

We are all Treaty People



Saskatchewan boards of education received Treaty Symbols in recognition of their efforts towards Reconciliation at the Saskatchewan School Boards Association 2019 Spring Assembly. The symbols were presented to board chairs by David Pratt, Second Vice-Chief of the Federation of Sovereign Indigenous Nations - FSIN.

The Treaty plaque is a replica of the original Treaty medals given to Nêhiyawak (Cree), Nahkawe (Saulteaux) and Nakota (Assiniboine) leaders in commemoration of Treaty 4. Chinook School Division is situated in Treaty 4 territory and has made a commitment to honour the spirit and intent of Treaty. Our Board is honoured to display the Treaty Symbol and acknowledges that "We are All Treaty People".

2019 Western Canada Summer Games MOU

The Chinook Board and senior administration signed the Memorandum of Understanding with the 2019 Western Canada Summer Games Swift Current Host Society. We are working together to provide comfortable accommodation facilities, high quality competition venues, and transportation services for participants of the 2019 Western Canada Summer Games in August.

Facilities, equipment, services and grounds that will be utilized for various sport events and the athlete accommodations include the Swift Current Comprehensive High School, O.M. Irwin School, Hazlet School and Wymark School.



Student Services Monitoring Report

Bob Vavra, Superintendent of Learning

Student Services supports students that need more than what the average classroom can provide. Most of these students have an Inclusion and Intervention Plan (IIP) that helps guide their learning. The IIP is developed in May or June for the next year and is created by support teams made up of school and division personnel, including student services teachers, teachers, coordinators, psychologists, speech language pathologists and occupational therapists. Support in transitions is also provided for students with high needs or exceptionalities who are moving from school to school, either within our division or coming in from outside of the division.

In 2018-19, Chinook has 124 students receiving specialized supports in medical, behavior, academic, speech and language, occupational therapy, or transition plans among other areas.

As successful students move out of IIPs, they progress to Individual Learner Profiles or classroom interventions. Intensive supports are also provided in the areas of Early Literacy and Early Math.

Chinook has Division Support Teams in the areas of anxiety, autism and behaviour. Coordinators led planning groups to create teams to support schools in a nimble and effective manner. New programs within Fresh Start also exist to meet the needs of students in middle years and above that require intensive support in behaviour and with life skills, who do not meet the criteria for CAMPS or Maverick.

Teacher Assistance Teams continue with coordinators and specialists available to support teachers with students that need more. There has been policy development in the areas of mental health, doctor's requests, restraining devices, tragic events, technology and specialized equipment.

For students who are not at grade level, Individual Learner Profiles are developed with adaptations, modifications and enrichment. Functional Programming is in place for students that require work on daily living skills.

Violence Threat Risk Assessment training has been provided to all counselors and school administrators. VTRA is a process that walks schools/teams through the appropriate response and supports in a violent and/or threatening situation. Our student services coordinators and a superintendent are now certified to provide Level 1 training to our staff internally, as well as others in southwest Saskatchewan, with the Train the Trainer program in place. Non-Violent Crisis Intervention Training is done with teachers and educational assistants every year. Additionally, we have had Traumatic Events System Training from Kevin Cameron, ASIST training for counsellors to support students at risk of suicide, and Mental Health First Aid training with all student services coordinators and counsellors.

The restructuring process has maximized effectiveness with reduced supports, enabling us to implement clear processes to identify students that need supports and provide effective strategies for improvement at appropriate grade levels. Supports have remained in place in all areas of Student Services, including educational psychology, speech language pathology, occupational therapy and counselling. Support team capacities are built and are tracked in each cluster of schools and technology, such as video and teleconferencing, is utilized whenever possible in order to reduce travel cost and time. We can deliver service with more efficiency and effectiveness to ensure students continue to receive needed supports.

Moving forward, we will be training to build capacity for student services teachers and educational assistants to work with students that need additional supports; we will continue to connect specialists to division initiatives such as writing and engagement; we have new meeting structures to reduce time out of schools for student services teachers, school administrators and specialists; and student services coordinators will assist schools in supporting new English as an Additional Language (EAL) students within their clusters.

