on the list, and they text them to me. Throughout the day, I add up their points and create a Power Point video. Once they return to school, the winning team is announced and we watch the Power Point.**

**It's such a fun day for everyone! Feel free to use my list or to make your own! Good luck in the final weeks of the year 😊**



**Part 1** – Recreate as many of these photos as you can. Send them to Mme Boire as you take them (306)536-6419 in order to get your points. Each photo is worth 10 points – the closer to copying it you are, the more points it is worth. Creativity is also worth more points!

\*Exceptions will be made if you do not have enough people in the group to recreate all the characters in a single picture.















**Part 2:** Find as many of these items as you can around the city. Take a picture of each with at least one member of the group and the item and send to Mme to be tallied. 5 points for each picture – bonus points for creativity. \*\*You must all be in the pictures equally.

1. A colorful bird
2. A Little Free Library (little house thing with books in it)
3. A flag from a country other than Canada
4. A yellow truck
5. A giant letter R
6. A green park bench
7. A buffalo
8. A boat
9. A food truck
10. A cricket
11. A heart
12. A white dog
13. A restaurant napkin
14. A fortune cookie (5 bonus points if the word “happy” appears in the fortune)
15. A statue of a woman
16. A spiral staircase
17. A red door
18. A pinball machine
19. Graffiti
20. A pay phone

**Your team is able to win upwards of 200 points! Good luck!!**



# The Last Day of School

(Based off the Mad Libs game)

Submitted by: Kelsey Bailey

It's that time of \_\_\_\_\_ again....summer holidays have arrived!

(noun)

We aren't sure who is the most \_\_\_\_\_ about this, students

(adjective)

or teachers? As classmates \_\_\_\_\_ out their

(verb)

\_\_\_\_\_ and \_\_\_\_\_, teachers get

(plural noun)

(plural noun)

ready to hand out \_\_\_\_\_ cards.

(noun)

Once each student \_\_\_\_\_ their report

(verb in present tense)

\_\_\_\_\_, they shout \_\_\_\_\_! As

(noun)

(exclamation)

they head out the big, \_\_\_\_\_ doors for one last time this

(adjective)

school year, teachers are ready to \_\_\_\_\_ out the

(verb)

\_\_\_\_\_ with them, because summer

(noun)

\_\_\_\_\_ have officially begun!

(plural noun)



## The Last Day of School

1. Noun \_\_\_\_\_
2. Adjective \_\_\_\_\_
3. Verb \_\_\_\_\_
4. Plural Noun \_\_\_\_\_
5. Plural Noun \_\_\_\_\_
6. Noun \_\_\_\_\_
7. Verb (present) \_\_\_\_\_
8. Noun \_\_\_\_\_
9. Exclamation \_\_\_\_\_
10. Adjective \_\_\_\_\_
11. Verb \_\_\_\_\_
12. Noun \_\_\_\_\_
13. Plural Noun \_\_\_\_\_

# Teacher-Friendly Websites

Shake up learning with YouTube! There are loads of YouTube channels that can support you in every subject area. Here are a few of my favourites:

- **Mr. Parr Science Songs** – He uses current pop songs and changes the words to teach science concepts in a fun and unforgettable way.  
<https://www.youtube.com/user/ParrMr/featured>
- **Math Antics** – Tons of Math lesson videos from Order of Operations to Fractions and everything in between.  
<https://www.youtube.com/user/mathantics>
- **Learn French with Alexa** – Teaching Core French with funny and fun videos.  
<https://www.youtube.com/user/learnfrenchwithalexa>
- **Crash Course** – Tons of short videos to teach students skills (like working in a group or fact checking) and subject content (like sociology, theatre, and so much more!)  
<https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>
- **Gerry Brooks** – This one is just for teachers. Accurate struggles that teachers face daily. Hilarious!  
[https://www.youtube.com/channel/UC-6WUaQSC\\_AfKZrinPuhVFw](https://www.youtube.com/channel/UC-6WUaQSC_AfKZrinPuhVFw)



Everyone knows a teacher who does an outstanding job in the middle. Please give that person the recognition they deserve. Fill out the attached information, and email the information to [brett@smya.ca](mailto:brett@smya.ca).

Teacher's name: \_\_\_\_\_

School: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Three words describing the teacher's personality:

A sentence or two describing the teacher's relationship with:

- a) Students:
  
- b) Colleagues:
  
- c) Community:

Anything else you would like mentioned?

# Application for Membership

## What can the SMYA do for you?

Members receive:

- Three issues of 'In the Middle' – The only professional middle years journal published in Canada
- Three issues of 'President's News' – Keeping you up-to-date on middle years news
- In-service updates across the province



- ☐ I hereby apply for membership in the Saskatchewan Middle Years Association.  
Membership for one year is \$25.00.
- ☐ I hereby apply for membership renewal in the Saskatchewan Middle Years Association.  
Membership for one year is \$25.00.

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Employed by: \_\_\_\_\_

Present Position: \_\_\_\_\_

Are you an STF member? ☐ Yes ☐ No Teacher's Certificate Number: \_\_\_\_\_

- ✓ I have enclosed a cheque or money order for \$25.00. I understand this is my membership fee for one year.

*I hereby consent to the collection, storage and use of personal information by and for the executive of the SMYA for purposes of receiving "In the Middle", the journal of the Association, the "President's Newsletter" and periodic notification of upcoming professional development opportunities. Information is processed and maintained in a confidential database by the STF.*

DATE

SIGNATURE

\_\_\_\_\_

Please mail this application form when completed to: Kelsey Bailey - [kelsey@smya.ca](mailto:kelsey@smya.ca)

# Harold Schultz Middle Years Development Fund

## Introduction

The need exists in Saskatchewan to encourage continued development in the middle years area. The SMYA is the logical organization to initiate and encourage such development.

This development fund was established to encourage Saskatchewan based projects and/or programs related to the middle years child. The fund is named in honor of Mr. Harold Schultz who was a driving force in starting the middle years concept in Saskatchewan. It was through his research, his encouragement and his dedication that the philosophy of Middle Years Education took hold and continues to grow today.

## Objectives of the Fund

The monies of the fund are to assist, financially, individuals, groups and/or schools in developing programs or research projects that increase the understanding and awareness of the middle years child in Saskatchewan.

The monies of the fund may be awarded to those projects, ideas or programs that help to increase the understanding and awareness of the middle years child and/or promote effectiveness of the middle years teacher.

## PLEASE NOTE:

**There is no application form for this award. Candidates must submit a written application meeting the guidelines below.**

## General Guidelines for Selection

1. The results of such projects, programs, or practices supported by this fund must be made available for the use of the SMYA and its members.
2. The recipient(s) of monies from the fund must submit a comprehensive typewritten report to the SMYA executive upon completion of the projects.
3. The SMYA journal, *In the Middle*, must be provided with a synopsis of useful and relevant results of the funded project(s) for publishing purposes.
4. The recipients must acknowledge the financial assistance of the SMYA in the text of the comprehensive typewritten report.
5. The executive of the SMYA has the right to change, delete, or add any conditions related to the awarding of monies related to the fund.

## Conditions

1. Payment of the monies of the fund will be 50 percent when the project is approved by the SMYA Selection Committee and 50 percent upon completion of the project and the submission of an article suitable for publication in our journal.
2. The allocation of the monies granted will be made at the discretion of the SMYA Selection Committee.
3. Applications for the 2018 award can be made any time prior to Oct. 1, 2019.
4. Each application will be acknowledged and recipients will be notified of decisions immediately following the Selection Committee's meeting.
5. The amount of the monies of the fund to be allocated at the discretion of the Selection Committee shall not exceed \$1000.00.
6. Applications will be received in a format approved by the SMYA Selection Committee. Interested persons should forward inquiries to:

## Harold Schultz Middle Years Development Fund

### ATTENTION:

**Crystal Boire**  
Email: [crystal@smya.ca](mailto:crystal@smya.ca)



# President's Award

The Saskatchewan Middle Years Association strives to promote an understanding of middle years education within the province of Saskatchewan. Therefore, the President, on behalf of the Association, annually presents "The President's Award" to recognize individual excellence in middle years education.

Members of the SMYA are invited to nominate an individual to be considered as a recipient of this award.

## Criteria

1. The award will be presented to an educator who has made meritorious contribution to middle years education both locally and provincially.
2. Nominations must be made by a current member of SMYA.

## Timeline

Applications for the 2016 award must be submitted to the President by October 1, 2017.



## NOMINATION FORM

### A. Nominee Information

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Position Held \_\_\_\_\_  
Telephone – Home \_\_\_\_\_ Office \_\_\_\_\_

### B. Nominator Information

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Position Held \_\_\_\_\_  
Telephone – Home \_\_\_\_\_ Office \_\_\_\_\_

### C. Point form outline of the candidate's contributions

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### D. Attach statement supporting your nomination (Maximum 1,000 words)

Email all submissions to: Brett Reis [brett@smya.ca](mailto:brett@smya.ca)



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# SMYA YOUTH GRANT

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The SMYA supports and encourages special projects, initiatives and student conferences. Because of this, SMYA has established a grant fund, which will allow our organization to support such ventures. Money will be awarded in two installments. Fifty percent of the grant will be paid up front while the remaining fifty percent will be awarded on submission of a written report that can be published in *In the Middle*, the SMYA journal. Applications should show how the project, initiative, or conference would enhance the education of the middle level students involved. Priority will be given to those applicants which are organized by students, for students, or that go beyond regular classroom excursions/trips.