The work of the Student Services department has become more systematic to support students that need it the most, and we will continue to adjust how we do things to utilize technology and reduce travel. Chinook will continue to do great work with students, staff and parents.

2019-2020 Chinook Budget Approval



Chinook School Division has finalized a budget for the 2019-2020 school year. The planned expenditures will allow Chinook to continue to focus on their key priorities of student engagement, graduation rates and writing strategies, in alignment with the division and education sector strategic plans.

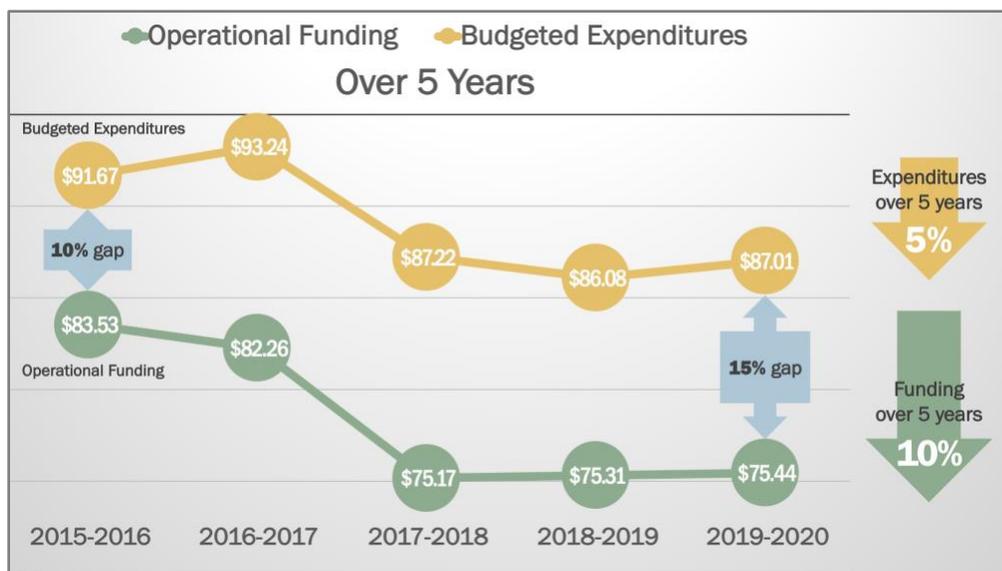
The total Chinook operational expenditures are approximately \$86.99M, and revenues from grant taxes and other will be \$82.15M. The projected budget deficit is projected at \$4.84M, of which \$2.28M will be funded out of reserves to balance the cash

budget. This draw on reserves will reduce the available resources to generate investment revenue in future years.

The operational funding allocation from the Ministry of Education increased by .03% from last year. The budget estimates include a number of cost cutting measures to mitigate inflationary cost pressures estimated at an annual 2.0%. Governance (-2.5%) and Administration (-5.2%) budgets have been reduced, and the instruction budget is increased by 0.9% to primarily address negotiated salary cost increases.

The total projected expenditures increase is \$911K or 1.1%. Significant cost drivers incorporated into budget are salaries (\$527K), energy (including carbon tax \$310K), and bus replacement purchases (\$1.06M).

Chinook is a division with high fixed costs and the Board requires sufficient and adequate resources to continue to deliver quality programming for students. In the last five years, student enrolment at Chinook went down by 1% and there are 12% less teachers. Chinook expenditures have been reduced by 5%, while funding has been reduced by 10% - widening the funding gap from 10% to 15% over five years.



During this time, Chinook conducted extensive and thorough reviews of programs, central office, personnel and supports with changes and efficiencies made to reduce expenditures and find efficiencies across all areas, and the division has made great efforts to avoid reducing teaching staff in schools. The board is using reserves to address the deficit, however Chinook will soon run out of reserves.