1. Applications for funds must be made BEFORE the project, initiative, or conference takes place AND before an SMYA executive meeting. The deadlines for consideration at an executive meeting are:
  - a. April 30
  - b. June 30
  - c. December 30
2. Applicants must fill in the following form and include a half to one-page summary or outline of the project, initiative, or conference on a separate piece of paper.
3. Applicants must be SMYA members.
4. Funds for grants will be set aside by the executive in the annual budget.
5. The maximum amount available for grants is \$1000 per year. Amounts awarded are at the discretion of the SMYA executive.
6. All special projects receiving the initial SMYA financial support will be required to provide SMYA with a written report suitable for publication in the SMYA journal in order to receive their second installment.



# Application for Financial Assistance for SMYA Youth Grant



**c/o Brett Reis**  
**email : [brett@smya.ca](mailto:brett@smya.ca)**

Deadlines for applications are June 30, December 30, and April 30

<b>School Name/Group Name</b>	
<b>School Address</b>	
<b>School Phone Number</b>	<b>Postal Code</b>
<b>Teacher Contact</b>	
<b>Type of Event</b>	<b>Date</b>
<b>Location</b>	
<b>Number of Participants</b>	<b>For Students and/or Teachers</b>
<b>Anticipated Costs</b>	<b>Source of Funding</b>
Food	Amount
Speakers	Source
Accommodation	
Travel	
Other (specify)	
Total	
<b>Outline of Event</b> Please include a brief description of the project including rationale for the project, format and anticipated activities.	
Do you have an active SMYA membership? Have you received SMYA funding before? Are you willing to: <ul style="list-style-type: none"> <li>a) Provide a report suitable for publication in the SMYA journal?</li> <li>b) Make a presentation at our Annual Conference?</li> </ul> Please provide any additional information that will assist us in processing your request and attach it to the form.	

# SMYA Privacy Policy

From time to time, the Saskatchewan Middle Years Association (SMYA) will gather, maintain and use personal information about its members. This policy outlines the steps that the SMYA will undertake to safeguard the privacy of this information.

## 1. Accountability

- a. The Executive shall appoint one of its members as the SMYA Privacy Compliance Officer.
- b. The Executive may appoint other members of the Executive to be responsible for collecting personal information subject to the terms set out in the policy.
- c. Complaints and/or inquiries arising from the collection of personal information shall be directed to the Privacy Compliance Officer of the organization.
- d. Personal information of the membership shall be shared with and maintained by the Saskatchewan Teachers' Federation (STF) for grant purposes.
- e. Personal information shall not be shared with any other third parties.

## 2. Purposes

Personal information will be used for communication purposes only. These communication vehicles will include the SMYA journal, the President's newsletter and periodic mail outs, which may advise the membership of upcoming professional development opportunities.

## 3. Consent

- a. Consent to gather personal information shall be obtained annually from the membership at conference.
- b. Registration forms for new or renewed memberships shall contain a "Consent for Release of Personal Information" section.
- c. This policy shall be made available to all members.
- d. Information collected by the SMYA may be disclosed to the STF for grant purposes and/or to the members of the SMYA Executive only.

## 4. Limiting Collection

- a. The information collected shall be limited to:
  - i. Name
  - ii. Address
  - iii. Postal Code
  - iv. Teaching Certificate Number
  - v. Telephone Number
  - vi. Email Address
- b. Name, Address and Postal Code information are needed to send communication to the member.
- c. A teaching certificate number is required by the STF for grant purposes.
- d. Telephone numbers are required to communicate with members quickly (i.e. in the event of a program cancellation).

## 5. Limiting Use, Disclosure and Retention

- a. Membership information shall be retained for as long as a person is a member of the organization.
- b. Lapsed membership information will be retained for a maximum of one year.
- c. Lapsed information in electronic or "hard copy" form shall be securely destroyed.

## 6. Accuracy

- a. Membership renewal information will be checked for accuracy with the individual member.
- b. Individual members of the SMYA shall be responsible for informing the organization's Privacy Compliance Officer with appropriate updates to their personal information.

## 7. Safeguards

- a. All reasonable measures shall be taken to protect members' personal information against loss or theft.
- b. Access to electronically stored information shall be limited to members of the organization's Executive only.

- c. Executive members shall annually be made aware of the need to protect the privacy of members' personal information.
- d. This policy shall be reviewed annually.

## 8. Openness

- a. This policy shall be published on the organization's website.
- b. This policy shall be published annually in the Association journal.

## 9. Individual Access

- a. Upon a request by a member, the President shall confirm the existence of a member's personal information and shall provide a copy of this policy to the member.
- b. If a member deems her/his personal information to be inaccurate, the member shall be given the opportunity to correct any inaccuracy.

## 10. Challenging Compliance

- a. Complaints and/or inquiries regarding this policy shall be directed to the Privacy Compliance Officer of the organization.
- b. Upon receiving a complaint and/or inquiry, the Privacy Compliance Officer shall attempt to resolve the issue as expeditiously as possible.



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